

Teachers' Perceptions of the Influence of Classroom Observation and Feedback on Teacher Improvement at Loselling Middle Secondary School

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Abstract

This study examined the perceived influence of classroom observation and feedback on teacher improvement at Loselling Middle Secondary School (LoMSS), Bhutan. Guided by the pragmatist paradigm, the study adopted a convergent mixed-methods case study design. The study involved 40 participants comprising teachers and school leaders with experience in classroom observation. Quantitative data were collected through a 31-item five-point likert-scale questionnaire, while qualitative data were obtained through a focus group interview with selected teachers and review of relevant school documents, including lesson observation forms, observation reports, feedback summaries, and professional development recommendations. The likert-type questionnaire showed high internal consistency (Cronbach's $\alpha = .949$). Quantitative data were analysed using frequencies, percentages, means, and standard deviations, while interview data were analysed thematically following Braun and Clarke's (2006) six-phase approach. Document analysis used predetermined categories, and findings were integrated through triangulation. The findings indicated generally high to very high teacher perceptions of classroom observation and feedback (COF). Teachers reported improvements in instructional practices, professional confidence, classroom management, lesson planning, and student engagement. Interview and document findings generally supported the questionnaire results, demonstrating convergence and complementarity. However, divergent findings highlighted concerns about trust, stress and anxiety, observation frequency, workload, and preferences for written or verbal feedback. The study concludes that COF were associated with positive teacher improvement when implemented regularly, constructively, collaboratively, and with systematic follow-up. The study recommends strengthening trust, providing specific feedback, ensuring follow-up, and aligning observation findings with professional development.

Keywords: Classroom observation, teacher feedback, teacher improvement, instructional leadership, mixed-methods research

Chapter 1: Introduction

1.1. Background of the Study

Classroom observation and effective feedback are powerful tools for ensuring quality instruction and pedagogy. As part of education reforms and policies to improve the quality of teaching and learning and guide teachers' professional growth, the Ministry of Education and Skills Development (MoESD)

introduced classroom observation in 2022, and school leaders (Principals and vice-principals) played a vital role in instructional leadership as mandated by the system.

Research indicates that classroom observations, when systematically implemented with supportive feedback, play a crucial role in enhancing planning, pedagogy, assessment, classroom management, and teacher motivation (Norbu, 2023; Phuntsho, 2025). Contemporary approaches emphasise that classroom observation should function as a developmental and collaborative process that promotes teacher reflection, professional dialogue, and instructional coaching rather than simply teacher evaluation and compliance monitoring (Zepeda, 2021; Marshall, 2020). The perceived influence of classroom observation largely depends on the quality of feedback provided after the observation process. Observation alone does not automatically lead to improvement unless teachers receive meaningful, timely, and evidence-based feedback that guides professional reflection and action. Effective feedback supports improvement by addressing teachers' current practice, progress, and areas for further development (Hattie & Timperley, 2007; Hattie, 2023). A recent study further indicates that feedback is most effective when it is specific, constructive, focused on instructional practices, and accompanied by opportunities for teachers to apply suggested improvements (Donaghue, 2026).

Through COF, teachers gain opportunities to compare their personal perceptions of teaching with evidence collected from classroom practice, thereby strengthening professional awareness and instructional decision-making (Farrell, 2022). Effective instructional leadership creates conditions that promote teacher learning and instructional improvement (Hallinger, 2003), while successful school leaders influence student achievement indirectly by strengthening teacher capacity and fostering a culture of continuous improvement (Leithwood et al., 2020). COF is therefore an important instructional leadership practice because they directly connect leadership actions with classroom teaching and learning. International evidence demonstrates the growing importance of observation-based professional learning. Teachers who participate in meaningful professional learning activities, including peer observation, coaching, and feedback processes, demonstrate stronger professional confidence and improved instructional practices (Organisation for Economic Co-operation and Development [OECD], 2020). LoMSS, Thimphu Thromde, classroom observation represents an important instructional leadership practice aimed at improving teaching and learning. Through classroom observations, school leaders seek to understand classroom practices, identify professional learning needs, and provide feedback that supports teachers' continuous improvement. Nevertheless, the actual perceived influence of classroom observation depends on several factors, including teachers' perceptions of the process, the quality of feedback provided, the level of trust between teachers and observers, and the availability of professional support following observation. Although substantial international research has examined COF as a mechanism for teacher improvement, limited empirical research has explored how these practices influence teachers within Bhutanese school contexts.

This study aims to investigate the perceived influence of COF on teacher improvement at LoMSS, Thimphu Thromde. Specifically, the study seeks to examine teachers' perceptions of classroom observation, explore how feedback influences instructional practices, and determine the extent to which observation-based professional support contributes to teacher growth. The findings of this study are expected to provide insights for school leaders, teachers, and educational policymakers in strengthening school-based professional development, improving instructional leadership practices, and fostering a culture of continuous improvement that ultimately enhances student learning outcomes.

1.2. Context of the Study

COF is broadly acknowledged as essential method for enhancing teachers' instructional practices. Their success, however, relies not just on the frequency of observations or the presence of formal policies, but also on how teachers perceive and engage with the process. When observation occurs in an environment of trust, reflection, professional communication, and teamwork, it can motivate educators to assess their methods and implement significant enhancements. Conversely, if educators perceive observation primarily as an evaluative or administrative task, they might be more resistant to feedback and less inclined to alter their teaching methods. Improving teaching quality and professional development for teachers is a key national education focus in Bhutan. The Bhutan Education Blueprint 2024–2034 highlights instructional leadership, ongoing professional development, and data-driven enhancement of teaching practices (Ministry of Education and Skills Development [MoESD], 2023). Likewise, the Bhutan Professional Standards for Teachers (MoESD, 2024) recognises reflective practice, teamwork, and continuous learning as important teacher competencies. These national guidelines identify classroom observation as an important school-centric professional development strategy. School administrators, such as principals, vice principals, department heads, and senior educators, perform classroom observations to oversee curriculum execution, pinpoint teachers' educational requirements, enhance teaching methods and classroom management, and elevate student learning experiences. Nevertheless, mere observation does not ensure professional development. Teachers' views of the process affect their willingness to accept feedback, reflect on their teaching, and implement recommended improvements. Studies indicate that supportive, cooperative, and trust-oriented observation is more effective in fostering teacher development than methods that emphasise judgement and accountability. At LoMSS, classroom observation serves as a strategy for instructional leadership to enhance teaching quality and learner-focused instruction for adolescent learners. However, educators react differently to feedback: some enhance their instructional methods, classroom oversight, and student engagement, while others show little change even after multiple observations and conversations. This variation prompts inquiries regarding the effectiveness of feedback, educators' viewpoints, and the circumstances that facilitate observation resulting in instructional enhancement. This study examines how COF influence teacher development at LoMSS. It investigates educators' views, analyses the contribution of feedback on teaching methods, and highlights approaches to enhance observation as a significant avenue for ongoing professional development.

1.3 Problem Statement

Classroom observation and constructive feedback are important approaches for improving teaching practices, professional learning, and the quality of classroom instruction. At LoMSS, classroom observations and post-observation feedback are conducted as part of teacher professional development. However, variations have been observed in the frequency of observations, teachers' experiences of the feedback process, and the extent to which feedback is followed by changes in teaching practices. Some teachers perceive observation and feedback as supportive and developmental, while others experience challenges related to frequency, trust, workload, and implementation.

Existing Bhutanese studies have examined walk-in observation and instructional practice, but limited research has examined the combined role of formal classroom observation and post-observation feedback in teacher professional improvement using quantitative, qualitative, and documentary evidence within a single school. Therefore, this study investigates teachers' perceptions and experiences of COF at LoMSS and examines their perceived influence on instructional practices, professional development and overall effectiveness.

1.4 Research Objective

1. To examine teachers' perceptions of the frequency, quality, and usefulness of classroom observation and feedback at LoMSS.
2. To assess the perceived influence of classroom observation and feedback on teachers' instructional practices, professional confidence, classroom management, lesson planning, and student engagement.
3. To explore teachers' experiences, challenges, and recommendations regarding the classroom observation and feedback process for improving teacher professional practice.

1.5 Research questions

The study seeks to answer the following research questions:

1. What are teachers' perceptions of the frequency, quality, and usefulness of classroom observation and feedback at LoMSS?
2. How do classroom observation and feedback influence teachers' instructional practices, professional confidence, classroom management, lesson planning, and student engagement?
3. What are teachers' experiences, challenges, and recommendations regarding the classroom observation and feedback process for improving professional practice?

1.6 Significance of the study

This study holds significance on several levels. At the institutional level, the study provides evidence-informed insights for current and aspiring school leaders in Bhutan. At the professional level, it provides practical insights for supporting teacher professional learning and development. At the policy level, the findings inform school-level professional development planning and instructional leadership practices. Scholarly significance lies in contributing empirical data from a Bhutanese context to a literature dominated by Western and African settings, thereby enriching comparative understanding of educational leadership in South Asian and small-state contexts.

CHAPTER 2: Literature Review

2.1 Introduction

Teacher quality is widely recognised as the most significant school-based factor influencing students' academic achievement. Improving instructional practices requires continuous professional learning, reflective teaching, and supportive leadership. Among professional development strategies, classroom observation followed by constructive feedback has become one of the most effective ways to improve teacher performance. Educational systems worldwide increasingly view classroom observation not merely as an evaluative exercise but as an essential component of instructional leadership that promotes teacher growth, collaboration, and improved student learning.

This chapter reviews national and international literature related to COF. It examines theoretical perspectives, empirical studies, and existing research findings concerning instructional supervision, teacher professional development, reflective practice, feedback mechanisms, and instructional leadership. The review also identifies research gaps that justify the present study.

2.2 Concept of Classroom Observation

Classroom observation refers to the systematic process of collecting information about teaching and learning through direct observation of classroom practices. It enables school leaders, instructional coaches, mentors, or peer teachers to examine instructional methods, classroom management, student engagement, assessment strategies, and overall teaching effectiveness. According to Wragg (2018), classroom observation is one of the most reliable methods for understanding actual classroom practices because it

provides first-hand evidence rather than relying on teachers' self-reports. It allows observers to identify both effective teaching behaviours and areas requiring improvement. Danielson (2022) explains that classroom observation should focus on improving instructional quality rather than merely evaluating teacher performance. Effective observation provides opportunities for dialogue, reflection, and collaborative problem-solving between teachers and instructional leaders.

Similarly, OECD (2020) reports that countries with highly successful education systems integrate classroom observation into teachers' continuous professional development programs rather than limiting it to performance appraisal. Teachers in such systems receive regular coaching based on classroom evidence, which contributes significantly to instructional improvement.

2.3 Instructional Leadership and Classroom Observation

Instructional leadership emphasises improving teaching and learning through active involvement of school leaders in curriculum implementation and teacher development. Hallinger (2003) identifies classroom observation as one of the core responsibilities of instructional leaders. Effective principals regularly visit classrooms, observe lessons, analyse instructional practices, and provide constructive feedback that helps teachers improve.

Robinson et al. (2008) conducted a meta-analysis of educational leadership studies and found that instructional leadership has a stronger influence on student achievement than transformational leadership. Their findings revealed that leaders who actively monitor classroom instruction and provide instructional support significantly improve teaching quality. Leithwood et al. (2020) argue that instructional leaders influence student achievement indirectly by improving teachers' instructional competencies. Classroom observation provides school leaders with authentic evidence needed to make informed decisions regarding professional development. In Bhutan, MoESD encourages principals and vice principals to function as instructional leaders rather than solely administrative managers. Classroom observation is therefore considered an essential strategy for maintaining teaching quality across schools.

2.4 The Role of Feedback in Teacher Improvement

Feedback is information provided to teachers about their instructional performance to promote professional growth. According to Hattie and Timperley (2007), effective feedback answers three important questions: Where am I going? How am I doing? What should I do next? They argue that feedback is among the highest-impact educational interventions because it promotes reflection, motivation, and behavioural change. Brookhart (2020) emphasises that feedback should be timely, specific, evidence-based, constructive, and actionable. When feedback focuses on observable classroom behaviours rather than personal characteristics, teachers are more likely to accept recommendations and implement changes. Similarly, Shute (2008) emphasised that effective formative feedback should be specific, supportive, timely, and focused on promoting improvement. Effective post-observation conferences provide opportunities for collaborative discussion where teachers reflect on their own teaching while school leaders guide professional learning rather than simply judging performance.

2.5 Classroom Observation as Professional Development

Professional development has shifted from traditional workshops toward job-embedded learning experiences. Darling-Hammond et al. (2020) argue that effective professional development should occur within teachers' work settings, involve collaboration, focus on instructional improvement, and provide continuous support. Classroom observation meets these criteria because it occurs in authentic teaching environments and addresses teachers' immediate instructional needs. Organisation for Economic Co-operation and Development (OECD, 2019) found that teachers who receive regular classroom

observations and constructive feedback report greater professional confidence and improved teaching effectiveness. Peer observation has also gained recognition as an effective form of professional learning. Bell and Cooper (2013) found that teachers participating in peer observation programs developed stronger instructional skills and increased professional collaboration.

2.6 Teachers' Perceptions of Classroom Observation

Teachers' attitudes toward classroom observation significantly influence its effectiveness. Research indicates that teachers generally hold mixed perceptions regarding observation. Positive perceptions include professional learning, coaching, mentoring, collaboration, and instructional improvement. Negative perceptions include inspection, fault-finding, performance evaluation, and administrative control. Zepeda (2021) found that teachers who trust their instructional leaders are more receptive to observation and feedback. Conversely, Marshall (2020) reported that observations emphasising accountability rather than professional growth often create anxiety, reducing teachers' willingness to implement suggested improvements. Creating a culture of trust therefore becomes essential for successful instructional supervision.

2.7 Models of Classroom Observation

2.7.1 Clinical Supervision Model

Developed by Goldhammer (1969) and later refined by Cogan (1973), clinical supervision involves a pre-observation conference, classroom observation, data analysis, post-observation conference, and professional reflection. This remains one of the most widely adopted models for teacher supervision.

2.7.2 Developmental Supervision Model

Glickman et al. (2020) proposed developmental supervision, emphasising differentiated support according to teachers' professional experience. Beginning teachers receive more directive guidance, whereas experienced teachers participate in collaborative decision-making.

2.7.3 Peer Observation Model

Peer observation encourages teachers to observe one another and exchange constructive feedback. Research by Gosling (2019) indicates that peer observation promotes collegial learning, professional dialogue, and instructional innovation while reducing anxiety associated with formal evaluations.

2.8 Empirical Studies on Classroom Observation and Feedback

Several empirical studies have examined the relationship between classroom observation and teacher improvement. Taylor and Tyler (2012) investigated teacher evaluation systems in the United States and found that teachers participating in a practice-based evaluation process involving multiple structured classroom observations showed systematic improvement in instructional effectiveness. Wanzare (2011) found that supportive instructional supervision was associated with teachers' professional and instructional development in Kenyan secondary schools. Kraft and Gilmour (2017), however, highlighted important challenges in teacher evaluation systems, particularly inconsistencies in how teacher effectiveness is rated by evaluators. These international studies demonstrate both the potential benefits and implementation challenges associated with observation and evaluation practices. Evidence from Bhutan remains limited.

The study draws primarily on the developmental and clinical supervision perspectives because the LoMSS process includes observation followed by feedback and professional reflection

2.9 Classroom Observation in Bhutan

Bhutan has made considerable progress in strengthening teacher professional development through national education reforms. The MoESD encourages schools to conduct lesson observations, mentoring, professional learning communities, and school-based professional development. The Bhutan Professional Standards for Teachers emphasise reflective teaching, continuous improvement, and collaborative learning. However, existing Bhutanese research has primarily focused on teacher competency, school leadership, and professional development rather than specifically examining the effectiveness of classroom observation and feedback. Some school-based action research reports indicate that constructive feedback contributes positively to lesson planning and instructional improvement. Nevertheless, systematic evidence examining teachers' perceptions and measurable instructional changes remains limited. Consequently, further research is necessary to understand how observation and feedback influence teacher improvement within Bhutanese schools.

Chapter 3: Methodology

3.1. Introduction

This chapter presents the methodology used to examine the influence of COF on teacher improvement at LoMSS. It describes the research design, participants, data collection methods, data analysis procedures, and ethical considerations.

3.2 Research paradigm

This study is guided by the pragmatist research paradigm. Pragmatism is appropriate because it allows the researcher to use both quantitative and qualitative methods to address the research questions and gain a comprehensive understanding of the research problem. Rather than being restricted to a single view of knowledge, pragmatism focuses on using methods that are most suitable for answering the research questions and addressing the practical problem under investigation.

3.3 Research Approach

This study adopted a mixed-methods research approach, combining quantitative and qualitative approaches to obtain a comprehensive understanding of COF at LoMSS. The quantitative approach collected and analysed teachers' perceptions through a five-point Likert-scale questionnaire. The qualitative approach was used to explore teachers' experiences, challenges, and recommendations through semi-structured interviews and document analysis.

3.4 Research Design

To comprehensively answer the research questions, this study employed a convergent mixed-methods case study design (Creswell & Plano Clark, 2018; Yin, 2018). This approach allows for the simultaneous collection and analysis of quantitative and qualitative data within a single bounded case. By combining measurable data with rich, contextual narratives, the design offsets the limitations of relying on any single data form and provides a more complete, validated understanding of the research problem (Creswell & Creswell, 2018).

3.5 Participants

The study involved a total of 40 teachers who were directly engaged in classroom observation and feedback practices at Loselling Middle Secondary School (LoMSS). These 40 teachers participated in the quantitative phase of the study by completing the five-point Likert-scale questionnaire. From the same group of 40 teachers, nine participants were purposively selected to participate in the focus group interview to provide in-depth qualitative insights into their experiences, perceptions, challenges, and

recommendations regarding classroom observation and feedback. Thus, the nine focus group participants constituted a subsample of the 40 questionnaire participants. The selection of the nine participants was based on their direct experience with classroom observation and post-observation feedback and their ability to provide relevant and diverse perspectives on the phenomenon under study.

Table 1
Demographic Characteristics of the Participants

Demographic Variable	Category	n	%
Gender	Male	17	42.5
	Female	23	57.5
Age	26–34 years	4	10
	35–44 years	18	45
	45 years and above	18	45
Highest Professional Qualification	Postgraduate Diploma	5	12.5
	Diploma	4	10
	Bachelor's Degree	21	52.5
	Master's Degree	8	20
	PTC	2	5
Years of Teaching Experience	0-5years	3	7.5
	6–10 years	4	10
	11–15 years	4	10
	16–20 years	15	37.5
	More than 20 years	14	35

Table 2
Overall study participants

Data source	Participants/sources
Questionnaire	40 teachers
Focus group interview	9 teachers
Documents	Observation forms/reports/feedback records

3.6 sampling

Purposive sampling was used to select the participants because they had direct experience with classroom observation and teacher professional development. Teachers were purposefully selected based on their

experience of undergoing at least one formal classroom observation and receiving post-observation feedback during the academic year.

3.7. Research instrument

The study employed three data collection instruments: a five-point likert-scale questionnaire, focus group interviews, and a document review checklist. The questionnaire was administered to 40 teachers to collect quantitative data on classroom observation, feedback, professional improvement, and overall perceptions. Interviews with selected teachers provided qualitative insights into their experiences, challenges, and suggestions, while relevant school documents were reviewed to supplement and contextualise the findings.

3.8 Validity

The validity of the research instruments was established through expert review. The questionnaire, semi-structured interview, and document review checklist were reviewed by experts in education and research methodology to assess the clarity, relevance, appropriateness, and alignment of the items with the study objectives. Based on their feedback, necessary revisions were made to improve the instruments before data collection.

3.9 Reliability

The internal consistency of the questionnaire was assessed using Cronbach's alpha. The questionnaire demonstrated an acceptable level of reliability, with a Cronbach's alpha coefficient of $\alpha = .949$ for the 31 items based on responses from 40 participants. This indicates that the items had satisfactory internal consistency and were sufficiently reliable for the study.

Table 3
Reliability Statistics

Cronbach's Alpha	N of items
0.949	31

3.10 Data collection procedure

Permission to conduct the study was first obtained from the school principal. Participants were then identified using purposive sampling. The questionnaire was administered to 40 teachers, followed by semi-structured interviews with nine selected participants. Relevant documents, including lesson observation forms, observation reports, feedback summaries, and professional development recommendations, were collected and reviewed. The collected data were organised and prepared for analysis. Quantitative questionnaire data were coded and analysed using SPSS version 23.0 through frequencies, percentages, means, and standard deviations. Interview data were transcribed and analysed thematically following Braun and Clarke's (2006) approach. The collected documents were reviewed using a document analysis checklist. Findings from the questionnaire, interviews, and document analysis were integrated through a triangulation matrix to identify convergence, divergence, and complementarity across the three data sources.

3.11 Ethical Considerations

Ethical principles were considered throughout the study. Permission to conduct the research was obtained from the relevant school authorities before data collection. Participants were informed about the purpose of the study and participated voluntarily. Informed consent was obtained from the participants, and they were informed of their right to withdraw from the study at any time without any consequences.

Confidentiality and anonymity were maintained throughout the research process. Participants' names were not included in the analysis or report; instead, codes such as T1, T2, and T3 were used to identify interview participants. The information collected from questionnaires, interviews, and school documents was used solely for research purposes and was securely handled. Care was also taken to ensure that participation in the study did not negatively affect participants' professional relationships or work environment.

Chapter 4: Results/Findings

4.1 Quantitative data

The quantitative data collected through the questionnaire were coded and analysed using SPSS Version 23.0. Descriptive statistics, including frequencies, percentages, means, and standard deviations (SD), were used to summarise participants' responses and identify overall patterns in the data. The findings were presented in tables and figures where appropriate.

Table 4
Interpretation of Mean Scores for the Five-Point Likert Scale

Mean Range	Response	Interpretation
4.21–5.00	Strongly Agree	Very High
3.41–4.20	Agree	High
2.61–3.40	Neutral	Moderate
1.81–2.60	Disagree	Low
1.00–1.80	Strongly Disagree	Very Low

Note. The five-point Likert scale was coded as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. Mean score ranges were calculated by dividing the scale width (4) into five equal intervals (0.80)

Table 5
Teachers' Perceptions of COF across Key Dimensions

Dimension	Statements	M	SD	Interpretation
Frequency of Classroom Observation	1. Classroom observations are conducted regularly at Loselling Middle Secondary School.	4.32	1.1	Very High
	2. I receive classroom observations often enough to support my professional improvement.	3.97	1.12	High
	3. The frequency of classroom observations provides sufficient opportunities for me to reflect on my teaching.	4.05	0.85	High
	4. Classroom observations are scheduled at appropriate intervals throughout the academic year.	4.03	0.97	High
Quality Feedback	1. The feedback I receive after classroom observation is clear and specific.	4.23	0.891	Very High

	2. The feedback identifies both strengths and areas for improvement in my teaching.	4.45	0.504	Very High
	3. The feedback provided after observation is constructive and supportive.	4.53	0.554	Very High
	4. The feedback includes practical suggestions for improving my teaching practices.	4.3	0.607	Very High
	5. I am given adequate opportunities to discuss and clarify the feedback with the observer.	4.18	0.902	High
Instructional Improvement	1. Classroom observation and feedback have helped me improve my teaching practices.	4.03	0.659	High
	2. I use the feedback from classroom observations to modify my instructional strategies.	4.4	0.496	Very High
	3. Classroom observation has helped me become more reflective about my teaching.	4.33	0.525	Very High
	4. Feedback from classroom observation has helped me identify areas in which I need to improve.	4.4	0.496	Very High
	5. I have implemented changes in my teaching based on feedback received from classroom observations.	4.45	0.503	Very High
Professional Confidence	1. Classroom observation and feedback have increased my confidence as a teacher.	4.23	0.619	Very High
	2. Constructive feedback encourages me to try new teaching strategies.	4.33	0.525	Very High
	3. Classroom observation helps me recognise my strengths as a teacher.	4.4	0.496	Very High
	4. I feel comfortable receiving feedback about my teaching from observers.	4.45	0.552	Very High
Classroom Management	1. Feedback from classroom observations has helped me improve my classroom management skills.	4.2	0.686	High
	2. Classroom observation has helped me identify ways to manage student behaviour more effectively.	4.18	0.712	High
	3. Feedback has helped me improve the organisation and management of classroom activities.	4.33	0.525	Very High
	4. Classroom observation has helped me create a more positive and orderly learning environment.	4.38	0.54	Very High

Lesson Planning	1. Feedback from classroom observations has helped me improve my lesson planning.	4.35	0.533	Very High
	2. Classroom observation has encouraged me to set clearer learning objectives for my lessons.	4.35	0.622	Very High
	3. Feedback has helped me improve the alignment between learning objectives, teaching activities, and assessment.	4.35	0.535	Very High
	4. Classroom observation has encouraged me to plan lessons that better address students' learning needs.	4.4	0.545	Very High
Student Engagement	1. Classroom observation and feedback have helped me improve student engagement during lessons.	4.3	0.563	Very High
	2. Feedback has helped me use strategies that encourage greater student participation.	4.33	0.474	Very High
	3. Classroom observation has helped me identify ways to make lessons more interactive.	4.38	0.49	Very High
	4. Feedback has helped me use questioning and other strategies to involve more students in learning.	4.43	0.5	Very High
	5. Classroom observation has helped me become more aware of students' engagement during lessons.	4.25	0.588	Very High

Note. M = Mean; SD = Standard Deviation. Interpretations are based on the study's five-point Likert-scale interpretation criteria.

The table presents teachers' perceptions of COF across seven dimensions. Overall, the findings indicate high to very high perceptions across all dimensions. For frequency of classroom observation, the mean scores ranged from 3.97 to 4.32, indicating that teachers generally considered observations to be regular and sufficiently frequent. Quality feedback received particularly strong ratings, with means ranging from 4.18 to 4.53, with the highest rating for feedback being constructive and supportive ($M = 4.53$, $SD = 0.554$).

Teachers also reported strong perceptions of the contribution of classroom observation and feedback to instructional improvement ($M = 4.03$ – 4.45), professional confidence ($M = 4.23$ – 4.45), classroom management ($M = 4.18$ – 4.38), lesson planning ($M = 4.35$ – 4.40), and student engagement ($M = 4.25$ – 4.43). The findings suggest that classroom observation and feedback are perceived as contributing positively to teachers' instructional practices, confidence, classroom management, lesson planning, and students' engagement. Overall, the consistently high mean scores indicate a strong positive perception of classroom observation and feedback among the 40 teachers.

4.2 Qualitative Analysis

The qualitative interview data were analysed using Braun and Clarke's (2006) thematic analysis approach. The analysis followed six phases: (1) familiarisation with the data through repeated reading of the

transcripts, (2) generating initial codes, (3) searching for potential themes by grouping related codes, (4) reviewing and refining the themes, (5) defining and naming the final themes, and (6) reporting the findings using relevant descriptions and participant quotations. This process enabled the researcher to identify and interpret key patterns in participants' experiences and perceptions of classroom observation and feedback. To maintain confidentiality, teacher participants were anonymised using codes such as T1, T2, T3, and so forth, rather than their names.

Theme 1: Classroom Observation Promotes Teacher Preparation and Reflection

The findings indicate that classroom observation encouraged teachers to become more prepared, reflective, and conscious of their teaching practices. T2 described classroom observation positively, explaining that it helped the teacher to "understand my strengths and areas where I need to improve." Similarly, T4 viewed observation as an opportunity to "reflect on my teaching and identify areas for improvement."

Preparation was one of the most frequently mentioned effects of classroom observation. T5 stated that observation "makes me alert and remain prepared always," while T8 reported that it "keeps one on toes." T2 also explained that regular observations encouraged better lesson preparation and the use of improved teaching methods.

Participants also associated observation with improved time management and lesson planning. T3 explained that observation made teachers "more focused on time management as we need to complete the lesson on time." T5 reported that lesson plans had become "precise and time-bound," while T9 stated that lesson planning had improved and that "sequential teaching becomes more prominent" when there is observation. Overall, the findings suggest that classroom observation encouraged teachers to be more deliberate about their preparation, planning, and reflection. However, T7 presented a contrasting view, reporting that observation created nervousness and stress rather than productive reflection.

Theme 2: Constructive Feedback Supports Changes in Teaching Practice

Participants described feedback as constructive, informative, encouraging, or useful for improving their teaching. T1 stated that "Feedback lead us for further improvements," while T2 described feedback as helpful in areas such as teaching methods, classroom management, student participation, and lesson planning. Participants (T2, T4, T7 and T9) said that feedback resulted in specific changes to their instructional practices, such as teachers using "more questions, group work, and activities."

Thus, the findings show that constructive and relevant feedback can transform classroom observation from an evaluative activity into a professional learning process, enabling teachers to identify specific areas for improvement and make changes to their teaching.

Theme 3: Classroom Observation Encourages Active and Student-Centred Teaching

Participants described changes in questioning, group work, practical activities, demonstrations, formative assessment, classroom organisation, and student participation. T2 reported that observation encouraged the use of "more student-centred activities, questioning, demonstrations, and practical activities in Science." T4 reported that introducing "group activities, experiments, questioning techniques, and different teaching materials" made Science lessons more interesting. Classroom management was another important aspect of this theme. The participants also perceived improvements in student participation. T2, T4, and T9 reported that more students participated in discussions and group activities and noted that some students who were usually quiet began answering questions and sharing their ideas. T5 stated that classroom observation encouraged "making the lesson student-centred."

Overall, the findings suggest that classroom observation and feedback encouraged teachers to move beyond teacher-directed instruction toward more interactive and student-centred classroom practices.

Theme 4: The Effectiveness of Observation Depends on Trust, Frequency, and Implementation

Most participants believed that observation was beneficial when it was supportive rather than judgmental. T2 stated that classroom observation was useful when it was “supportive and focused on improvement rather than judgment.” T4 similarly explained that observation was most valuable when it was “supportive, constructive, and focused on continuous professional learning rather than simply evaluation.” However, T7 presented a strong contrasting perspective. The participant stated, “It makes us nervous and spoils the smooth teaching and learning.”

T7 further supported that observation made teachers feel “less trusted than trust” and created “stress and worries.” Frequency of observation was another area where participants expressed different opinions. T1 suggested that observations should occur “more than three times,” while T9 believed that more frequent observation would make teaching better. In contrast, T3 suggested that observation frequency could be reduced for teachers with more than ten years of teaching experience and increased for junior teachers. T8 similarly suggested reducing the frequency of observations for senior teachers. Time and workload also affected teachers' ability to benefit from feedback. T2 identified “limited time, large classes, limited resources” as challenges, while T4 mentioned time constraints, workload, class size, and limited resources. T5 similarly explained that large numbers of students made it difficult to reach and assess everyone. The findings also reveal different preferences concerning post-observation discussions. T2 and T4 wanted more opportunities for follow-up discussions, whereas T5 preferred written feedback and felt that lengthy verbal feedback consumed time. T9's description of post-conference as a one-way communication further indicates the need to examine the quality of professional dialogue following observation.

Therefore, this theme suggests that the success of classroom observation is not determined by observation alone but by the conditions surrounding it. When teachers experience observation as supportive, constructive, and developmental, it can encourage professional growth. When it is perceived as judgmental or stressful, it may have the opposite effect.

4.3. Document Analysis

Table 6
Coding Framework for Analysing Documentary Evidence of Teacher Improvement

Dimension	Code	Documents Reviewed	Coding Categories/Indicators
Frequency of Classroom Observation	FCO	Lesson observation forms; observation reports	Evidence that observations were conducted; frequency and periodicity of observations
Quality of Feedback	QF	Feedback summaries; observation reports	Constructive, specific, supportive, and developmental feedback
Instructional Improvement	II	Observation reports; feedback summaries; PD recommendations	Recommendations or evidence related to teaching strategies and instructional improvement
Professional Confidence	PC	Feedback summaries; observation reports	Recognition of teacher strengths and evidence of professional growth

Classroom Management	CM	Lesson observation forms; observation reports; feedback summaries	Strengths, weaknesses, and recommendations related to classroom management
Lesson Planning	LP	Lesson observation forms; observation reports	Lesson preparation, objectives, organisation, and planning practices
Student Engagement	SE	Lesson observation forms; observation reports; feedback summaries	Student participation, engagement, and use of engagement strategies
Overall Teacher Improvement	OTI	All relevant documents	Overall evidence of strengths, areas for improvement, changes in practice, and professional development recommendations

Note. FCO = Frequency of Classroom Observation; QF = Quality of Feedback; II = Instructional Improvement; PC = Professional Confidence; CM = Classroom Management; LP = Lesson Planning; SE = Student Engagement; OTI = Overall Teacher Improvement.

The triangulation matrix shows that the questionnaire, interview findings, and document analysis generally support one another. The documents confirmed that classroom observations and feedback addressed key areas such as instructional improvement, classroom management, lesson planning, and student engagement. Interviews provided deeper explanations of teachers' experiences and changes in practice, while questionnaire findings showed generally positive perceptions. Overall, the findings demonstrate strong convergence and complementarity, although some differences were noted regarding observation frequency and professional confidence.

4.4 Mixed-Methods Integration and Triangulation

According to Fetters et al. (2013), data triangulation can be performed to corroborate the findings from the questionnaire, interviews, and document analysis by using a triangulation matrix.

Table 7

Mixed-Methods Triangulation Matrix of Classroom Observation and Teacher Improvement

Dimension	Questionnaire (Q)	Interview (I)	Document Analysis (D)	Integration
FCO	FCO-Q: High–Very High (M = 3.97–4.32)	FCO-I: Observations conducted periodically; need for greater regularity	FCO-D: Observation forms/reports confirm observations were conducted	CON+DI
QF	QF-Q: Very High (M = 4.18–4.53)	QF-I: Feedback described as constructive, specific and supportive	QF-D: Feedback records show developmental feedback	SCON

II	II-Q: High–Very High (M = 4.03–4.45)	II-I: Teachers reported modifying instructional strategies	II-D: Recommendations for instructional improvement documented	SCON
PC	PC-Q: Very High (M = 4.23–4.45)	PC-I: Increased confidence and recognition of strengths	PC-D: Limited direct evidence; strengths identified in feedback	COMP
CM	CM-Q: High–Very High (M = 4.18–4.38)	CM-I: Improved awareness and management strategies	CM-D: Strengths and areas for improvement documented	SCON
LP	LP-Q: Very High (M = 4.35–4.40)	LP-I: Improved preparation, objectives and organisation	LP-D: Lesson planning documented as an observation indicator	SCON
SE	SE-Q: Very High (M = 4.25–4.43)	SE-I: Increased awareness and use of engagement strategies	SE-D: Engagement addressed in observation and feedback	SCON
OTI	OTI-Q: Positive perceptions across dimensions	OTI-I: Improvements reported across teaching practices	OTI-D: Evidence of strengths, weaknesses and recommendations	SCON

Note. FCO = Frequency of Classroom Observation; QF = Quality of Feedback; II = Instructional Improvement; PC = Professional Confidence; CM = Classroom Management; LP = Lesson Planning; SE = Student Engagement; OTI = Overall Teacher Improvement. Q = Questionnaire; I = Interview; D = Document Analysis. CON = Convergence; SCON = Strong Convergence; COMP = Complementarity; DI= Divergence

The findings from the three data sources were compared to identify areas of convergence (CON), divergence (DI), and complementarity (COMP). Convergence was identified where findings across the data sources supported similar conclusions, divergence where findings differed or contradicted one another, and complementarity where findings provided different but mutually enriching perspectives on the same phenomenon. This approach enabled the study to assess the consistency of findings while also identifying areas where one data source elaborated on or provided additional insight into another.

The findings indicate that the observation and feedback process had a positive perceived influence on teachers' professional development and teaching practices. Questionnaire results across all dimensions were rated high to very high, with mean scores ranging from 3.97 to 4.53. Interview findings and document analysis generally supported these results, showing that teachers received constructive feedback, improved their instructional strategies, lesson planning, classroom management, and student engagement, and

developed greater confidence in their teaching. The integration of the three data sources demonstrates strong convergence and confirms the effectiveness of the process. However, the findings also indicate a need for more regular and systematic classroom observations to further strengthen continuous professional improvement.

CHAPTER 5: Discussion

5.1 Introduction

This chapter discusses the findings of the study in relation to the research questions and relevant literature. The discussion integrates the quantitative, qualitative, and document analysis findings to explain teachers' perceptions and experiences of classroom observation and feedback at LoMSS. Particular attention is given to areas of convergence, complementarity, and variation across the three data sources.

5.2 Discussion of Research Question 1

The findings showed that teachers generally had positive perceptions of COF. Questionnaire results indicated high to very high ratings for observation frequency ($M = 3.97\text{--}4.32$), although interviews suggested that some teachers preferred more regular observations. This is consistent with Wragg (2018) and Hallinger (2003), who emphasise the importance of regular classroom observation for understanding and improving teaching practices.

Feedback received particularly positive ratings ($M = 4.18\text{--}4.53$). Interviews described feedback as constructive, specific, and supportive, while documents also showed evidence of developmental feedback. These findings support Brookhart (2020) and Danielson (2022), who emphasise that effective feedback should be constructive, specific, and focused on professional growth. Generally, the three data sources showed strong agreement that COF were useful for teachers. However, the findings also suggest that regularity and trust are important for making the observation process more effective, consistent with Zepeda (2021) and Marshall (2020).

5.3 Discussion of Research Question 2

The findings showed that COF were perceived to contribute positively to instructional improvement, professional confidence, classroom management, lesson planning, and student engagement. All five areas received high to very high ratings. Teachers reported improved instructional strategies, greater confidence, better classroom management, improved lesson preparation, and increased use of student-engagement strategies. These findings are consistent with previous research. Taylor and Tyler (2012) found that a practice-based teacher evaluation process involving multiple structured classroom observations was associated with systematic improvement in teacher effectiveness. Wanzare (2011) similarly highlighted the importance of supportive instructional supervision for teacher professional development and instructional practice. The findings suggest that constructive classroom observation and feedback can support improvement across multiple areas of teacher professional practice.

5.4 Discussion of Research Question 3

The findings showed that teachers generally experienced classroom observation and feedback positively, particularly when feedback was constructive and supportive. However, challenges included lack of trust, stress and anxiety, irregular observation, workload, and limited follow-up. Trust was important in helping teachers view observation as a developmental rather than judgmental process, consistent with Zepeda (2021) and Marshall (2020). Teachers also recommended more regular observations, supportive feedback, reduced evaluative pressure, and systematic follow-up to ensure that feedback leads to sustained professional improvement. These findings are consistent with Gosling (2019) and Glickman et al. (2020),

who emphasise continuous, collaborative, and supportive supervision. The quantitative findings indicate generally positive perceptions at the group level, while qualitative findings reveal individual variation in teachers' emotional experiences of observation. Thus, positive overall perceptions do not imply that all teachers experience observation similarly.

5.5 Discussion of Triangulated Findings

The three data sources collectively demonstrated that classroom observation and feedback were associated with positive teacher improvement. Questionnaire findings showed high perceived improvement, interviews explained how teachers changed their practices, and documents confirmed that these areas were observed, reported, and addressed through recommendations. There was strong convergence across the sources, particularly in instructional improvement, classroom management, lesson planning, and student engagement. Divergence was evident regarding observation frequency, while complementarity was observed in professional confidence. Triangulation enhanced the credibility of interpretations where evidence from multiple sources converged, while divergent findings highlighted areas requiring contextual interpretation.

5.6 Unexpected/Divergent Findings

Although the questionnaire findings were overwhelmingly positive, the interviews revealed some divergent concerns. Teachers reported nervousness and stress during observations, feelings of being untrusted, and differing views about the appropriate frequency of observations. Some participants also preferred written feedback, while others valued verbal feedback. These differences suggest that teachers may recognise the benefits of classroom observation while experiencing the process differently. The divergent findings highlight the importance of trust, clear communication, appropriate observation frequency, and flexible feedback approaches when implementing classroom observation and feedback.

CHAPTER 6: Conclusion, Limitations and Recommendations

6.1. Conclusion

This study examined the influence of COF on teacher professional practice at LoMSS using a mixed-methods approach. The findings showed that teachers generally perceived classroom observation and feedback positively and reported improvements in instructional practices, professional confidence, classroom management, lesson planning, and student engagement.

Interview findings also indicated that constructive, supportive feedback encouraged teachers to reflect on their teaching and adjust their instructional practices. Document analysis provided additional evidence that COF addressed key areas of teacher practice and included recommendations for professional improvement. Triangulation showed strong convergence across the three data sources, while some differences highlighted concerns related to trust, stress, observation frequency, workload, and follow-up. The findings suggest that teachers perceive COF as more beneficial when implemented regularly, constructively, and collaboratively. The findings emphasise that building trust, providing meaningful feedback, and ensuring follow-up are essential for making the observation process more effective and sustainable.

6.2. Limitations

The study has some limitations. First, as it was conducted in a single school with a relatively small sample, the findings have limited generalisability to other educational contexts. Second, the limited number of interview participants did not fully represent the range of teachers' experiences. Third, the study's

timeframe restricted the examination of the long-term effects of COF. Finally, the availability and quality of school documents and participants' perspectives influenced the interpretation of the findings.

6.3 Recommendations

The study recommends that LoMSS strengthen COF by conducting observations more regularly and providing constructive, specific, and supportive feedback. LoMSS should place greater emphasis on building trust, reducing teachers' anxiety, and ensuring systematic follow-up on feedback. Observation findings should also be used to identify professional development needs and provide appropriate support for continuous teacher improvement.

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