

TEACHERS' PERCEPTION ON CLASSROOM OBSERVATION: BASIS FOR AN ENHANCEMENT PLAN

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Abstract

This study investigated teachers' perceptions of classroom observation in selected public schools within one divisional cluster in Central Visayas during School Year 2024–2025. A descriptive research design was employed, involving 58 teacher-respondents. Data were collected using a 32-item validated questionnaire and supplemented by classroom observations to determine the relationships between self-reported practices and actual instructional delivery. Results showed that teachers generally held positive perceptions of effective classroom practices; however, inconsistencies were observed in the application of instructional strategies, classroom management techniques, and assessment methods. Teachers demonstrated a high level of awareness in theory, yet classroom observations indicated a need to enhance learner engagement and participation through more interactive, learner-centered approaches. Findings further revealed that while perceptions remained positive across the cluster, specific gaps persisted in instructional delivery and evaluation consistency. Based on the findings, a localized enhancement plan focusing on professional development and continuous monitoring was developed to improve teaching effectiveness and learner outcomes.

Keywords: *Classroom observation, teachers' perceptions, instructional strategies, enhancement plan, descriptive research, learner engagement, professional development, Central Visayas.*

Bio-profiles

Maricris A. Ong earned her Bachelor of Secondary Education, major in Physical Education, Health, and Music, from Medina Foundation College, and her Master of Education from STI West Negros University. She is currently serving as the School Head of Governor Julian L. Teves Memorial High School and as a Cluster Head of eight schools in the Division of Bais City. Ms. Ong is engaged in leading people, conducting instructional supervision and classroom observations, managing systems, and ensuring that learners receive quality education in a safe and supportive environment. These responsibilities have strengthened her commitment to teaching excellence and provided a strong foundation for research and continuous school improvement, which have driven her to pursue this research.



Introduction

Rationale

In line with the United Nations Sustainable Development Goal 4 (Quality Education), which promotes inclusive, equitable, and holistic learning, the systematic assessment of pedagogical strategies and classroom management is a vital consideration for strengthening instructional quality (UNESCO, 2023). Classroom observation contributes significantly to SDG-4 by fostering environments that prioritize professional growth and student learning outcomes. Recognizing the link between effective teaching and learner development, the Philippine education system has positioned classroom observation as a cornerstone of teacher quality. This priority is reinforced by Article XIV of the 1987 Philippine Constitution, which mandates the state to protect and promote the right of all citizens to quality education. This mandate is operationalized through the K–12 Law (Republic Act 10533) and the Results-Based Performance Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST), which seeks to provide a constructively critical framework for assessing practice and identifying areas for professional enhancement (Patadilla-Naquines & Salazar, 2022).

Despite these national and global directives, challenges persist in fully achieving the goals of instructional monitoring, especially in schools in Central Visayas. Based on field observations and professional experience, many teachers struggle to achieve objectives due to a lack of awareness of observation indicators and insufficient instructional preparation. These issues align with research findings, which show that when the observation process is perceived as a mere formality rather than a supportive mechanism, its impact on teaching effectiveness is diminished (Barrogo, 2020). Additionally, school heads, as instructional leaders, often face constraints in balancing their administrative duties with the need to conduct diligent, meticulous evaluation of instruction. These constraints are consistent with reports identifying the need for more robust instructional support and high-quality feedback to bridge the gap between policy and classroom practice (Villamor, 2021).

Perception emerges as a particularly critical factor in the success of classroom observations. When teachers perceive the observation process as a collaborative opportunity for growth, it fosters intrinsic motivation and professional persistence. Conversely, when the process is viewed as anxiety-provoking or irrelevant, it may lead to resistance or superficial compliance. Research emphasizes that the observation experience is inherently relational; it relies on feelings of trust, transparency, and mutual respect. This dimension underscores the importance of designing observation frameworks that build teacher confidence and promote positive professional interaction. Theories of professional development further demonstrate that educators participate more actively in improvement efforts when their needs for competence and autonomy are supported.

Given these challenges, this study aims to investigate the underlying factors that influence teachers' perceptions of classroom observation, with a particular focus on prevailing practices and identified gaps. By understanding these perceptions, the study aims to generate insights that inform the development of a localized enhancement plan tailored to educators' needs in Central Visayas. Designed by the researcher, the proposed framework aims to strengthen and complement existing



DepEd monitoring tools. Central to this framework is the belief that constructive feedback and structured support serve as powerful platforms for cultivating essential teaching skills, such as interactive delivery and effective classroom management. These values are aligned not only with the goals of the PPST but also with SDG-4's emphasis on nurturing high-quality instructional environments.

Ultimately, this initiative aspires to promote sustained improvement in teaching practices both within and beyond the current research locale. By encouraging a positive perception of observations, providing evidence-based instructional support, and fostering professional collaboration, the program aims to help build a more effective and empowered teaching force. Through greater transparency, teacher-centered design, and enhanced implementation of monitoring tools, the initiative seeks to contribute to national efforts to cultivate instructional quality. In doing so, the study supports broader local and global education goals—a vision that aligns with the Philippine Constitution, DepEd policy priorities, and the transformative aspirations of UN SDG 4: Quality Education.

Literature Review

The conceptualization of classroom observation has evolved from a traditional evaluative tool into a dynamic mechanism for educators' continuous professional development (O'Leary, 2020; Gu, 2022). As a cornerstone of global education systems, observation provides an unobstructed, realistic view of pedagogical practices, allowing for objective feedback and context-specific dialogue between teachers and instructional leaders (Halim et al., 2018). In the Philippine context, this is institutionalized through the K–12 Law (RA 10533) and the Results-Based Performance Management System (RPMS), which utilize standardized observation tools to ensure teacher welfare and pinpoint specific training needs (Barrogo, 2020; Patadilla-Naquines & Salazar, 2022). Research consistently indicates that when observations are framed supportively rather than punitively, they foster professional reflection, self-awareness, and a stronger trusting bond between school heads and staff (Dorji et al., 2025; Revised RPMS Manual, 2018).

Instructional effectiveness serves as a primary focal point of the observation process, specifically regarding the selection and execution of teaching strategies. Evidence suggests that high-quality instructional delivery—characterized by ICT integration, differentiated instruction, and flexible grouping—significantly correlates with higher student academic achievement (Canales, 2020; Kim, 2020; De Vera et al., 2020). Modern pedagogical trends, such as game-based learning and gamification, have further emerged as vital tools for enhancing learner engagement and conceptual understanding (Prodigy, 2021; Alotaibi, 2024; Antienza & Andal, 2023). However, the successful implementation of these strategies requires teachers to be innovative and adaptable, particularly in resource-constrained environments where non-digital alternatives must be utilized to maintain instructional equity (Abarquez et al., 2025; Antienza & Andal, 2023).

Effective classroom management remains a critical predictor of teacher competence and a prerequisite for a disciplined learning atmosphere. It encompasses a broad spectrum of activities, including time optimization, behavioral monitoring, and the creation of a positive socio-emotional



climate (Jouti, 2020; Sieberer-Nagler, 2015). Recent studies highlight that while teachers recognize the importance of consistent discipline, they often struggle with managing diverse learner backgrounds and cultural traditions (Wilson & Walker, 2018; Jabiñar & Mustacisa, 2024). This complexity underscores the school head's role in providing targeted orientation and support to novice and experienced teachers to refine their management techniques (Atienza, 2019; Catayas & Hussien, 2024).

The ultimate metric of observation often lies in learner engagement and the efficacy of assessment procedures. Engagement is viewed as a multidimensional construct encompassing behavioral, emotional, and cognitive domains that drives student curiosity and academic persistence (Enerio, 2021; Tanhuenco-Tumapon, 2024). When a mismatch occurs between learner needs and the classroom environment, engagement diminishes, necessitating robust assessment and remedial interventions (Aker & Ellis, 2019; Glewwe et al., 2020). While teachers acknowledge the importance of providing timely feedback and personalized remediation, many find the documentation and evaluation process demanding (Kalender & Erdem, 2021; Taba, 2025). This challenge is echoed in local findings where resource limitations and time constraints are cited as significant barriers to the optimal use of observation data for student improvement (Cui et al., 2025; Empiales & Obiso, 2025).

Despite the perceived benefits of standardized observation tools in fostering professional growth, significant gaps remain in their practical application. Issues such as observer bias, lack of awareness of specific indicators, and the "novelty" of being observed can hinder the authenticity of the process (Patadilla-Naquines & Salazar, 2022; Caratiquit & Pablo, 2021). Furthermore, while some studies show no significant difference in perceptions based on demographics like age or sex, others suggest that teaching experience and designation significantly influence how feedback is received and utilized (Cui et al., 2025; Patadilla-Naquines & Salazar, 2022). Thus, there is a growing need for immediate, constructive post-observation conferences that prioritize dialogue over mere compliance, ensuring that classroom observation serves its true purpose: the elevation of instructional quality for the benefit of the learner (Cioppa, 2020; Lopez, 2016).

Theoretical Underpinnings

The improvement of instructional quality and professional growth is shaped by teachers' perceptions, classroom behaviors, and systematic feedback, which this study explains through the Classroom Observation Theory (de Abreu & Interpeler, 2015). This theory emphasizes that participation in the observation process facilitates a dynamic understanding and articulation of classroom behaviors, creating a rigorous platform for data collection. In the context of this study, recognizing specific pedagogical behaviors and their frequencies allows school heads and teachers to gain a realistic "checkpoint" of the learning process. According to this framework, observed behavior serves as a vital indicator of whether original learning objectives are being met, thereby identifying the necessary "progression" or pedagogical shifts required to attain instructional success. Together, these theoretical insights highlight how a well-structured observation tool can enrich teacher behavior by providing an objective mirror of classroom dynamics and professional competence.



The Philippine Professional Standards for Teachers (PPST) further explains the developmental nature of this process by emphasizing the fulfillment of professional indicators across various career stages. In the context of this study, the theory of observation provides insight into how structured monitoring influences four critical domains of practice: (a) Instructional Strategies, which encompass the techniques used to ensure academic content mastery (Moore, 2020); (b) Classroom Management, involving the shaping of learner behavior and the fostering of an encouraging environment (Jayme & Tantiado, 2025); (c) Learners' Engagement and Participation, reflecting the cognitive and emotional facilitators that lead to deeper student involvement (Bronn, 2018); and (d) Learners' Assessment and Evaluation, which serve to certify proficiency and inform future instructional decisions (Coates, 2015). By integrating these theoretical underpinnings with the Results-Based Performance Management System (RPMS), the study aims to inform the development of a localized Enhancement Plan tailored to educators' needs in Central Visayas.

Furthermore, the study recognizes that perceptions are not uniform but are significantly influenced by the respondents' professional profiles, specifically Age, Highest Educational Attainment, and Length of Service. These demographic variables are treated as critical predictors that may account for variations in how teachers value and respond to the observation process. By analyzing the relationship between these profiles and the four domains of perception, as measured on a 5-point Likert scale, the study establishes the empirical basis for an enhancement framework. Central to this framework is the belief that constructive feedback and structured support serve as powerful platforms for cultivating instructional excellence. Ultimately, this initiative seeks to bridge the gap between self-reported perceptions and actual instructional delivery, fostering a culture of evidence-based professional growth that aligns with national policy priorities and the transformative aspirations of quality education.

Objectives

The study aimed to determine teachers' perceptions of classroom observation in selected public schools within one divisional cluster in Central Visayas during the School Year 2024–2025. Specifically, this study sought to determine: 1) the level of teachers' perception of classroom observation in terms of instructional strategies, classroom management, learners' engagement and participation, and learners' assessment and evaluation; 2) the level of teachers' perception of classroom observation in terms of instructional strategies, classroom management, learners' engagement and participation, and learners' assessment and evaluation when grouped according to respondents' profile, and 3) the significant difference in the level of teachers' perception when respondents are grouped and compared according to age, highest educational attainment, and length of service.

Methodology

This chapter discusses the research design, locale of the study, respondents, data gathering instrument, validity and reliability, data gathering procedure, analytical schemes, and statistical tools.



Research Design

This study utilizes a descriptive research design to systematically investigate teachers' perceptions of classroom observation within a selected school cluster in Central Philippines for the School Year 2024–2025. As noted by Manjunatha (2020), this design serves as a foundational attempt to identify and describe the nature of a phenomenon, providing a more complete profile of current issues than would be possible through casual observation. By employing this method, the researcher can shed light on the characteristics and behaviors of the sample population, specifically regarding how educators interpret and respond to instructional monitoring. This design is particularly appropriate for the present study as it allows for an accurate depiction of existing pedagogical practices, such as instructional strategies and classroom management, facilitating a clear, systematic, and comprehensive understanding of the professional observation landscape in the research locale.

Locale of the Study

This research undertaking was conducted in a selected cluster of a medium-sized division in Central Visayas during the School Year 2024–2025. The cluster comprises five (5) public elementary schools and three (3) public secondary schools, serving a combined population of 2,204 learners. With a professional workforce of 109 educators, this cluster represents a significant administrative unit within the division. The researcher believes that this locale adequately reflects the diverse instructional dynamics and supervisory challenges characteristic of the region's public educational system.

In its years of service, the cluster—headlined by institutions such as Javier Laxina I Memorial High School—has established a reputation for academic competitiveness and holistic development. The schools have consistently been recognized at the division and provincial levels, notably securing high rankings in specialized academic competitions like the Wildlife Quizbowl. Furthermore, the cluster has a track record of institutional excellence, driven by a culture of dedication, initiative, and the spirit of bayanihan among teachers, learners, alumni, and community stakeholders.

Aside from student achievements, the locale is distinguished by the professional caliber of its faculty. The schools have produced several award-winning educators, including recipients of the Most Outstanding Teacher award and the Best Program Implementer in BPP. Notably, the presence of Best Teacher-Demonstrators recognized during In-Service Training (INSET) underscores the cluster's focus on high-quality instructional delivery and peer mentoring. This environment of recognized pedagogical skill and continuous professional evaluation makes the cluster an ideal setting for investigating teachers' perceptions of the classroom observation process.

Respondents of the Study

The study involved 58 public school teachers, representing 53.21% of the 109 educators from the selected school cluster in Central Visayas during the School Year 2024–2025. Given the specific instructional focus of the investigation, respondents were selected through purposive sampling, a non-



probability method where researchers rely on expert judgment to select participants who can provide the most detailed and relevant data (Ames et al., 2019). This sampling approach ensured that the participants possessed the necessary classroom observation experience required to address the research objectives, thereby enhancing the accuracy and context-specific generalizability of the findings (Alchemer, 2022).

Data Gathering Instrument

A structured, self-developed questionnaire was used to assess teachers' perceptions of classroom observation to inform the design of a localized instructional enhancement plan. The instrument was organized into two primary sections: Part I collected respondent profiles, including age, highest educational attainment, and length of service as a teacher; Part II constituted the questionnaire proper, which examined four thematic domains: (a) Instructional Strategies (8 items); (b) Teachers' Classroom Management (8 items); (c) Learners' Engagement and Participation (8 items); and (d) Learning Assessment and Evaluation (8 items). Collectively, these 32 indicators provided a comprehensive quantitative basis for evaluating the pedagogical monitoring process. Respondents rated all items using a 5-point Likert scale, ranging from 1 ("Almost never") to 5 ("Always"), allowing for the systematic analysis of instructional trends and perceived monitoring effectiveness.

Instrument Validity and Reliability

The research instrument was subjected to rigorous tests of validity and reliability to ensure its structural integrity. Content validity was established through expert review by three doctoral-level validators, including two Public Schools District Supervisors and a School Head, resulting in an average rating of 5.00 ("Excellent") based on Good and Scates' criteria. This confirmed that the 32-item questionnaire effectively measures the intended pedagogical domains. Reliability was subsequently determined through a pilot test with 30 non-participating teachers; analyzed using Cronbach's Alpha (Santos, 2016), the instrument yielded a high internal consistency of $\alpha = 0.977$. These results, exceeding the 0.70 threshold for research acceptability (Choudhary, 2020), confirm that the instrument is both valid and stable for assessing teachers' perceptions of classroom observation.

Data Gathering Procedure

To achieve the study's objectives, a step-by-step procedure was followed. First, the researcher sought approval from the Schools Division Superintendent by sending a letter of request to conduct the study. Upon receiving endorsement, subsequent letters were delivered to the principals of the eight (8) component schools to secure localized clearance. Following approval, the research instrument was distributed to the targeted teacher-respondents. Once collected, the data were organized and analyzed using SPSS for further statistical interpretation.



Research Ethics Protocol

To preserve the respondents' privacy, the researcher adhered to the standards set forth in the Data Privacy Act of 2012. Before gathering the information, permission was sought from higher authorities, including the Schools Division Superintendent and the principals of the participating schools. To obtain voluntary involvement, respondents were provided with an informed consent form where they could provide initials or aliases, ensuring they were fully aware of the procedures and their right to withdraw at any time without providing a reason.

Regarding the risk of harm, the researcher ensured that no participants were placed in situations that could jeopardize their professional standing. To maintain strict confidentiality, the researcher guaranteed that identifying information would not be disclosed to anyone not directly involved in the study. Access to the raw data was restricted to the researcher and the research adviser, with all information saved on a password-protected personal computer. The respondents were treated with utmost respect, and their identities were further safeguarded through the use of aliases to ensure complete anonymity. All raw data will be erased once the results have been analyzed and the study completed. Lastly, this undertaking did not involve vulnerable populations, such as ethnic minority groups, the homeless, or prisoners.

Analytical and Statistical Schemes

Objective No. 1 utilized the descriptive analytical scheme and the weighted mean to determine the level of teachers' perceptions of classroom observation across the four domains: instructional strategies, classroom management, learner engagement, and learning assessment. Objective No. 2 similarly employed the descriptive analytical scheme and the mean to evaluate the overall perception levels across the aforementioned areas. Finally, Objective No. 3 used the comparative analytical scheme and the Mann-Whitney U test to determine if significant differences exist in teachers' perceptions when grouped and compared according to their profile variables.

Results and Discussion

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.

Level of Teachers' Perception on Classroom Observation According to Instructional Strategies, Teachers' Classroom Management, Learners' Engagement and Participation, and Learners' Assessment and Evaluation



Table 1

Level of Teachers' Perception on Classroom Observation According to Instructional Strategies

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. incorporate diverse teaching materials to enhance student learning.	4.28	High Level
2. Modify instructional strategies based on learners' needs and abilities.	4.33	High Level
3. incorporate technology to improve lesson delivery.	4.52	Very High Level
4. conduct experiential instruction such as experiments, field trips, role play, simulation, etc.	4.07	High Level
5. Employ indirect instruction to help learners develop critical thinking, such as case studies, inquiry, problem solving, etc.	4.19	High Level
6. Use online resources and social media in the delivery of instruction.	4.21	High Level
7. Use a game-based teaching strategy for the learners to become active in the classroom.	3.93	High Level
8. Adjust the teaching pace or reteach if needed to help the learners fully understand the lessons.	4.21	High Level
Overall Mean	4.22	High Level

Table 1 presents the teachers' perceptions regarding instructional strategies, yielding an overall mean of 4.22, interpreted as a High Level. This suggests a strong professional alignment with diverse pedagogical methods during classroom observations.

The highest mean of 4.52 (Very High Level) was recorded for Item 3, concerning the integration of technology to improve lesson delivery. This result implies that technology has become a fundamental component of regular instructional practice to enhance student engagement. This finding is supported by Empiales and Obiso (2025), who noted that the use of Information and Communication Technology (ICT) during observations contributes to more engaging, student-centered learning environments.

Conversely, the lowest mean of 3.93 (High Level) was observed for Item 7, regarding the use of game-based teaching strategies. While still interpreted as a high level, the lower relative score suggests that teachers are less likely to employ gamification due to significant time constraints and a lack of specialized resources. This implementation gap is corroborated by Cui et al. (2025), who identified that resource limitations and inadequate training support remain persistent challenges in the effective delivery of game-based instruction.



Table 2

Level of Teachers' Perception on Classroom Observation According to Teachers' Classroom Management

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. maintain a classroom environment conducive to learning.	4.76	Very High Level
2. Maintain a clean and orderly classroom physical arrangement.	4.72	Very High Level
3. Maintain a learning environment of courtesy and respect for different learners.	4.79	Very High Level
4. establish and maintain consistent standards of learners' behavior.	4.72	Very High Level
5. Enforce school policies and procedures appropriately.	4.72	Very High Level
6. teach positive behaviors and appropriate social skills.	4.76	Very High Level
7. Take measures to minimize anxiety and fear of the teacher and the subject.	4.71	Very High Level
8. Provide gender-fair opportunities for learning.	4.72	Very High Level
Overall Mean	4.74	Very High Level

Table 2 reveals a Very High Level of teacher perception regarding classroom management, evidenced by an overall mean of 4.74. This indicates that teachers in the cluster maintain exceptionally strong standards for their learning environments during observations.

The highest mean of 4.79 (Very High Level) was achieved for Item 3, which pertains to maintaining an environment of courtesy and respect for diverse learners. This result implies that teachers excel at fostering inclusive, positive atmospheres where all students feel valued regardless of their backgrounds. This finding is supported by Barrogo (2020), who noted that teacher competency and preparation are clearly evident in classroom management as observed by school leadership.

The lowest mean, though still at a Very High Level of 4.71, was recorded for Item 7, concerning measures to minimize student anxiety and fear toward the teacher and the subject. This suggests that while management is effective, there remains a slight tendency toward authoritative practices that may inadvertently impact student participation. As highlighted by Salazar (2018), there is a continuous need for teachers to refine management procedures and motivational strategies to ensure a supportive, low-anxiety learning environment.

Table 3

Level of Teachers' Perception on Classroom Observation According to Learners' Engagement and Participation

Item	Mean	Interpretation
<i>As a teacher, I...</i>		
1. Use cooperative learning techniques to promote collaboration and participation.	4.55	Very High Level
2. establish classroom routines that support learners' engagement.	4.60	Very High Level



3. Apply interactive teaching methods to maintain learners' classroom participation.	4.59	Very High Level
4. Use group projects and assignments to develop camaraderie among learners.	4.43	High Level
5. Provide individual support to learners who need additional guidance.	4.53	Very High Level
6. encourages the free expression of ideas among learners.	4.69	Very High Level
7. Use emotional coaching and intervention to retain academic engagement among learners.	4.26	High Level
8. Provide leadership and responsibility roles among learners and their work.	4.64	Very High Level
Overall Mean	4.54	Very High Level

Table 3 illustrates that teachers' perception regarding learners' engagement and participation reached a Very High Level, supported by an overall mean of 4.54. This indicates a strong emphasis on interactive and inclusive classroom dynamics during the observation process.

The highest mean of 4.69 (Very High Level) was recorded for Item 6, which highlights the encouragement of free expression among learners. This suggests that teachers successfully foster collaborative environments where students feel safe to share ideas, thereby enhancing critical thinking and active participation. This finding aligns with Patadilla-Naquines and Salazar (2022), who observed that classroom observation tools are perceived positively when they improve student understanding and deepen engagement in the learning process.

In contrast, the lowest mean of 4.26 (High Level) was attributed to Item 7, concerning the use of emotional coaching and intervention. While still rated highly, the lower relative score implies that teachers find it challenging to provide individualized emotional support or remedial intervention due to the extensive time and preparation required. This suggests a potential gap in personalized, learner-centered support. As noted by Lee (2015), emotional engagement is a critical indirect driver of academic performance, as students are more likely to persevere when they feel a strong sense of belonging and value within the school environment.

Table 4

Level of Teachers' Perception on Classroom Observation According to Learners' Assessment and Evaluation

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. Use various assessment methods to evaluate student learning.	4.55	Very High Level
2. Provide timely and constructive feedback on students' performance.	4.52	Very High Level
3. encourage self-assessment, evaluation, and reflection among learners of the quality of work and performance.	4.48	High Level
4. Communicate promptly with parents and superiors about learners' academic progress.	4.62	Very High Level



5. Conduct assessments and activities through group and peer performance tasks.	4.50	Very High Level
6. Implement fair and unbiased grading practices.	4.69	Very High Level
7. offer remediation strategies for academically struggling learners.	4.34	High Level
8. Evaluate and interpret the assessment results to improve the teaching-learning process.	4.55	Very High Level
Overall Mean	4.53	Very High Level

Table 4 presents the teachers' perceptions regarding learning assessment and evaluation, which yielded an overall mean of 4.53, interpreted as a Very High Level. This indicates that the respondents maintain a robust and systematic approach to monitoring and grading student progress during classroom observations.

The highest mean of 4.69 (Very High Level) was recorded for Item 6, which emphasizes the implementation of fair and unbiased grading practices. This finding suggests that teachers prioritize equity, ensuring that students' efforts are evaluated objectively regardless of their backgrounds. This commitment to fairness fosters a positive learning environment and increases student satisfaction, as corroborated by Atienza (2019), who noted that the use of authentic and equitable assessment tools is a hallmark of professional teacher competency.

Conversely, the lowest mean of 4.34 (High Level) was observed for Item 7, concerning the offer of remediation strategies for struggling learners. While still rated as a high level, the lower relative score indicates that personalized remediation is less frequently practiced due to significant time and resource constraints. This suggests a potential area for professional development, as Taba (2025) emphasizes that targeted, personalized interventions are essential for supporting students who are lagging behind and ensuring they meet academic standards.

Level of Teachers' Perception on Classroom Observation According to Instructional Strategies, Teachers' Classroom Management, Learners' Engagement and Participation, and Learners' Assessment and Evaluation When Grouped According to Age, Highest Educational Attainment, and Length of Service

Table 5

Level of Teachers' Perception on Classroom Observation According to Instructional Strategies When Grouped According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. incorporate diverse teaching materials to enhance student learning.	4.20	High Level	4.30	High Level
2. Modify instructional strategies based on learners' needs and abilities.	4.47	High Level	4.28	High Level
3. incorporate technology to improve lesson delivery.	4.80	Very High Level	4.42	High Level



4. conduct experiential instruction such as experiments, field trips, role play, simulation, etc.	4.20	High Level	4.02	High Level
5. Employ indirect instruction to help learners develop critical thinking, such as case studies, inquiry, problem solving, etc.	4.33	High Level	4.14	High Level
6. Use online resources and social media in the delivery of instruction.	4.27	High Level	4.19	High Level
7. Use a game-based teaching strategy for the learners to become active in the classroom.	4.19	High Level	3.84	High Level
8. Adjust the teaching pace or reteach if needed to help the learners fully understand the lessons.	4.33	High Level	4.16	High Level
Overall Mean	4.35	High Level	4.17	High Level

Table 5 presents a comparative view of instructional strategy perceptions across age groups. Both younger respondents (M = 4.35) and older respondents (M = 4.17) yielded an overall interpretation of High Level, indicating a consistent professional standard regardless of age.

A notable divergence appears in Item 3 (technology integration), where younger teachers recorded a Very High Level (4.80) compared to the High Level (4.42) of their older counterparts. This suggests that while both groups value digital tools, younger educators may possess higher fluency or more frequent integration of technology in lesson delivery. Conversely, both groups identified Item 7 (game-based teaching) as their lowest-rated area, with younger teachers at 4.19 and older teachers at 3.84.

The results imply a shared hesitation toward gamification, likely stemming from intensive preparation requirements, perceived lack of technical competence, and the challenge of aligning games with strict class schedules. This finding is supported by Molin (2017), who identified that insufficient time, insecurity regarding integration, and the novelty of the practice often prevent educators from adopting game-based methods. These challenges underscore the necessity for targeted professional development that enhances teachers' skills in navigating the complexities of game-based learning across all age brackets.

Table 6

Level of Teachers' Perception on Classroom Observation According to Teachers' Classroom Management When Grouped According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. maintain a classroom environment conducive to learning.	4.80	Very High Level	4.74	Very High Level



2. Maintain a clean, orderly classroom environment.	4.80	Very High Level	4.70	Very High Level
3. Maintain a learning environment of courtesy and respect for different learners.	4.88	Very High Level	4.77	Very High Level
4. establish and maintain consistent standards of learners' behavior.	4.80	Very High Level	4.70	Very High Level
5. Enforce school policies and procedures appropriately.	4.80	Very High Level	4.70	Very High Level
6. teach positive behaviors and appropriate social skills.	4.87	Very High Level	4.72	Very High Level
7. Take measures to minimize anxiety and fear of the teacher and the subject.	4.79	Very High Level	4.66	Very High Level
8. Provide gender-fair opportunities for learning.	4.86	Very High Level	4.68	Very High Level
Overall Mean	4.83	Very High Level	4.71	Very High Level

Table 6 presents the comparative data on classroom management perceptions across age groups. Both younger respondents ($M = 4.83$) and older respondents ($M = 4.71$) achieved an overall interpretation of Very High Level, demonstrating a unified and exceptional standard for maintaining orderly and professional learning environments during observations.

The analysis shows a shared priority in both groups, as Item 3 (maintaining an environment of courtesy and respect) received the highest ratings from both younger (4.88) and older (4.77) teachers. This confirms that educators, regardless of age, prioritize inclusivity and respectful interactions as a core management strategy. Conversely, both groups recorded their lowest ratings for Item 7 (minimizing learner anxiety and fear), with younger teachers at 4.79 and older teachers at 4.66.

The result implies that while classroom discipline is strong, both age groups face challenges in balancing strict behavioral standards with the emotional comfort of the learners. Overly authoritative discipline can inadvertently foster anxiety, which may hinder student participation. This finding aligns with Jouti (2020), who emphasized that effective classroom management must encompass strategies that foster both discipline and a supportive psychological climate to truly enhance student behavior and learning.

Table 7

Level of Teachers' Perception on Classroom Observation According to Learners' Engagement and Participation When Grouped According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. Use cooperative learning techniques to promote collaboration and participation.	4.60	Very High Level	4.53	Very High Level



2. establish classroom routines that support learners' engagement.	4.67	Very High Level	4.58	Very High Level
3. Apply interactive teaching methods to maintain learners' classroom participation.	4.73	Very High Level	4.53	Very High Level
4. Use group projects and assignments to develop camaraderie among learners.	4.47	High Level	4.42	High Level
5. Provide individual support to learners who need additional guidance.	4.73	Very High Level	4.47	High Level
6. encourages the free expression of ideas among learners.	4.93	Very High Level	4.61	Very High Level
7. Use emotional coaching and intervention to retain academic engagement among learners.	4.40	High Level	4.21	High Level
8. Provide leadership and responsibility roles among learners and their work.	4.73	Very High Level	4.60	Very High Level
Overall Mean	4.66	Very High Level	4.50	Very High Level

Table 7 displays the perceptions regarding learners' engagement and participation across different age groups. Both younger respondents ($M = 4.66$) and older respondents ($M = 4.50$) yielded an overall interpretation of Very High Level, reflecting a shared professional commitment to active student involvement during classroom observations.

A notable strength for both groups is seen in Item 6 (encouraging the free expression of ideas), where younger teachers recorded a mean of 4.93 and older teachers a mean of 4.61. This indicates that across generations, teachers prioritize a collaborative climate where student voices are valued. Conversely, both groups recorded their lowest ratings for Item 7 (use of emotional coaching and intervention), with younger teachers at 4.40 and older teachers at 4.21.

The results imply that while teachers excel at fostering general participation, both age groups struggle to implement personalized emotional coaching. This is largely attributed to the lack of sufficient instructional time to provide individual interventions. This gap suggests that while the "classroom climate" is positive, the depth of one-on-one emotional connection may be limited by administrative and schedule-related demands. This finding relates to the work of Goss, Sonnemann, and Griffiths (2017), who emphasized that while rapport and routines are essential for engagement, teachers must be able to create a specific climate that challenges students to take risks and participate deeply to maximize learning.

Table 8

Level of Teachers' Perception on Classroom Observation According to Learners' Assessment and Evaluation When Grouped According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation



As a teacher, I...

1. Use a variety of assessment methods to evaluate student learning.	4.60	Very High Level	4.53	Very High Level
2. Provide timely and constructive feedback on students' performance.	4.60	Very High Level	4.49	High Level
3. encourage self-assessment, evaluation, and reflection among learners of the quality of work and performance.	4.67	Very High Level	4.42	High Level
4. Communicate promptly with parents and superiors about learners' academic progress.	4.67	Very High Level	4.60	Very High Level
5. Conduct assessments and activities through group and peer performance tasks.	4.53	Very High Level	4.49	High Level
6. Implement fair and unbiased grading practices.	4.73	Very High Level	4.67	Very High Level
7. offer remediation strategies for academically struggling learners.	4.47	High Level	4.30	High Level
8. Evaluate and interpret the assessment results to improve the teaching-learning process.	4.72	Very High Level	4.49	High Level
Overall Mean	4.63	Very High Level	4.50	Very High Level

Table 8 presents the perceptions of assessment and evaluation practices categorized by age group. Both younger respondents ($M = 4.63$) and older respondents ($M = 4.50$) yielded an overall interpretation of Very High Level, indicating a consistent professional dedication to high-quality assessment standards across generations.

The data reveal a unified strength in Item 6 (implementing fair and unbiased grading), which received the highest ratings from both younger (4.73) and older (4.67) teachers. This confirms that educators, regardless of age, prioritize equity and objectivity as central to the evaluation process. Conversely, both groups identified Item 7 (offering remediation strategies) as their lowest-rated area, with younger teachers at 4.47 and older teachers at 4.30.

The result implies that while grading fairness is exceptionally high, both age groups face systemic barriers in providing personalized remediation. This is primarily attributed to the challenges of managing diverse academic needs within large class sizes, which often hinder a teacher's ability to offer targeted, individual support. These findings are corroborated by Mananggolo (2025), who identified that large class sizes and the complexities of diverse student needs remain significant obstacles to the successful implementation of remedial strategies in schools.



Table 9

Level of Teachers' Perception on Classroom Observation According to Instructional Strategies When Grouped According to Highest Educational Attainment

Item	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. incorporate diverse teaching materials to enhance student learning.	4.27	High Level	4.29	High Level
2. Modify instructional strategies based on learners' needs and abilities.	4.17	High Level	4.50	Very High Level
3. incorporate technology to improve lesson delivery.	4.43	High Level	4.61	Very High Level
4. conduct experiential instruction such as experiments, field trips, role play, simulation, etc.	4.00	High Level	4.14	High Level
5. Employ indirect instruction to help learners develop critical thinking, such as case studies, inquiry, problem solving, etc.	4.10	High Level	4.29	High Level
6. Use online resources and social media in the delivery of instruction.	4.07	High Level	4.36	High Level
7. Use a game-based teaching strategy for the learners to become active in the classroom.	3.80	High Level	4.07	High Level
8. Adjust the teaching pace or reteach if needed to help the learners fully understand the lessons.	4.07	High Level	4.36	High Level
Overall Mean	4.11	High Level	4.33	High Level

Table 9 illustrates the level of perception regarding instructional strategies categorized by educational attainment. Both lower attainment ($M = 4.11$) and higher attainment ($M = 4.33$) groups yielded an overall interpretation of High Level, indicating that academic background does not significantly alter the perceived importance of diverse pedagogical methods.

A shared priority is evident in Item 3 (technology integration), which serves as the highest-rated indicator for both groups. Those with higher attainment reached a Very High Level (4.61), while those with lower attainment recorded a High Level (4.43). This trend suggests that while all educators value digital tools, higher academic training may further reinforce the systematic use of technology to improve lesson delivery. Conversely, both groups identified Item 7 (game-based teaching) as their lowest-rated area, with scores of 4.07 and 3.80, respectively.

The result implies that, regardless of educational background, teachers rarely utilize gamification during classroom observations. This is primarily attributed to a lack of preparation time and limited access to appropriate resources, which hinders the effective integration of these strategies. Despite these obstacles, the value of such methods remains significant; as noted by Antienza and



Andal (2023), game-based learning is a powerful tool for improving teaching quality and helping students acquire a broader range of skills.

Table 10

Level of Teachers' Perception on Classroom Observation According to Teachers' Classroom Management When Grouped According to Highest Educational Attainment

Item	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. maintain a classroom environment conducive to learning.	4.67	Very High Level	4.86	Very High Level
2. Maintain a clean, orderly classroom environment.	4.63	Very High Level	4.82	Very High Level
3. Maintain a learning environment of courtesy and respect for different learners.	4.73	Very High Level	4.87	Very High Level
4. establish and maintain consistent standards of learners' behavior.	4.70	Very High Level	4.75	Very High Level
5. Enforce school policies and procedures appropriately.	4.67	Very High Level	4.79	Very High Level
6. teach positive behaviors and appropriate social skills.	4.67	Very High Level	4.86	Very High Level
7. Take measures to minimize anxiety and fear of the teacher and the subject.	4.67	Very High Level	4.74	Very High Level
8. Provide gender-fair opportunities for learning.	4.67	Very High Level	4.79	Very High Level
Overall Mean	4.68	Very High Level	4.81	Very High Level

Table 10 presents the perceptions of classroom management practices categorized by educational attainment. Both lower attainment ($M = 4.68$) and higher attainment ($M = 4.81$) groups achieved an overall interpretation of Very High Level, demonstrating that, regardless of academic background, teachers maintain exceptional standards in managing their learning environments.

A common strength is found in Item 3 (maintaining courtesy and respect), which yielded the highest mean for both those with lower attainment (4.73) and higher attainment (4.87). However, their challenges diverged; the lower attainment group recorded its lowest mean in Item 2 (physical classroom order, 4.63), while the higher attainment group dipped in Item 7 (minimizing learner anxiety, 4.74).

The findings imply that while both groups are highly competent, their specific points of struggle differ: teachers with lower educational backgrounds may find it difficult to maintain physical classroom order due to heavy daily workloads, whereas those with higher attainment may inadvertently prioritize authoritative standards over measures that minimize student anxiety. This suggests that educational level can influence which aspects of a supportive environment a teacher



emphasizes. This aligns with Salazar (2018), who emphasized that teachers across all levels must continuously refine their management practices and motivational procedures to better engage and support their learners.

Table 11

Level of Teachers' Perception on Classroom Observation According to Learners' Engagement and Participation When Grouped According to Highest Educational Attainment

Item	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. Use cooperative learning techniques to promote collaboration and participation.	4.53	Very High Level	4.57	Very High Level
2. establish classroom routines that support learners' engagement.	4.47	High Level	4.75	Very High Level
3. Apply interactive teaching methods to maintain learners' classroom participation.	4.53	Very High Level	4.64	Very High Level
4. Use group projects and assignments to develop camaraderie among learners.	4.33	High Level	4.54	Very High Level
5. Provide individual support to learners who need additional guidance.	4.50	Very High Level	4.57	Very High Level
6. encourages the free expression of ideas among learners.	4.63	Very High Level	4.76	Very High Level
7. Use emotional coaching and intervention to retain academic engagement among learners.	4.20	High Level	4.32	High Level
8. Provide leadership and responsibility roles among learners and their work.	4.57	Very High Level	4.71	Very High Level
Overall Mean	4.47	High Level	4.61	Very High Level

Table 11 presents perceptions of learners' engagement and participation by educational attainment. Teachers with higher attainment (M = 4.61) reached a Very High Level, while those with lower attainment (M = 4.47) recorded a High Level. This suggests that while both groups are highly effective, advanced academic training may further enhance the perceived capacity to implement engagement strategies.

A unified strength was found in Item 6 (encouraging the free expression of ideas), which served as the highest-rated indicator for both groups (Lower: 4.63; Higher: 4.76). This confirms that, regardless of academic background, teachers prioritize a collaborative environment where students feel empowered to share their thoughts. Conversely, both groups recorded their lowest ratings for Item 7 (use of emotional coaching), with means of 4.20 and 4.32, respectively.

The findings imply that teachers, regardless of educational level, rarely conduct emotional coaching or personalized interventions. This is largely attributed to external constraints such as



resource scarcity, limited instructional time, and competing educational priorities. These obstacles prevent educators from providing the deep emotional support necessary for holistic student development. This result aligns with Najjarpour (2025), who reported that teaching priorities and a lack of available resources are significant hindering factors in the consistent delivery of emotional coaching and intervention in the classroom.

Table 12

Level of Teachers' Perception on Classroom Observation According to Learners' Assessment and Evaluation When Grouped According to Highest Educational Attainment

Item	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. Use various assessment methods to evaluate student learning.	4.53	Very High Level	4.57	Very High Level
2. Provide timely and constructive feedback on students' performance.	4.43	High Level	4.61	Very High Level
3. encourage self-assessment, evaluation, and reflection among learners of the quality of work and performance.	4.40	High Level	4.57	Very High Level
4. Communicate promptly with parents and superiors about learners' academic progress.	4.50	Very High Level	4.75	Very High Level
5. Conduct assessments and activities through group and peer performance tasks.	4.40	High Level	4.61	Very High Level
6. Implement fair and unbiased grading practices.	4.67	Very High Level	4.71	Very High Level
7. offer remediation strategies for academically struggling learners.	4.30	High Level	4.39	High Level
8. Evaluate and interpret the assessment results to improve the teaching-learning process.	4.50	Very High Level	4.61	Very High Level
Overall Mean	4.47	High Level	4.60	Very High Level

Table 12 illustrates the perceptions of assessment and evaluation practices categorized by educational attainment. Teachers with higher attainment (M = 4.60) achieved a Very High Level, while those with lower attainment (M = 4.47) recorded a High Level. This suggests that while both groups maintain strong assessment standards, advanced academic training may correlate with a more comprehensive perception of evaluation protocols.

The analysis shows a divergence in primary strengths: the lower attainment group prioritized Item 6 (fair and unbiased grading) with a mean of 4.67, whereas the higher attainment group peaked at 4.75 for Item 4 (prompt communication of progress to stakeholders). Despite these different peaks,



both groups identified Item 7 (offering remediation strategies) as their lowest-rated area, with means of 4.30 and 4.39, respectively.

The findings imply that regardless of educational background, teachers rarely provide consistent remediation to struggling learners. This is largely attributed to the overwhelming challenge of addressing diverse learning needs within a single classroom, which often hinders the delivery of proactive, targeted support. This result is supported by Taba (2025), who emphasized that while remedial instruction is essential for supporting students who are falling behind, it requires specific, personalized strategies that remain difficult for many educators to implement consistently.

Table 13

Level of Teachers' Perception on Classroom Observation According to Instructional Strategies When Grouped According to Length of Service

Item	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. incorporate diverse teaching materials to enhance student learning.	4.22	High Level	4.31	High Level
2. Modify instructional strategies based on learners' needs and abilities.	4.39	High Level	4.29	High Level
3. incorporate technology to improve lesson delivery.	4.65	Very High Level	4.43	High Level
4. conduct experiential instruction such as experiments, field trips, role play, simulation, etc.	4.09	High Level	4.06	High Level
5. Employ indirect instruction to help learners develop critical thinking, such as case studies, inquiry, problem solving, etc.	4.22	High Level	4.17	High Level
6. Use online resources and social media in the delivery of instruction.	4.22	High Level	4.20	High Level
7. Use a game-based teaching strategy for the learners to become active in the classroom.	4.00	High Level	3.89	High Level
8. Adjust the teaching pace or reteach if needed to help the learners fully understand the lessons.	4.30	High Level	4.14	High Level
Overall Mean	4.26	High Level	4.19	High Level

Table 13 illustrates the perceptions of instructional strategies categorized by length of service. Both shorter-tenured teachers (M = 4.26) and longer-tenured teachers (M = 4.19) yielded an overall interpretation of High Level, indicating a consistent professional standard for pedagogical delivery regardless of years in the profession.



A shared priority is evident in Item 3 (technology integration), which serves as the highest-rated indicator for both groups. However, a notable divergence in intensity exists: those with shorter service reached a Very High Level (4.65), whereas those with longer service recorded a High Level (4.43). This suggests that while all educators value digital tools, newer teachers may possess a higher degree of fluency or reliance on technology for lesson delivery. Conversely, both groups identified Item 7 (game-based teaching) as their lowest-rated area, with scores of 4.00 and 3.89, respectively.

The results imply that teachers, regardless of their years of service, rarely utilize gamification during classroom observations. This is primarily attributed to the significant preparation time and the variety of specialized materials required for effective implementation. The perceived complexity of these methods acts as a deterrent, even when other resources are available. This finding is corroborated by Cui et al. (2025), who reported that persistent challenges such as time constraints and inadequate training support continue to hinder the widespread adoption of game-based teaching strategies.

Table 14

Level of Teachers' Perception on Classroom Observation According to Teachers' Classroom Management When Grouped According to Length of Service

Item	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. maintain a classroom environment conducive to learning.	4.70	Very High Level	4.80	Very High Level
2. Maintain a clean and orderly classroom physical arrangement.	4.74	Very High Level	4.71	Very High Level
3. Maintain a learning environment of courtesy and respect for different learners.	4.74	Very High Level	4.83	Very High Level
4. establish and maintain consistent standards of learners' behavior.	4.78	Very High Level	4.68	Very High Level
5. Enforce school policies and procedures appropriately.	4.74	Very High Level	4.71	Very High Level
6. teach positive behaviors and appropriate social skills.	4.74	Very High Level	4.77	Very High Level
7. Take measures to minimize anxiety and fear of the teacher and the subject.	4.69	Very High Level	4.71	Very High Level
8. Provide gender-fair opportunities for learning.	4.77	Very High Level	4.69	Very High Level
Overall Mean	4.74	Very High Level	4.74	Very High Level

Table 14 presents the perceptions of classroom management practices categorized by tenure. Both shorter-tenured teachers (M = 4.74) and longer-tenured teachers (M = 4.74) achieved identical overall interpretations of Very High Level, demonstrating a high degree of professional consistency in maintaining learning environments across all levels of experience.



The analysis reveals a notable divergence in management priorities: shorter-tenured teachers peaked at 4.78 for Item 4 (establishing consistent behavior standards), whereas longer-tenured teachers peaked at 4.83 for Item 3 (maintaining courtesy and respect). Conversely, their lowest-rated areas also differed; teachers with shorter service recorded a low of 4.69 for Item 7 (minimizing learner anxiety), while those with longer service recorded a low of 4.68 for Item 4 (behavioral standards).

The findings imply that professional experience significantly shapes management styles. Newer teachers appear to prioritize strict behavioral discipline, which may inadvertently foster student anxiety. In contrast, veteran teachers prioritize a respectful climate but may occasionally experience a decline in the consistent enforcement of behavioral standards. This suggests a need for a balanced approach that maintains discipline without sacrificing the emotional comfort of the learners. As noted by Salazar (2018), regardless of tenure, teachers must continuously refine their management procedures and motivational strategies to ensure a supportive and productive classroom environment.

Table 15

Level of Teachers' Perception on Classroom Observation According to Learners' Engagement and Participation When Grouped According to Length of Service

Item	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. Use cooperative learning techniques to promote collaboration and participation.	4.65	Very High Level	4.49	High Level
2. establish classroom routines that support learners' engagement.	4.70	Very High Level	4.54	Very High Level
3. Apply interactive teaching methods to maintain learners' classroom participation.	4.70	Very High Level	4.51	Very High Level
4. Use group projects and assignments to develop camaraderie among learners.	4.65	Very High Level	4.29	High Level
5. Provide individual support to learners who need additional guidance.	4.65	Very High Level	4.46	High Level
6. encourages the free expression of ideas among learners.	4.87	Very High Level	4.57	Very High Level
7. Use emotional coaching and intervention to retain academic engagement among learners.	4.35	High Level	4.20	High Level
8. Provide leadership and responsibility roles among learners and their work.	4.74	Very High Level	4.56	Very High Level
Overall Mean	4.66	Very High Level	4.46	High Level



Table 15 illustrates the perceptions regarding student engagement categorized by professional tenure. Teachers with shorter service ($M = 4.66$) reached a Very High Level, while those with longer service ($M = 4.46$) recorded a High Level. This indicates that while both groups are highly focused on student participation, newer educators may perceive themselves as more intensely involved in implementing active engagement strategies.

A unified strength across both groups is found in Item 6 (encouraging the free expression of ideas), which served as the highest-rated indicator for both shorter-tenured (4.87) and longer-tenured (4.57) teachers. This confirms that educators, regardless of experience, prioritize a classroom culture that values student input. Conversely, both groups identified Item 7 (use of emotional coaching and intervention) as their lowest-rated area, with means of 4.35 and 4.20, respectively.

The findings imply that teachers, across all levels of experience, face significant hurdles in providing individualized emotional coaching. This is largely due to high student-to-teacher ratios and a lack of specialized resources, which make personalized interventions difficult to sustain. This suggests that the "belonging" aspect of engagement is often sacrificed for general classroom routines. As noted by Lee (2015), emotional engagement is a critical driver of academic performance; students are more likely to persevere when they feel a sense of belonging, highlighting the need for systemic support to help teachers bridge this gap in personalized coaching.

Table 16

Level of Teachers' Perception on Classroom Observation According to Learners' Assessment and Evaluation When Grouped According to Length of Service

Item	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I...</i>				
1. Use various assessment methods to evaluate student learning.	4.65	Very High Level	4.49	High Level
2. Provide timely and constructive feedback on students' performance.	4.61	Very High Level	4.46	High Level
3. encourage self-assessment, evaluation, and reflection among learners of the quality of work and performance.	4.61	Very High Level	4.40	High Level
4. Communicate promptly with parents and superiors about learners' academic progress.	4.61	Very High Level	4.63	Very High Level
5. Conduct assessments and activities through group and peer performance tasks.	4.57	Very High Level	4.46	High Level
6. Implement fair and unbiased grading practices.	4.70	Very High Level	4.69	Very High Level



7. offer remediation strategies for academically struggling learners.	4.35	High Level	4.34	High Level
8. Evaluate and interpret the assessment results to improve the teaching-learning process.	4.65	Very High Level	4.49	High Level
Overall Mean	4.59	Very High Level	4.49	Very High Level

Table 16 presents the perceptions of assessment and evaluation practices categorized by professional tenure. Teachers with shorter service ($M = 4.59$) reached a Very High Level, while those with longer service ($M = 4.49$) recorded a High Level. This indicates that while both groups maintain strong assessment standards, newer educators may perceive themselves as more intensely aligned with the various evaluation protocols measured.

The data reveal a unified strength in Item 6 (implementing fair and unbiased grading), which served as the highest-rated indicator for both shorter-tenured (4.70) and longer-tenured (4.69) teachers. This confirms that educators, regardless of their years in the service, prioritize equity and objectivity as central to the evaluation process. Conversely, both groups identified Item 7 (offering remediation strategies) as their lowest-rated area, with means of 4.35 and 4.34, respectively.

The findings imply that teachers, regardless of experience level, face significant challenges in providing consistent remediation to struggling learners. This implementation gap is primarily attributed to constraints on preparation time and the difficulty of addressing diverse academic needs within a single classroom. As a result, teachers often prioritize general instructional methods over personalized support. This result is supported by Taba (2025), who emphasized that while targeted remedial instruction is essential for supporting students who are falling behind, the requirement for personalized education often exceeds the time and resources currently available to many educators.

Comparative Analysis in the Level of Teachers' Perception on Classroom Observation According to Instructional Strategies, Teachers' Classroom Management, Learners' Engagement and Participation, and Learners' Assessment and Evaluation When Grouped and Compared According to Age, Highest Educational Attainment, and Length of Service

Table 17

Difference in the Level of Teachers' Perception on Classroom Observation According to Instructional Strategies When Grouped and Compared According to Age, Highest Educational Attainment, and Length of Service

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	15	33.47	263.00	0.289	0.05	Not Significant
	Older	43	28.12				



Highest Educational Attainment	Lower	30	26.47	329.00	0.155	Not Significant
	Higher	28	32.75			
Length of Service	Shorter	23	32.35	360.00	0.498	Not Significant
	Longer	35	28.29			

Table 17 presents the comparative analysis of teachers' perceptions regarding instructional strategies when categorized by age, highest educational attainment, and length of service. Using the Mann-Whitney U test, the results yielded p-values of 0.289 for age, 0.155 for educational attainment, and 0.498 for length of service.

Since all computed p-values are greater than the 0.05 level of significance, the null hypothesis—stating that there is no significant difference in teachers' perceptions across these variables—is accepted.

The finding implies that a teacher's perception of instructional strategies during classroom observations remains consistent regardless of their demographic or professional profile. This uniformity suggests a shared professional standard and a collective competency in instructional delivery within the cluster. Whether a teacher is younger or older, holds a basic or advanced degree, or is new to the service or a veteran, their approach to and perception of instructional strategies are aligned. This conclusion is supported by Empiales and Obiso (2025), whose study also revealed no significant differences in teachers' perceptions of classroom observation across various profiles, including age, educational attainment, and years of service.

Table 18

Difference in the Level of Teachers' Perception on Classroom Observation According to Teachers' Classroom Management When Grouped and Compared According to Age, Highest Educational Attainment, and Length of Service

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	15	33.63	2605.50	0.216	0.05	Not Significant
	Older	43	28.06				
Educational Attainment	Lower	30	26.97	344.00	0.185	0.05	Not Significant
	Higher	28	32.21				
Length of Service	Shorter	23	30.67	375.50	0.631	0.05	Not Significant
	Longer	35	28.73				



Table 18 presents the comparative analysis of teachers' perceptions regarding classroom management when grouped by age, highest educational attainment, and length of service. Statistical testing using the Mann-Whitney U test yielded p-values of 0.216 for age, 0.185 for educational attainment, and 0.631 for length of service.

As all computed p-values are greater than the 0.05 level of significance, the results are interpreted as not significant. Consequently, the null hypothesis—stating that there is no significant difference in teachers' perceptions of classroom management across these profile variables—is accepted.

The finding implies that a teacher's approach to and perception of classroom management remains consistent regardless of their age, academic background, or years of experience. This uniformity suggests that teachers within the cluster possess a shared professional philosophy regarding the maintenance of a conducive, respectful, and orderly learning environment. Their collective focus on fostering courtesy among learners indicates a standardized level of competency that transcends individual demographic differences. This result is supported by Salazar (2018), who found that teachers' methodologies and classroom management practices do not differ significantly based on their personal or professional identities.

Table 19

Difference in the Level of Teachers' Perception on Classroom Observation According to Learners' Engagement and Participation When Grouped and Compared According to Age, Educational Attainment, and Length of Service

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	15	33.53	262.00	0.277		Not Significant
	Older	43	28.09				
Educational Attainment	Lower	30	27.10	348.00	0.257	0.05	Not Significant
	Higher	28	32.07				
Length of Service	Shorter	23	35.11	273.50	0.038		Significant
	Longer	35	25.81				

Table 19 illustrates the comparative analysis of teachers' perceptions regarding learners' engagement and participation across profile variables. For the variables of age ($p = 0.277$) and educational attainment ($p = 0.257$), the computed p-values are greater than the 0.05 level of significance, indicating no significant difference. Consequently, the null hypothesis for these two variables is accepted.



In contrast, the variable length of service yielded a p-value of 0.038, which is less than the 0.05 threshold, indicating a significant difference. Therefore, the null hypothesis regarding length of service is rejected.

This finding implies that professional experience significantly shapes how teachers perceive and implement engagement strategies. The results suggest that seasoned educators, through years of practice, develop more nuanced and effective techniques for fostering a dynamic, interactive classroom environment compared to their less experienced counterparts. While demographic factors like age and education do not alter these perceptions, the "wisdom of practice" gained over time appears to be a primary driver of student participation. This is supported by Patadilla-Naquines and Salazar (2022), who also identified that years of teaching experience—rather than age or educational status—significantly influence teachers' perceptions of classroom observation and instructional engagement.

Table 20

Difference in the Level of Teachers' Perception on Classroom Observation According to Learners' Assessment and Evaluation When Grouped and Compared According to Age, Highest Educational Attainment, and Length of Service

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	15	32.23	281.50	0.460		Not Significant
	Older	43	28.55				
Highest Educational Attainment	Lower	30	26.63	334.00	0.174	0.05	Not Significant
	Higher	28	32.57				
Length of Service	Shorter	23	32.43	335.00	0.276		Not Significant
	Longer	35	27.57				

Table 20 presents the comparative analysis of teachers' perceptions regarding learning assessment and evaluation across the specified profile variables. The statistical analysis using the Mann-Whitney U test yielded p-values of 0.460 for age, 0.174 for educational attainment, and 0.276 for length of service.

Since all computed p-values exceed the 0.05 level of significance, the results are interpreted as not significant. Consequently, the null hypothesis—stating that there is no significant difference in teachers' perceptions of assessment and evaluation when grouped by age, highest educational attainment, and length of service—is accepted.

The findings imply that a teacher's proficiency and perception regarding student evaluation are not significantly influenced by their demographic or professional background. This suggests a



high degree of pedagogical consistency and a shared understanding of assessment standards within the teaching force. Regardless of years in the service or academic degree, teachers demonstrate a comparable level of proficiency in measuring and interpreting student performance. This result is further supported by Cui et al. (2025), who reported that perceptions of classroom observation in the area of assessment remain consistent across variables such as age, sex, educational attainment, and length of service.

Conclusion

The study concludes that while teachers across all demographic profiles maintain a very high level of perception toward classroom observation as a tool for professional growth, systemic challenges—specifically a lack of preparation time and high workload demands—hinder the consistent implementation of game-based learning and emotional coaching. Furthermore, while most teachers are confident in their core instructional and management duties, length of service remains a significant factor in fostering dynamic engagement, with experienced teachers demonstrating a superior ability to reduce learner anxiety and encourage participation compared to their novice counterparts. Based on these findings, it is recommended that the district implement targeted professional development programs, such as “Ready, Set, and Game!” and “My Classroom, My Home!”, to equip teachers with the specific technical skills and emotional coaching strategies needed to overcome resource constraints and reduce learner anxiety.

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Conflict of Interest

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