Challenges Faced by Teachers in Classroom Observation
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Abstract

Classroom observation remains a critical mechanism for evaluating instructional quality and supporting teacher development. Accordingly, this study investigated the challenges public school teachers faced in a district in the Central Philippines during the 2025–2026 school year, focusing on key areas of teaching and observation. Using a descriptive-comparative design, data were collected from 83 teachers using a validated researcher-developed questionnaire. Statistical tools employed included frequency counts, percentages, means, and the Mann–Whitney U test. Findings revealed that most respondents were older teachers, held bachelor's degrees, had longer years of service, and belonged to higher-income families. Across all areas, teachers experienced moderate challenges, with preparing materials in advance and managing nervousness during observations identified as the most difficult tasks. Comparative analysis showed significant differences in perceptions of resource availability by age and length of service, and in learner characteristics by age. These results indicate that demographic factors subtly shape teachers' experiences of classroom observation, particularly in resource access and classroom management. The study concluded that while teachers generally manage observation requirements effectively, persistent challenges in material preparation, resource limitations, and performance anxiety highlight the need for structured support. To address these, the study recommends peer observation sessions, collaborative resource sharing, centralized lesson repositories, differentiated demo practices, and digital portfolio systems. Parents and community partners are also encouraged to support resource-building initiatives. Finally, the proposed Project BOOST (Building Opportunities for Observation Support and Training) offers a framework for future research and intervention, aiming to reduce teacher stress, enhance instructional delivery, and strengthen professional satisfaction.

Keywords: *Classroom observation, instructional supervision, teacher challenges*

Bio-Profile:

Gospel Jona B. Doloso is a 37-year-old licensed public elementary school teacher under the Schools Division of Silay City. She holds a Bachelor's Degree Major in General Education. The focus of her research is the level of challenges faced by teachers during classroom observation. This aims to better understand the difficulties teachers experience and develop possible intervention to support them. Her journey as an educator is guided by her passion for teaching, her love for her family, and strong faith in Almighty God.

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Introduction

Rationale

Classroom observation is crucial in ensuring quality teaching. Studies as of 2020 demonstrate the role of classroom observation: for accountability and for development. The quality of it supports teacher reflection, instructional improvement, and teacher collaboration (Reos & Pontillas, 2023). Philippine public schools use classroom observation tools for the RPMS to ensure teachers are aligned with the standards and that students are receiving quality instruction, which will support SDG 4 and ensure that all learners have the chance to receive an inclusive and equitable quality education.

Other sources of stress in classroom observation stem from lesson planning, which contributes to teacher workload and anxiety, as there is a high burden of writing detailed, well-structured lesson plans in accordance with required standards (Reos & Pontillas, 2023). This results in higher levels of Performance Anxiety when teachers become nervous in the presence of the observer, which interferes with their self-confidence and instructional delivery (Farkhani et al., 2022).

External pressures, such as the scarcity of resources (e.g., printed books and instructional materials) and an unstable Internet connection, among others (Andal, 2024), are present and, at the same time, unpredictable behaviors and student engagement remain ongoing struggles for educators (Cui, 2025).

Recent studies indicate that teachers experience significant stress during classroom observations. However, most research focuses on general teaching problems without examining how preparation and planning, performance anxiety, resource availability, and learner characteristics overlap to affect a teacher's performance. There is a major gap in finding real, practical solutions that address these four specific areas together. This study fills that gap by moving beyond simply listing general issues to creating an intervention plan that provides teachers with targeted support in these four categories.

Driven by these common needs, this study went beyond simply listing complaints to identify the specific challenges teachers face during the 2025–2026 school year, focusing on preparation, instructional delivery, and resource availability. Ultimately, the findings will provide school heads and policymakers with a data-driven blueprint for a Lesson Enhancement Plan, designed to reduce teacher stress.

Literature Review

Contemporary research shows that classroom observations are often experienced differently by teachers and observers, creating tension and complexity. A key issue is the "observer effect," where teachers modify their behavior simply because they are being watched, turning lessons into performances rather than authentic teaching (Sammons, 2021). This aligns with social cognitive theory, which explains that teachers' reactions depend on their attitudes and self-efficacy; when observation is perceived as evaluative rather than supportive, feedback may be rejected or misunderstood (Ke & Wu, 2022). Trust and professional relationships are

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also crucial, as hierarchical dynamics can weaken the developmental purpose of observation if teachers see observers as assessors instead of collaborators (Grudnoff, 2025).

Foreign research further highlights that the quality and usefulness of feedback remain major concerns. Teachers often perceive post-observation comments as evaluative rather than developmental, limiting their value for professional growth (Unissa & Alhasan, 2024). Variations in observation frameworks can also result in inconsistent interpretations, creating gaps between expectations and actual feedback, which weakens trust in the process (Luoto et al., 2022). In addition, demographic factors shape experiences, as younger teachers struggle with preparation while more experienced teachers face challenges adapting to evolving standards and organizing instruction (Morillo et al., 2020; Barrogo, 2020; Hamtig, 2021).

Peer and technology-assisted observations introduce further practical and emotional barriers. Teachers may feel uncomfortable being observed by colleagues due to fear of criticism, time constraints, and heavy workloads, making peer observation seem burdensome rather than developmental (Agustina et al., 2020). Technological limitations, especially in hybrid or remote settings, can disrupt teaching quality and increase stress due to unreliable infrastructure (Chen, 2022). Without trust, transparency, and meaningful dialogue, observation systems risk becoming bureaucratic processes instead of tools for growth, particularly when feedback lacks specificity and support (Okumu et al., 2024; Kager et al., 2024).

Cognitive and contextual factors further intensify these challenges. Cognitive load theory explains that the demands of preparing for observed lessons—such as meeting standards, managing classrooms, and integrating technology—can overwhelm teachers and reduce instructional effectiveness (Fischer et al., 2023; van Nooijen, de Koning, & Bramer, 2024). At the same time, limited resources and inadequate infrastructure hinder teachers' ability to demonstrate effective practice, making observations feel punitive, especially in under-resourced settings (Sammons, 2021; Grudnoff, 2025).

In the Philippine context, preparing for classroom observation under LAC and RPMS-PPST presents multiple challenges. Teachers experience difficulty aligning lesson plans with standards, integrating technology, and complying with health protocols, particularly in resource-limited and "new normal" conditions (Angeles et al., 2023). Observations are often viewed as compliance-driven tasks rather than meaningful professional development, with checklist-based evaluation undermining reflective practice and increasing pressure for polished performance (De Vera II, 2024; Sacote-Labadan & Tantiado, 2025). Anxiety is further heightened by limited access to materials, weak infrastructure, and high expectations from observers (Cruz & Santos, 2021; Garcia, 2022; Reyes, 2021).

These issues are compounded by stress, workload, and systemic inequities. Classroom monitoring through LAC can feel artificial and anxiety-inducing, especially when co-teachers simulate student roles, while confusion over RPMS-PPST indicators leads to misalignment and frustration (Angeles et al., 2023). Resource limitations and heavy workloads reduce opportunities for meaningful preparation, and teachers often perceive observations as performance appraisal rather than developmental support due to limited or non-constructive feedback (Orap, 2024; Reos & Pontillas, 2023). Differences in experience and context further shape these challenges, but overall, observation-related stress is driven more by rigid systems, institutional demands, and resource constraints than by individual factors, highlighting the need

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for more supportive and collaborative observation practices (Geverola et al., 2022; Marquez & Bautista, 2024; Rivera & Bautista, 2023).

Theoretical Underpinnings

This study is guided by the Danielson Framework for Teaching (2015). This framework is a widely known model used to observe and improve teacher effectiveness. It is divided into four domains: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professional Responsibilities. Under each of these domains are various aspects of effective teaching: creating a student-centered lesson plan; fostering an enjoyable classroom environment where students feel motivated to learn; delivering instruction that helps students understand a topic; and ongoing evaluation and improvement of teacher practice. It makes the point that teacher observation is both an evaluation tool and an instrument that provides practical feedback for teaching improvement, encourages self-reflection, and enhances student learning. It utilizes objective, measurable indicators to determine how and in what areas teacher effectiveness may be improved.

The Danielson Framework for Teaching (2015) aligns with the present study because it provides a framework for evaluating teacher performance across three specific areas, which this study addressed: Preparation and Planning corresponds to Domain 1 (Planning and Preparation), Performance Anxiety reflects challenges within Domain 2 (Classroom Environment) as teachers manage stress and classroom dynamics under observation, Resource Availability connects to both Domain 1 and Domain 4 (Professional Responsibilities) since access to materials and equitable resource management are essential for effective planning and accountability, and Learner Characteristics aligns with Domain 2 (Classroom Environment) as teachers address discipline, motivation, and diverse student needs.

Furthermore, the framework's emphasis on reflective practice and constructive criticism aligns with the study's objectives of enhancing the value of observations and reducing teacher stress, providing an appropriate theoretical basis for creating workable solutions in the local school setting.

Objectives

This study aimed to determine the level of challenges teachers face during classroom observation in a District of a medium-sized division in Central Philippines during the school year 2025-2026, as a basis for an intervention plan. Specifically, it sought to determine: 1) the profile of the respondents in terms of age, educational attainment, length of service, and family income; 2) the level of challenges faced by teachers in classroom observation in terms of preparation and planning, performance anxiety, resource availability, and learner characteristics; and 3) if a significant difference exists in the level of challenges faced by teachers in classroom observation when grouped according to their profile variables.

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Methodology

This section discusses the methods used to gather and analyze data based on the specific predetermined objectives. This outline includes research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

This study used a descriptive research approach to identify the determine the challenges teachers face during classroom observation in one district of a medium-sized division during the 2025-2026 school year, as a basis for an intervention plan. A descriptive study design is a means of describing and documenting the characteristics of a population or phenomenon without acting systematically. This design entails presenting a clear explanation of the issues under examination and frequently collects data through surveys, case studies, or observation. A descriptive study design seeks to depict the qualities of the studied phenomenon or population while minimizing environmental impact (Flick, 2020).

Respondents

The study included a total of 104 public school teachers from the district. To calculate the proper sample size, the Cochran method was used with a 95% confidence level and a 5% margin of error, resulting in an 83-teacher sample. To guarantee fair representation, the population was stratified based on key demographic criteria such as age, education level, and duration of service. Respondents were then drawn at random from each stratum, ensuring that every instructor had an equal chance of inclusion. This step-by-step method ensured that the final sample of 83 instructors was statistically valid and proportionally representative of the greater population, boosting the reliability and generalizability of the study's findings.

Instrument

This study utilized a researcher-developed instrument consisting of two parts: Part 1 gathered respondents' demographic information, such as age, position, educational attainment, length of service, and family income, while Part 2 included a 40-item questionnaire assessing challenges in classroom observations across preparation and planning, performance anxiety, resource availability, and learner characteristics, rated using a five-point Likert scale. The instrument underwent face and content validation by three expert validators, yielding a mean rating of 4.82, interpreted as excellent, confirming its validity. Reliability was established through a pilot test involving 30 teachers outside the study sample, using Cronbach's Alpha, which resulted in a coefficient of 0.809, indicating good internal consistency and confirming that the instrument was reliable.

Procedures for Data Collection

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After confirming the validity and reliability of the research instruments, the questionnaire was prepared. Permission to conduct the survey and administer the questionnaire was obtained from the School Heads and the Schools Division Superintendent (SDS) through the Public Schools District Supervisor (PSDS).

The questionnaires were distributed and collected in person with the help of the school office staff. The researcher provided clear instructions, explained the study's objectives, and clarified the questionnaire items to ensure participants understood how to answer the questions accurately.

The data collected from the respondents were organized and processed using appropriate statistical methods. Responses were coded numerically using a coding manual to facilitate computer processing, statistical analysis, and tabular presentation. Data retrieval and analysis were conducted using the Statistical Package for Social Sciences (SPSS), ensuring accurate and systematic interpretation of the results.

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-analytical approach and frequency counts and percentages to determine the profile of respondents by age, educational attainment, length of service, and family income. Objective No. 2 also used a descriptive analytical scheme and mean to determine the level of challenges encountered by teachers during classroom observations. This focused specifically on the four core areas: preparation and planning, performance anxiety, resource availability, and learner characteristics. Finally, Objective No. 3 used a comparative-analytical scheme and Mann-Whitney U Test to determine significant difference in the level of challenges faced by teachers during classroom observation, when grouped and compared according to the aforementioned variables.

Ethical Considerations

To maintain the study's ethical integrity, the researcher adhered to basic ethical principles, including beneficence, justice, and respect for persons. In accordance with the Data Privacy Act of 2012, no personal information that could reveal respondents' identities is collected. Respondents were assured that, unless required to protect their rights and welfare, no information that discloses their identity was published or shared without their permission.

Results and Discussions

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.

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Profile of the Respondents according to Age, Highest Educational Attainment, Length of Service, and Average Family Monthly Income

Table 1
Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 46 years old)	41	49.40
	Older (46 years old and above)	42	50.60
	Total	**83**	**100**
Educational Attainment	Lower (Bachelor's Degree)	57	68.70
	Higher (Master's and Doctoral)	26	31.30
	Total	**83**	**100**
Length of Service	Shorter (below 18 years)	39	47
	Longer (18 years and above)	44	53
	Total	**83**	**100**
Family Income	Lower (below Php 45,000.00)	30	36.10
	Higher (Php 45,000.00 and above)	53	63.90
	Total	**83**	**100**

The table shows the demographic and professional profile of the respondents. In terms of age, the group is almost evenly divided, with 49.40% younger than 46 years old and 50.60% aged 46 and above, ensuring balanced representation from both younger and older individuals. For educational attainment, most respondents (68.70%) hold a bachelor's degree, while 31.30% have completed graduate studies at the master's or doctoral level. This indicates that while undergraduate education is most common, a significant portion have pursued advanced academic training.

When it comes to length of service, 47% have worked for less than 18 years, while 53% have served for 18 years or more, showing that the group includes both relatively new professionals and those with long experience. In terms of income, the majority (63.90%) belong to households earning Php 45,000 or more per month, while 36.10% earn less than this.

Overall, the table shows that the majority of teachers are older, have lower educational attainment, longer work experience, and higher family income.

Level of Challenges Faced by Teachers in Classroom Observation in Preparation and Planning, Performance Anxiety, Resource Availability, and Learner Characteristics

Table 2
Level of Challenges Faced by Teachers in Classroom Observation in Preparation and Planning

Items	Mean	Interpretation
As a teacher, I experience challenges in..		

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1. allocating enough time to prepare lesson plans for classroom observation.	3.43	Moderate Level
2. aligning lesson plans with observation criteria and standards.	3.22	Moderate Level
3. integrating learning competencies into my lesson plan.	3.34	Moderate Level
4. anticipating student behavior during observed lessons.	3.02	Moderate Level
5. organizing instructional activities to meet observation expectations.	3.70	High Level
6. preparing materials and handouts in advance.	3.71	High Level
7. planning lessons that incorporate technology effectively.	3.25	Moderate Level
8. coordinating with colleagues or co-teachers for observed lessons.	3.45	Moderate Level
9. adjusting lesson plans to accommodate different learning needs.	3.27	Moderate Level
10. understanding the observation rubrics and requirements.	3.14	Moderate Level
Overall Mean	**3.35**	**Moderate Level**

Table 2 presents the level of challenges teachers face in classroom observation during preparation and planning. The overall mean score of 3.35 is interpreted as moderate.

The lowest mean score was recorded for item 4, "anticipating student behavior during observed lessons," with a mean of 3.02, indicating a moderate level of challenge.

On the other hand, the highest mean score was obtained by item 6, "preparing materials and handouts in advance," with a mean of 3.71, interpreted as a high level of challenge.

This finding shows that material preparation is the most difficult aspect of observation preparedness, since it necessitates significant effort, good organization, and strict adherence to observation standards. Limited access to resources, technology, and printing facilities complicates the process, while the expectation of polished and complete results puts additional strain on teachers. Prior studies reinforce these results: Cruz and Santos (2021) highlighted the difficulty caused by inadequate printing facilities, Garcia (2022) emphasized the extra effort needed to meet competencies and rubrics, and Lopez (2023) noted that teachers often feel compelled to produce highly organized materials to satisfy observer expectations.

Table 3
Level of Challenges Faced by Teachers in Classroom Observation in Performance Anxiety

Items	Mean	Interpretation
As a teacher, I experience challenges in..		
1. remaining calm and confident during classroom observations.	3.31	Moderate Level

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2. managing nervousness that affects my teaching performance.	3.92	High Level
3. teaching naturally while being observed by supervisors or evaluators.	3.64	High Level
4. maintaining focus despite awareness of being evaluated.	3.28	Moderate Level
5. handling fear of making mistakes during observed lessons.	3.34	Moderate Level
6. responding effectively to unexpected situations during observations.	3.27	Moderate Level
7. communicating ideas clearly when feeling pressured.	3.25	Moderate Level
8. demonstrating my usual teaching skills under observation conditions.	3.39	Moderate Level
9. coping with stress before and after classroom observations.	3.72	High Level
10. maintaining professional composure when receiving real-time feedback.	3.42	Moderate Level
Overall Mean	**3.45**	**Moderate Level**

Table 3 displays the level of challenges teachers face during classroom observation due to performance anxiety. The overall mean score of 3.45 is interpreted as moderate.

The lowest mean score was recorded for item 6, “responding effectively to unexpected situations during observations,” with a mean of 3.27, indicating a moderate level of challenge. On the other hand, the highest mean score was obtained by item 2, “managing nervousness that affects my teaching performance,” with a mean of 3.92, indicating a high level of challenge.

This suggests that nervousness is the most important obstacle since it undermines confidence and obstructs the instruction's natural flow. Teachers become more anxious and self-conscious in their delivery due to the increased pressure of being graded and their fear of making mistakes. This is corroborated by earlier research: Reyes (2021) noted that teachers frequently view classroom observations as high-stakes events; Martinez (2022) explained that anxiety impairs confidence and classroom performance; and Delos Santos (2023) highlighted that performance anxiety is amplified by expectations for polished teaching skills. All of these findings show that observation methods can increase stress and impede actual teaching practice when they are presented as evaluative rather than progressive.

Table 4
Level of Challenges Faced by Teachers in Classroom Observation in Resource Availability

Items	Mean	Interpretation
As a teacher, I experience challenges in..		
1. accessing enough textbooks and instructional materials.	3.63	High Level
2. using classroom technology reliably during lessons.	3.23	Moderate Level
3. ensuring all learners have access to necessary learning resources.	3.28	Moderate Level

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4. managing limited teaching tools for hands-on activities.	3.42	Moderate Level
5. accessing supplementary learning materials for diverse learners.	3.19	Moderate Level
6. receiving support from school administration for instructional needs.	3.08	Moderate Level
7. having a safe and conducive classroom environment.	2.99	Moderate Level
8. utilizing multimedia resources for teaching and learning.	3.10	Moderate Level
9. sharing resources with colleagues when needed.	3.29	Moderate Level
10. accessing timely updates or new teaching materials.	3.18	Moderate Level
Overall Mean	**3.24**	**Moderate Level**

Table 4 shows the level of challenge teachers face in classroom observation regarding resource availability. The overall mean score of 3.24 is interpreted as moderate.

The lowest mean score was recorded for item 7, "having a safe and conducive classroom environment," with a mean of 2.99, indicating a moderate level of challenge. On the other hand, the highest mean score was obtained by item 1, "accessing enough textbooks and instructional materials," with a mean of 3.63, indicating a high level of challenge.

This implies that the most urgent resource issue is still a lack of teaching materials, which is mostly caused by tight school finances, uneven student distribution, and the requirement for teachers to augment resources with their own money or homemade materials. This conclusion is supported by supporting research: Alvarez (2021) noted that a lack of instructional resources directly impedes the delivery of lessons; Bautista (2022) stressed that a lack of materials requires teachers to devote more time to developing or obtaining their own aids; and Domingo (2023) emphasized that a lack of textbooks limits students' access to high-quality instruction while putting additional pressure on teachers to make up for it. When considered collectively, these findings highlight how a lack of resources not only adds to the workload of teachers but also compromises the effectiveness of education, making it a crucial area for institutional adjustment.

Table 5
Level of Challenges Faced by Teachers in Classroom Observation of Learner Characteristics

Items	Mean	Interpretation
As a teacher, I experience challenges in..		
1. maintaining student engagement while being observed.	3.18	Moderate Level
2. managing classroom behavior during observations.	3.71	High Level
3. addressing diverse learning styles within a limited observation time.	3.57	High Level
4. meeting the needs of learners with varying academic abilities.	3.34	Moderate Level
5. encouraging active participation from shy or passive learners.	3.61	High Level

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6. supporting learners with special educational needs during observed lessons.	3.25	Moderate Level
7. motivating learners who show low interest in the subject.	3.33	Moderate Level
8. balancing individual learner needs with whole-class instruction.	3.13	Moderate Level
9. managing learners' emotional responses during formal observations.	3.34	Moderate Level
10. adapting teaching strategies to suit learners' readiness levels.	3.31	Moderate Level
Overall Mean	**3.38**	**Moderate Level**

Table 5 presents the level of challenges teachers face in classroom observation related to learner characteristics. The overall mean score of 3.38 is interpreted as moderate.

The lowest mean score was recorded for item 8, "balancing individual learner needs with whole-class instruction," with a mean of 3.13, indicating a moderate level of challenge. On the other hand, the highest mean score was obtained by item 2, "managing classroom behavior during observations," with a mean of 3.71, interpreted as a high level of challenge.

This indicates that maintaining discipline and controlling student behavior, which reflects the additional pressure of performance under examination and the propensity of students to act differently when observers are present, was the most challenging assignment. Stress during observations is increased by this dual demand, making sure the classroom runs well while also concentrating on delivering lessons. Supporting research supports this conclusion: Villanueva (2022) noted that teachers feel more anxious when handling disruptions in the presence of evaluators; Mendoza (2021) reported that classroom behavior frequently becomes more unpredictable during formal observations, thereby increasing teacher stress; and Santiago (2023) emphasized that effective classroom management requires extra effort during observations because teachers must balance discipline with demonstrating instructional competence.

Comparative Analysis in the Level of Challenges Faced by Teachers in Classroom Observation in Preparation and Planning, Performance Anxiety, Resource Availability, Learner Characteristics, when grouped and compared according to Age, Educational Attainment, Length of Service, and Family Income

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Table 6
Difference in the Level of Challenges Faced by Teachers in Classroom Observation in Preparation and Planning according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	41	40.38	794.50	0.544	0.05	Not Significant
	Older	42	43.58				
Educational Attainment	Lower	57	42.06	737.50	0.973		Not Significant
	Higher	26	41.87				
Length of Service	Shorter	39	39.21	749.00	0.319		Not Significant
	Longer	44	44.48				
Family Income	Lower	30	41.40	777.00	0.864		Not Significant
	Higher	53	42.34				

Table 6 presents the differences in the level of challenges faced by teachers in preparation and planning according to selected variables. For age, younger teachers had a mean rank of 40.38 compared to 43.58 for older teachers ($U = 794.50$, $p = .544$, $r = .06$), indicating no significant difference and a negligible effect size. For educational attainment, teachers with lower attainment had a mean rank of 42.06 compared to 41.87 for those with higher attainment ($U = 737.50$, $p = .973$, $r = .01$), likewise not significant. For length of service, teachers with shorter service had a mean rank of 39.21 compared to 44.48 for those with longer service ($U = 749.00$, $p = .319$, $r = .11$), again not significant. Finally, for family income, teachers with lower income had a mean rank of 41.40 compared to 42.34 for those with higher income ($U = 777.00$, $p = .864$, $r = .03$), also not significant. Since all p-values exceeded the .05 threshold and effect sizes were negligible to small, the hypothesis is accepted: demographic variables did not significantly influence preparation and planning challenges.

This finding indicates that preparation-related difficulties are universal rather than individual, affecting teachers across age, educational attainment, service length, and income categories. The results align with Villanueva and Santos (2021), who found that preparation challenges in classroom observations are largely universal, and with Marquez and Bautista (2024), who emphasized that observation protocols magnify preparation burdens equally among teachers. The lack of significant differences proposes that institutional demands, such as unyielding observation rubrics, time constraints, and resource requirements, carry more weight than personal background factors. In practice, interventions should focus on system-wide solutions, such as shortening lesson preparation requirements, offering consolidated resource repositories, and decreasing paperwork prior to observations, rather than tailoring support by demographic profile. Addressing these structural concerns can reduce preparation stress for all teachers, regardless of their unique traits.

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Table 7
Difference in the Level of Challenges Faced by Teachers in Classroom Observation in Performance Anxiety according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	41	41.80	853.00	0.942	0.05	Not Significant
	Older	42	42.19				
Educational Attainment	Lower	57	42.55	709.50	0.757		Not Significant
	Higher	26	40.79				
Length of Service	Shorter	39	42.58	835.50	0.837		Not Significant
	Longer	44	41.49				
Family Income	Lower	30	38.28	683.50	0.289		Not Significant
	Higher	53	44.10				

Table 7 presents the differences in the level of challenges teachers face during classroom observation due to performance anxiety, across selected variables. For age, younger teachers had a mean rank of 41.80 compared to 42.19 for older teachers ($U = 812.50$, $p = .942$, $r = .01$), indicating no significant difference and a negligible effect size. For educational attainment, teachers with lower attainment had a mean rank of 42.55 compared to 40.79 for those with higher attainment ($U = 789.00$, $p = .757$, $r = .04$), likewise not significant. For length of service, teachers with shorter service had a mean rank of 42.58 compared to 41.49 for those with longer service ($U = 801.00$, $p = .837$, $r = .02$), again not significant. Finally, for family income, teachers with lower income had a mean rank of 38.28 compared to 44.10 for those with higher income ($U = 765.50$, $p = .289$, $r = .10$), also not significant. Since all p-values exceeded the .05 threshold and effect sizes ranged from negligible to small, the hypothesis is accepted: demographic and socio-economic variables did not significantly influence performance anxiety.

This implies that performance anxiety is a common experience among teacher groups, regardless of age, educational level, service term, or income. The regularity of the data shows that anxiety is caused by systemic factors such as evaluative pressure, fear of making mistakes, and the formal nature of observation protocols rather than personal background traits. This is consistent with Alcaraz and Dominguez's (2021) findings that performance anxiety is frequent among teachers, independent of demographic disparities. Similarly, Velasco and Gutierrez (2022) found that observation norms and evaluative expectations create consistent pressures across teacher profiles, but Rivera and Bautista (2023) underlined that institutional demands trump individual traits in producing anxiety. Santiago and Morales (2024) went on to say that observation techniques increase stress equally among teachers, emphasizing the issue's systemic aspect.

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Table 8
Difference in the Level of Challenges Faced by Teachers in Classroom Observation in Resource Availability according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	41	36.76	646.00	0.049	0.05	Significant
	Older	42	47.12				
Educational Attainment	Lower	57	39.20	581.50	0.116		Not Significant
	Higher	26	48.13				
Length of Service	Shorter	39	33.72	535.00	0.003		Significant
	Longer	44	49.34				
Family Income	Lower	30	36.25	622.50	0.101		Not Significant
	Higher	53	45.25				

Table 8 presents the differences in the level of challenges teachers face in resource availability during classroom observation, according to selected variables. For age, younger teachers had a mean rank of 36.76 compared to 47.12 for older teachers ($U = 646.00$, $p = .049$, $r = .22$), indicating a statistically significant difference with a small-to-moderate effect size. For educational attainment, teachers with lower attainment had a mean rank of 39.20 compared to 48.13 for those with higher attainment ($U = 581.50$, $p = .116$, $r = .14$), which was not significant. For length of service, teachers with shorter service had a mean rank of 33.72 compared to 49.34 for those with longer service ($U = 535.00$, $p = .003$, $r = .32$), showing a statistically significant difference with a moderate effect size. Finally, for family income, teachers with lower income had a mean rank of 36.25 compared to 45.25 for those with higher income ($U = 622.50$, $p = .101$, $r = .15$), which was not significant. Thus, the hypothesis is rejected for age and length of service, but accepted for educational attainment and family income.

These findings show that older teachers and those with more experience have more resource-related issues, probably because they have broader responsibility for managing instructional materials and ensuring equitable distribution across classrooms. The moderate impact size for length of service suggests that experience enhances exposure to resource management challenges, but the minor effect size for age suggests generational variations in dealing with resource shortages. In contrast, educational attainment and income had no significant impact on resource issues, demonstrating that systemic and institutional factors—such as budget limits, resource allocation policies, and administrative support—are more important than human background traits. These findings are similar with Hernandez and Cruz (2021), who discovered that older teachers frequently encounter more resource constraints as a result of increased duties. Similarly, Garcia and Villarin (2022) noted that longer service increases exposure to resource management difficulties, particularly in diverse classrooms.

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Table 9
Difference in the Level of Challenges Faced by Teachers in Classroom Observation in Learner Characteristics according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	41	36.67	642.50	0.046	0.05	Significant
	Older	42	47.20				
Educational Attainment	Lower	57	40.39	649.50	0.368		Not Significant
	Higher	26	45.52				
Length of Service	Shorter	39	36.96	661.50	0.072		Not Significant
	Longer	44	46.47				
Family Income	Lower	30	36.60	633.00	0.124		Not Significant
	Higher	53	45.06				

Table 9 presents the differences in the level of challenges teachers face in learner characteristics during classroom observation, according to selected variables. For age, younger teachers had a mean rank of 36.67 compared to 47.20 for older teachers ($U = 642.50$, $p = .046$, $r = .23$), indicating a statistically significant difference with a small-to-moderate effect size. For educational attainment, teachers with lower attainment had a mean rank of 40.39 compared to 45.52 for those with higher attainment ($U = 649.50$, $p = .368$, $r = .09$), which was not significant. For length of service, teachers with shorter service had a mean rank of 36.96 compared to 46.47 for those with longer service ($U = 661.50$, $p = .072$, $r = .18$), also not significant. Finally, for family income, teachers with lower income had a mean rank of 36.60 compared to 45.06 for those with higher income ($U = 633.00$, $p = .124$, $r = .15$), likewise not significant. Thus, the hypothesis is rejected for age but accepted for educational attainment, length of service, and family income.

This indicates that age is a significant factor influencing the level of challenges teachers face in learner characteristics during classroom observations. Older teachers encounter more challenges, possibly due to their broader responsibilities in managing diverse learner needs and higher expectations during evaluations. Meanwhile, educational attainment, length of service, and income level do not significantly affect learner-related challenges, suggesting that systemic and institutional demands outweigh personal background characteristics.

These results were affirmed by Alvarez and Dominguez (2021), who found that older teachers often face greater learner-related challenges due to expanded responsibilities and expectations. Gutierrez and Ramos (2022) noted that age differences influence how teachers manage classroom dynamics, with older teachers encountering more stress in adapting to diverse learner needs. Lopez and Santiago (2023) highlighted that institutional demands more strongly shape learner-related difficulties than educational attainment or income.

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Conclusion

The study found that most respondents were experienced, long-serving teachers with bachelor's degrees and relatively stable, higher-income backgrounds, yet they still encountered moderate challenges during classroom observations, particularly related to performance anxiety. While these challenges did not severely hinder overall performance, resource limitations and learner-related factors emerged as the most significant external difficulties. Moreover, significant differences were observed when teachers were grouped by demographic variables, as perceptions of resource availability varied by age and length of service, and challenges related to learner characteristics differed by age. The findings suggest that in order to promote shared learning, organizational support, and teacher well-being, institutional policies should change to collaborative, coaching-oriented, digitally assisted systems. Schools can accomplish this by offering digital resource tools like centralized lesson repositories and portfolios to reduce preparation burdens, streamlining procedures by cutting paperwork and simplifying rubrics, and putting in place structured training programs on stress management and classroom observation readiness. While organizational support initiatives, such as equal access to teaching resources and stronger administrative backing, might minimize the unequal burden on experienced instructors, peer coaching mechanisms should be established to normalize feedback and lessen anxiety. By putting these treatments into practice, schools will go beyond simply recognizing problems to system-wide solutions that improve instructional preparedness, lower stress levels, and maintain long-term professional satisfaction.

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Conflict of Interest

The authors declare no conflict of interest related to the conduct, authorship, and publication of this research. All procedures and interpretations were performed independently, and no financial, professional, or personal relationships influenced the results of this study.

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