EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:8 |August 2025

EXPLORING THE EXPERIENCES OF TEACHERS ON CLASSROOM OBSERVATION: A QUALITATIVE INQUIRY

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Article DOI: https://doi.org/10.36713/epra23675
DOI No: 10.36713/epra23675

ABSTRACT
Classroom observation plays an important role in evaluating teacher's performance. It covers the pedagogical practices, personal and professional growth. This sometimes necessitates teachers to have high level of preparation as classroom observation is rated by an observer. Teacher also experienced challenges often evokes a range of emotions and perception. Teachers experienced emotional unstability particularly during the delivery of the lesson knowing that somebody is observing the class. This qualitative inquiry explored the lived experiences of teachers in classroom observation specifically on how classroom observation affects their teaching strategies and on their motivation towards teaching. The study revealed that despite the preparation made by teachers before classroom observations, teachers still experience pressure that resulted to adjustments of their teaching strategies. This hindered the achievement of learning outcome. Learners behaved unnaturally during observation. Post- observation also plays critical role to teacher's development as constructive criticism aims to promote self-improvement. Though some teachers perceived classroom observation as stressful, teachers have to be reminded that the ultimate purpose of doing it, is to improve the teaching strategies of teachers. It was emphasized in this study that in order to attain the goals of classroom observation, observer and teacher should a mutual understanding about the process. Observers are expected to be supportive to teachers through constructive criticism that allows teachers to be more motivated towards teaching. Observers should have an observing environment and attitude that encourages the teachers to do their best without feeling any pressure at all.

KEYWORD: *Classroom Observation, Lived Experiences, Challenges, Professional Development, Feedback, Phenomenological Study*

1. INTRODUCTION
Classroom observation is one of the crucial components of teacher evaluation and professional development. The implications it has for teacher growth and the quality of education are indeed weighty. While aimed at improvement, any observation may have a combination of positives and negatives, usually depending on the context and method, plus the competency of the observer. Classroom observation has become of one of the sources of teachers' stress as this required them to prepare learning materials and teachers feel pressured to conduct classes with the presence of an observer, thus it results to teachers' burnt out (Martinez, et al 2016).

According O'Leary (2020), in United Kingdom, classroom observation contributes to the overall exploration of the essential role of lesson observation, preparation, assessment, and the professional learning development of teachers, lecturers, and educators at different levels and across various educational setting. However, this has caused some anxiety among the teachers because of its tedious process of preparation. It was supported by Mengistu (2021) revealed that during classroom observations, beginner and even experienced teachers often report a range of emotions, including anxiety, nervousness, and self-consciousness

Moreover, it was revealed in the study of Academia et. al, (2024) in Santa District, in the Division of Ilocos Sur, classroom observation gave teachers with mixed emotions. Some teachers viewed this classroom observation as catalyst for professional development. However, some teachers felt fear for criticism. Teachers spent sleepless nights in preparing their visual aids thus lead them to feel more tired and burn-out. The study found out that the

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classroom observation has also negative effects particularly to some teachers who have been in their teaching career for quite long time.

In the District of New Bataan where the researcher is currently teaching, classroom observation has posed some challenges among the teachers particularly those teachers who are not equipped in the use of Information and Communication Technology. Teachers became reluctant and hesitant to be observed because the observation tool used as mandated by DepEd required them to use computers, powerpoint and other multi-media resources.

This is the ultimate reason why the researcher is encouraged to conduct a study in navigating the experiences of some seasoned teachers on the classroom observation. There are many studies conducted about the impact of classroom observations, but those studies are focused on pedagogical practices to teachers. Also, those studies focuses on the impact of classroom observations of newly- hired teachers. This study will unveil the actual and personal experiences of seasoned teachers on classroom observations. The study will be relevant as this presents the narratives of the teachers and this will serve as basis in improving the implementation of the classroom observation in the classroom

1.1 Purpose of the Study

The study qualitative study aimed to navigate the lived experiences of the teachers in the practice of classroom observation on their professional development. This further aimed to understand how teachers perceive classroom observation as a tool for their performance as teacher. This also covered their coping mechanisms, learning insights and reflection towards their profession. This study will make use of a qualitative approach, the researcher intends to determine the ways in classroom observation contribute to their skills in teaching, instructional strategies and overall teaching effectiveness.

In addition, this research covered both positive and negative experiences of the participants on classroom observation. Through the use of in- depth interview, this study provided insights on how teachers surpass some of the challenges they encountered. Moreover, this offered valuable learning insights for some policy makers and other institutions that aim to improve the professional development programs by focusing on the importance constructive, reflective classroom observation practices.

The study made use of phenomenological study since it aims to capture the first hand experiences of the participants and how each participant gives meaning and sense to their experiences. Researcher interviewed those teachers who have been in the teaching profession for more than two years and those who have experienced classroom observation.

1.2 Research questions

1. What are the lived experiences of the teachers on classroom observation?
    - 1.1 What are the preparations did you make before the observation?
    - 1.2 What are your common experiences during and after your classroom observation?
    - 1.3 How do you perceive the role of observer in your classroom observation?
2. What are the challenges of the teachers in handling learners from different grade levels simultaneously?
    - 2.1 What are the common problems that you encountered in dealing with the learners from different grade levels in one classroom setting?
    - 2.2 In what these problems affect the teaching- learning process?
    - 2.3 In what way these problems affect the over-all learning outcome of the learners?
3. What are the coping mechanisms employed by the teachers in surpassing those experiences?
    - 3.1 What are the common strategiesyou employed in order to surpass the challenges you encountered?\
    - 3.2 How did you adjust your teaching styles or behaviors to align with the expectations of classroom observers?
    - 3.3 In what the role of observer affect and influence you teaching strategies during the classroom observation?
4. What are the learning insights they have gained from their experiences in classroom observation?
    - 4.1 What important lesson you learned from your experiences and challenges you encountered?
    - 4.2 How do you perceive the impact of classroom observation on your professional growth and teaching?
    - 4.3 What piece of advice you can give to your colleagues who experienced challenges during classroom observation?

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2. METHODOLOGY

In this chapter, the method that was employed in conducting this research was discussed. This section also includes the research design, its locale, role of the researcher, research participants, data gathering, data analysis, trustworthiness and credibility, and ethical considerations.

2.1 Research Design

This study utilized the qualitative phenomenological research design to explore the experiences, challenges, coping mechanisms, and insights of the teachers in Cabinuangan Elementary School and San Roque Elementary School. A qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. According Creswell (2014), it is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Further, Creswell (2013) defines phenomenological design as a study that attempts to understand participant's perceptions, understanding of a particular phenomenon and how each participant will give meaning to their experiences. This type of research is based on a paradigm of personal insight and subjectivity and gives more emphasis on how participants will give make sense to their experie

2.2 Research Participants

Using a purposive sampling, participants was selected to take part in the study. To substantiate the selection of the participants, inclusion criteria were used. The study interviewed six teachers teaching in Cabinuangan Elementary School and two teachers San Roque Elementary School in the District of New Bataan, in the Division of Davao de Oro. Teachers who was selected met these inclusion criteria: he or she should be between 50 and 60 years old; who have been in the teaching profession for more than years; and willing to participate in the study. Those who could not meet the criteria set by the researcher are excluded in the study. Since the participation was voluntary in nature, all participants could always withdraw from the study as they prefer to do so.

2.3 Data Collection Procedure

This study employed a qualitative design in exploring the lived experiences of the teachers in the implementation of classroom observation as a tool in assessing the performance of the teachers. In order to gather data and unravel the phenomenon as experienced by the teachers, certain procedures have to be observed and done by the researcher.

To start the research process, the researcher submitted a proposal to the panelists for their approval. This was followed by securing a clearance from the Ethics Review Committee (ERC) and this includes the validation of Interview Guide Questions and obtaining endorsement letter. Subsequently, researcher sought permission from the Division Office and schools where the participants are teaching to conduct the said study. Prior to this, researcher has to secure an approval from the Ethics Review Committee of the Graduate School of Assumption College of Nabunturan.

This was subsequently followed by the actual conduct of the interview. Through the use of in- depth interview, the researcher navigated into more detailed and specific perspectives of the participants. In order to gather more data, open ended questions was used by the participants. Further, in-depth interview provides a detailed exploration of individual perspectives, experiences, and insights, providing a deeper understanding of complex issues.

After doing the interview, researcher transcribed the audio- recording. Transcription should be based on the verbatim answer of the participants during the interview. The transcribed data will be thematized. After doing thematic analysis, results and findings will be made.

2.4 Data Analysis

This qualitative research employed a thematic analysis. Before analyzing the gathered data, the researcher transcribed the interview. Transcription plays an important role in qualitative research. It served as an initial step in interpreting and analyzing the data obtained from the interview. It is the process of converting audio recording into written text, transcription facilitates a thorough examination of verbal interactions, capturing nuances, tone, and context that might be overlooked through mere listening. This transcribed data enables researchers to conduct

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comprehensive analyses, identifying patterns, themes, and key insights that contribute to the discovery of rich qualitative findings. Furthermore, transcription ensures transparency and rigor in research, offering a verifiable record of participants' words and enhancing the accuracy of data interpretation.

After transcription, coding and thematic analysis followed. In qualitative research, coding involves systematically categorizing and organizing data to identify patterns, themes, and concepts within the dataset. Thematic analysis is the process of grouping codes into broader themes or categories that capture the essence of the data. Both coding and thematic analyis are essential steps in qualitative analysis, allowing researchers to interpret and understand the underlying meanings and implications of the collected data.

3. RESULT, ANALYSIS AND DISCUSSION

3.1 On what are the lived experiences of the teachers on classroom observation? Preparations Made Before the Observation.

Preparations Made Before the Observation. This questions has generated ten emerging themes which are lesson Plan, classroom management and instructional materials, prepare self physically, mentally and emotionally, choose a topic feel comfortable with, master the subject matter, making sure everything in order, check classroom clean and organized, review the topic and ensure a smooth, productive and reflective Experience.

Lesson plan has been instrumental to the success of any classroom observation. Based on the study of Gutierez (2015), lesson plan equips educators to exude and deepen the content knowledge of teachers. When teachers prepare for lesson plan, it somehow anticipate the classroom dynamics by refining the pedagogy. It is further revealed that lesson planning allows learners to be more engagement in the activities. Lesson planning minimizes any untoward that might happen inside the classroom. The cycles of planning, teaching, observation and reflection n are achieved through the use of lesson plan.

Aside from lesson planning, another important consideration for a successful classroom observation is having classroom management and instructional materials. Marzano et.,al (2019) gives emphasis that through classroom management, teachers will have smooth transitions during classroom discussion. This also allow teachers to have a clearly defined expectation among learners as this is critical for critical management. Preparedness of instructional materials encourage engagement and eventually reduced interruptions during class discussion

To add this, teachers are expected to prepare himself or herself, the study of Herrano (2025) stated that teacher has to attend his own well- being and manage the stress levels before the observation. It was found out in the study that teachers experienced anxiety before doing the class observations. Teachers find some coping strategies in order to surpass these anxieties emotional regulation, self-compassion and support from the peer.

Along this point, it was found out in the study of Abas (2016) many teachers have struggled with coming a topic to be used during the class observation. There is a need for a teacher to choose the topic. These topics are grounded in a classroom phenomenon- topics that encourage student engagement or even delivery of the lesson. It is implied that teachers will be more comfortable in discussing the lesson, if the teacher chooses and masters the lesson. The flexibility of the lesson during observations is highly dependent on content mastery. Teachers are robust on subject knowledge when teachers masters the lesson.

On the same manner, effective classroom management is related to the way how the teachers manage the classroom as observed in the study of Obispo (2019). It was emphasized in the study that well- organized learning environments by establishing clear routines, having structured activities, proactive management-thus making sure that everything is in order- are more like to create a positive- teacher student relationship. In making sure that everything will be placed in order during classroom observation, teachers should strategic arrangement of the classroom and readiness of the learning materials. It is implied that teachers should make the physical classroom ready and even required teachers to review the lesson in advance.

All these preparations of the teachers during classroom aim to have a positive feedback from the observers. Teachers are aware that they will be evaluated and rated based on the indicators used by the observers. Engaging in post-observation feedback and goal setting between teachers and teachers allowed the teachers to evaluate what went well and what went wrong the observation. Through this, it gives confirmatory, corrective and constructive

mechanisms for the teachers to improve. It drives teachers to have learning and instructional improvement (Tzotzou, 2017).

Common Experiences During and After Classroom Observation. Teachers experience a lot of thing during a classroom observation. This section has emerged the following themes: tense and slightly nervous during and feeling relief after, feeling nervous, fulfilling and mixed emotions.

The results of the study was similar to the study conducted by Fayo and Hilario (2023) who revealed that during the class observation, teachers usually have experienced tension because they are afraid since the observation is evaluated and rated. Teachers are aware that their performance is highly dependent on the rating they obtained from classroom observation. However, the same finding also revealed that after the evaluation, it gave teachers with a feeling of relief especially when feedbacks center on the best practices displayed the teachers.
Similarly, Reños and Pontillas (2022) noted that though during the observation experienced a mixed emotion including being nervous and anxious. Teachers treat this positively as this experience gave their fulfilling experience and helped them to improve personally and professionally. Teachers at the end of every observations perceive this experience positively as when they hear constructive criticism and encouraging words from the observers.

Common Positive Behaviors of Students Observed During Class Discussion. Students in a multigrade classroom are coming from family background and orientations. Despite the differences of the learners, the study revealed that there are positive behaviors exuded by the learners such as: respectful learners, eagerness to learn, very participative, responsive and well- behaved. It can be gleaned from the findings that when students are guided properly even if they have different learning styles and background, there is still positive learning environment. The positive behaviors of the students indicates that inclusive education and combi- grade level strategies are effective when teachers employ good classroom management.

In order to maintain a positive learning environment in the classroom, respectful learners is a must. Respectfulness of the learners in the classroom is evident when teachers employ effective classroom management. According to the study of Jayme and Tantiado (2025), learners will become respectful if teachers are aware of expectations and rules in the classroom. It was further revealed that when teachers make use of positive reinforcement, students tend to behave and eventually this contributes to a harmonious classroom atmosphere.

Additionally, eagerness to learn is one of the positive behavior that a learner should have. Australian Council for Educational Research (2024) revealed that students who persevere more in their studies do good in their academic performance. The perseverance of the learners is sometimes observed through their active participation. Active participation in classroom discussions developed positive engagement among the students. The same finding was revealed in the study of Nelson et al. (2015), who stated that learner's eagerness to learn is expressed by students' responsive and well- behaved attitude in the classroom**.**

Ways These Experiences Affect Oneself as a Teacher. The emerging themes were made one more creative, made one flexible, made one an effective teacher and made one questioned one's credibility. The findings of the study revealed that the various experiences of the teachers in handling multi-grade teachers, these have affected them as a teacher personally and professionally. The finding of the study implies that the various experiences in handling multigrade classes has positive and negative impact to their professional personal growth. Their experiences particularly on facing challenges had encouraged teachers to be more creative and flexible in their teaching strategies. On the other hand, this has also made teachers to question their credibility as teachers. With these experiences, it necessitates to empower and upskill the teachers to keep motivated in teaching profession.

According to Haingura (2014), in handling multi grade classroom, teachers must be creative e in lesson planning and the in the delivery of the lesson. It reiterates that teachers must make a more creative class activities that will the learners more engage. One of the qualities of a multi grade teacher is being to adjust to the curriculum and the local community. This can only be done through flexibility and through the use of classroom management and strategies based on the nature. Learning styles, individual differences of the learners. This would develop an environment in where creativity is necessary to teach the lessons effectively.

Aside from being creative, teachers in multigrade classrooms in the Philippines have shown positive attitudes towards the challenges their challenges as a multigrade teacher. Those challenges made the teachers became more effective and used those challenges as avenue for professional development. A study by Reyes and Ching (2020) describes that multgrade teachers in the Philippines positively faced the challenges and made those challenges to become effective in their teaching career. Teachers tirelessly spend time in planning in order to enhance their teaching strategies; thus aiming to teach the learners effectively.

However, despite the positive attitude of the teachers about this condition, sometimes they feel ill- prepared for the complicated tasks of teaching learners from different grade levels simultaneously. Msimanga (2020) revealed that hey feel unsupported because of the lack training, this leads the teachers to question their effectiveness.

3.2? On w**hat are the challenges encountered by the teachers on classroom observations?**
Specific Difficulties Experienced Before, During and After Class Observation. The emerging themes of this structured theme are time to prepare, deciding the right lesson, affected when students did not comprehend the lesson, anxiety and unfair judgment, management diverse learners behavior, being distracted to students and nervous, unexpected challenges and nervous, unexpected challenges and negative feedback.

There were many challenges encountered by teachers in doing classroom observation. Among them is the time to prepare. This becomes challenging because teachers are fully loaded with other tasks. This even required some teachers to stay in the school late at night or bring some tasks at home. In the study conducted by Caratiquit and Pablo (2021) among the public school teachers in the Division of Cagayan Valley, it was found out that during teachers spent longer in preparing lesson plans and materials for the students. These condition led them to experience fatigue and stress as they tried to balance their classroom observation schedule with their day to day tasks as teachers. In addition, Academia et al. (2024) emphasized that in managing the diverse attitudes and behaviors of the students, some teachers even those who are seasoned still faced level of stress caused by students' behavior during classroom observation

Aside from the personal experiences of the students, another dilemma that was encountered was when students struggled in understanding the lessons during the classroom observation. Reños and Pontillas (2022) observed that teachers are concerned when the learners experience difficulty in comprehending the lessons. Some teachers perceived th is as a reflection of teachers' inadequate preparation and inefficient teaching strategy. This teachers experienced anxiety and unfair judgment because when the students failed to understand the lessons, they might receive a negative feedback from the observers.

Classroom Observation affects the Way Lesson Delivered. The emerging themes in this structured theme are lost focus, feeling nervous both students and teachers, showing best to achieve objectives, avoid new strategies not working well, being distracted and lost confidence and carried away due to nervous.

In the study conducted by Angeles et al. (2020), it described how teachers who experienced observation sometimes lost focus in the delivery of the lesson because of anxiety. Anxiety causes the teachers to forget and miss the planned activities. The study further explained that the observation criteria used by the observers distract the teachers from allowing the students to engage naturally. Students during classroom discussion appeared to be rehearsed and scripted.

Another finding by Hilario (2023), classroom observation triggered teachers to feel nervousness. Teachers and students behaved unnaturally, an indication that tension is felt by teachers and students. Classrooms tend to have a tense environment and this negatively affect the delivery of the lesson. But despite these, it was also revealed that teachers tried their best to discuss the lesson deliberately using tested strategies to make sure that objectives are met.

In addition, as noted by Paulite (2020), in order to get a positive feedback after the observation, teachers avoided from using new strategies for fear for its ineffectivity. Teachers conceived that if the new strategies fail in front of the observers, teachers are doomed to receive negative evaluation. This implies that teachers displayed poor performance during the classroom observation.

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Impact of Observer's Feedback to Teaching Practices. The emerging themes of this structured theme are impact depends on observers' feedback, self- improvement, can reflect deeply on teaching practices, being open- minded an d good effect to teaching progress. Teachers at the end of every class observation will be evaluated. They received feedbacks for the classroom observation. These are given by observers who are usually master teachers and school head.

Classroom observation has been proven as an effective strategy to improve the performance of teachers. The study of Siddique et al., has shown a positive correlation between classroom observation phases with professional development. Feedbacks lead to improvement in the teaching behaviors of teachers. With this it is implied that observers should be trained to deliver a concrete and actionable feedback. However, observers have noted that feedback mechanism has always been constructive that aim to improve more the teachers. It is always dependent on how the teachers perceived those feedback and comments.

Feedbacks have very vital in ensuring that teachers will be appreciated for the good things during observation and be reminded on the negative aspects evident in the classroom observation. Gutierez (2015) that classroom observation is a way of self- improvement because it allows the teachers to reflect the practices within the study processes. The study suggested that self- reflection done by the teachers should be descriptive, analytical and critical. This lead to deep reflection among teachers. Through this teachers transitioned from being anxious during observation to embracing the opportunities for personal and professional growth. Teachers just need to be open-minded because classroom observation is done for teacher's growth and professional development.

3.3 On what are the coping mechanisms employed by the teachers in overcoming those experiences?

Common Strategies Employed to Overcome the Challenges Encountered. The emerging themes in this structured theme are highest level of preparation, well prepared and emotionally stable, relax and always prepare, focus on objectives and ensure clear, detailed and flexible lesson plan.

The instructional quality of teachers during classroom observation is highly dependent on the preparation of teachers. Preparation requires teachers to have comprehensive planning, mastery of subject matter and flexibility to the learner behaviors in the classroom. In the study of Dela Cruz and Bernardo (2018), a prepared teacher during class observation is characterized by having an organized lesson plans, effective classroom management and flexible teaching strategies. All of these are necessary in achieving the leaning competencies. In addition, based on the study of Hammond et al. (2020), teachers who spend who religiously prepared for a classroom observation tend to be more confident thus encourage positive engagement of learners.

This was supported by Javier and Dizon (2021) who noted that teachers who prepared thoroughly usually received positive feedback from the observers. This somehow affects how observer the effectiveness of teacher. Readiness of teachers would result to positive learning atmosphere during the classroom observation. This is evident when learners actively participate to the class discussion. This condition simply explains that teachers 'efforts in preparing the classroom observation is indicator of being responsible and effective teacher.

Having an emotional stability and relaxed attitude are necessary to do good in the classroom observations. As pointed out by Magno and Cueto (2019) , teachers who remained calm and emotionally balanced usually have positive results during the evaluation. When teachers become emotionally stable, they can focus in discussing the lesson instead of being afraid and anxious. This was the same on the findings of Jennings and Greenberg (2015), who highlighted that emotionally stable teachers exuded good behaviors. This increases student engagement and reduces the stress of the teachers. Even if there are unexpected things to arise as long as teachers are ready, teachers responsibly and flexibly.

Focusing on objectives and having a clear, detailed, and flexible lesson plan are also important for effective instruction. In the Philippines, Corpuz and Salandanan (2019) emphasize that lesson plans act as a guide for teaching, allowing adjustments based on students' needs. Stronge (2018) also notes that teachers who clearly express objectives often achieve better learning outcomes, as students grasp the purpose behind each activity. Flexibility within a structured plan lets teachers modify their teaching strategies in real time while keeping their goals in mind. This means that when teachers combine emotional stability, preparation, and a well-structured yet adaptable lesson plan, they are more likely to foster a productive and engaging classroom environment, even under formal observation.

Teaching Styles or Behaviors Adjustment to Align with Expectations of Classroom Observers. The themes emerged in this structured theme are: enhance classroom management and improve instructional materials, deliver

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lesson align with objectives, being structured, being strict to student, being flexible, being open always and little adjustment.

Adjusting teaching methods or actions to satisfy the expectations of classroom observers requires intentional improvements in classroom management, instructional resources, and lesson coherence. In the context of the Philippines, Villanueva (2020) indicates that successful classroom management techniques during observations not only create structure but also showcase a teacher's authority over the educational atmosphere. Santos (2019) emphasizes that enhancing instructional materials to be more engaging and contextually relevant demonstrates readiness and dedication to student-focused teaching. Marzano (2017) highlights that teaching lessons in alignment with learning goals is crucial for showcasing both instructional clarity and effectiveness on an international scale. Organizing lessons coherently and ensuring a steady flow enables observers to recognize distinct links among goals, activities, and results. In some instances, taking a more rigid or strict approach in the classroom during observations reduces interruptions, enabling teachers to effectively carry out their intended instructional methods.

Simultaneously, adaptability, receptiveness, and minor modifications are essential elements of responsive teaching. In the context of the Philippines, Reyes and Cruz (2021) emphasize that receptiveness to feedback during and following observation reflects a teacher's desire for professional development, which evaluators typically appreciate. Research from Hattie and Clarke (2019) emphasizes that adaptive and flexible teaching promotes greater

student engagement, especially when educators implement real-time instructional changes while remaining focused on objectives. This adaptability demonstrates that a teacher can manage both scheduled and unforeseen situations proficiently, a trait that evaluators link to professional capability. The suggestion is that harmonizing structure, strictness, flexibility, and openness guarantees that teaching effectiveness is apparent not only for adherence during evaluations but as an ongoing dedication to instructional excellence.

Role of the observer affect and influence your teaching strategies during the classroom observation. The emerging themes generated from this structured theme are trying to impress them through style, methods and techniques, It depends on the observer, observer's idea and expertise, provides clinical supervision, critiquing and feedback, has a big role and Observers comments on teaching.

Some teachers aimed to impress the observers during the class observation and eventually obtain favorable evaluation and feedback from the teachers. According to the study of Guzman and Pasia (2019), teachers feel forced to adjust their teaching styles and strategies for the purpose of having good feedback. But, the impact of classroom observation depends on the standards of the observer. Observers are the ones who set the expectations between teachers. Interpretations of effective teaching is highly dependent on the perspectives of the observers. Nolan and Hoover (2019) pointed the importance of equipping observers with adequate training and content knowledge in order to have a meaningful observation.

The most significant role of the observers focus on giving feedback and doing clinical supervision. Lopez and Alvarado (2020), highlighted that observes should conduct a constructive post- observation dialogues among teachers in order to critically analyze the best practices employed by the teachers and determine the points that need to be improved. Formative feedback should be provided rather than judgmental critique. Formative feedback allows the teachers to develop personally and professionally.

3.4 On what were important realizations and professional insights you gained from working with learners of different ages and grade levels within a combi-class or multigrade classes?

Important Lesson Learned from Experiences and Challenges Encountered. This structured theme has generated the following emerging themes: feedback provides help not distractive, always prepare, focus ones love on children, make feedback valuable as always, reinforcement and engagement very important to students and help ourselves become effective teacher.

Feedbacks given by the observers when constructive and delivered positively is proven to enhance and improve the teaching performance rather causing discouragement. The study of Espinosa revealed that teachers perceived feedback as an important instrument for improving teaching strategies and classroom management. To make feedback sound effective, it should be supportive rather than hurting for teachers as this contribute positively for continuous professional development of teachers.

Another emerging theme was being always prepared. This theme centers on the vital role of planning and readiness in making sure that effective teaching will be achieved during classroom observation and it eventually minimize the

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anxiety as experienced by teachers during classroom observation. As mentioned by Dela Cruz and Orale (2017), enough time for preparation for teachers will make him or her to confidently manage the class despite the unruly behavior of the learners. Being prepared at all times reduces teacher's anxiety and nervousness.

One important lesson is the importance of genuinely caring for the students. When teachers display and show love to learners, it creates an environment that promotes participation and trust among the students. Baustista (2019), learners achievement toward academic success is influenced based on the dedication and passion shown by the teachers to them. And this is attributed when teachers received valuable feedback during classroom observation.

Another important component of effective teaching is through the use of reinforcement and engagement. It allows the students to be motivated while engaging to the activities prepared by the teachers. Congruent to Skinner's behavior approach that centers on having a consistent reinforcement as this strengthen learning behavior of the learners. As cited by (Llego, 2021), reinforcement develops collaborative learning among learners and these experiences ultimately shaped teachers to be more effective.

Perception to Classroom Observation Impact on Professional Growth and Teaching. The emerging themes that are generated from this structured theme are: a lot of perception, should be SMART, improves teaching style, follow the rules for lesson plan preparation, encourage to explore new strategies, reminds to continue learning and open to feedback, pressure yet provides good outcome and big impact to professional growth.

This was congruent to the study of Baguio and Mendoza (2020), classroom observation is perceived differently based on the indicators of the classroom observation tool and standards of the observers. The support from the observers also play an important role as it serves as the source of motivation for teachers. However, observers found it easier to observe when the teachers prepared a lesson plan that is SMART (Specific, Measurable, Achievable, Realistic, and Time bound. Observation becomes a constructive activity that helps teachers improve the instructional strategies and align their practices with learning outcomes.

In addition, class observation also reinforce the need of instructional planning and pedagogical reflection among teachers. Teachers are always reminded to adhere to the norms in lesson planning which ensure that teaching-learning process is coherent and goal oriented. According to (Calderon, 2018) observations motivate the teachers to explore new strategies and remain welcoming to the feedback of the observers. Though the process of classroom observation is exhausting for some teachers, studies show that it always improve the teaching and learning outcomes of both teachers and learners.

Piece of Advice to Colleagues that Experienced Challenges During Classroom Observation. This structured theme has generated the following themes: prepare yourself all the time, be physically, emotionally and spiritually stable, choose a topic feel comfortable with, work religiously, focus on student and accept feedback, create a detailed lesson plan and prepare a room for improvement, continue to love teaching and be open for comments, be ready and adaptable, be resourceful and creative and avoid stress.

The following themes underscored the various preparations that teachers should undergo in order to have a successful classroom observation. Research shows that holistic preparation including one's physical, mental and emotional readiness contributes to the improvement of teaching performance. This allow the teachers to reduce the anxiety and fear they experienced during classroom observation. This was mentioned in the study of (Espina, 2020), who stated that emotional stability and physical wellness allow the teachers to manage classroom pressures more effectively. In addition, teachers must select a topic that he mastered well. Through, teachers will deliver the lesson more confidently.

Moreover, creating a learner- centered perspective and accepting feedback are as important as the other preparations. Feedbacks when constructed and perceived positively, serves as guide and basis for improving and not a form of criticism (Espinosa, 2016). Teachers who are passionate and dedicate to their profession always welcome feedback from the observers. Further, teachers should always be adaptable, creative and resourceful- all these are important qualities that will address the misbehavior of the students.

3.5 Implications for Practice

Based on the findings of the study, the following implication for practice are offered:

On Common Experiences during and After Classroom. The findings of the study revealed that teachers experienced a lot of things before, during and after the classroom observation. This includes being nervous and

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:8 |August 2025

anxious and fear about the rating that they will receive from the raters. With this it is implied that raters should create a friendly atmosphere, foster a supportive and develop a non – threatening observation environment.

On Ways to Perceive Role of Observer in Classroom Observation. The perception of teachers towards the observers can lead to ineffective teaching. Teachers may over- prepare and overthink. With this teachers have to be reminded that the role of the raters are only give feedback based on the indicators of the classroom observation tool and it is only for constructive criticism.

On Specific Difficulties Experienced Before, During and After Class Observation. Considering the various experiences of the teacher, it can be implied that observers should be trained on the different approaches on classroom observation that promotes collaborative learning for teachers and observers.

On Classroom Observation effects the Way Lesson Delivered. The delivery of the lesson is highly affected the way teachers perceived their observers. The result may be too rehearsed. The use of teaching methods may appear unnatural. With this, there should a classroom observation culture that recognizes the authenticity and learning over performance. Teachers should be encouraged to deliver the lesson normally. It should focus on developing student engagement and attaining the learning outcome.

On Impact of Observer's Feedback to Teaching Practices. The feedback of the observers have profound impact to the teachers. It can motivate the teachers or discourage the teachers. The implication of this is the need to professionalize the feedback process by allowing observers in effective communication and coaching strategies ensuring the feedback should focus on instructional improvement.

On Teaching Styles or Behaviors Adjustment to Align with Expectations of Classroom Observers. When teachers adjust their strategies or behavior to align the expectation of observers, inauthentic delivery of the lesson will surely happen. The implication of this is about crafting an observation environment that centers on student- centered learners. Observers should be trained to dwell and appreciate the diverse teaching styles

3.7 Implication for Future Research

The study provide a thorough analysis of the responses of the participants. Inasmuch as the responses are concerned, there are some aspects that need to be investigated further. The following implications for future research considered:

First, a study must be conducted about correlations of the various teaching strategies employed by the teacher in handling multigrade classes to the academic performances of the learners. Through, teachers will determine if the strategies employed really improved the learning of the learners.

Secondly, another qualitative study should be conducted focusing on the lived experiences of the students from a multigrade teachers.

Lastly, a study that would focus on the assessment of the implementation of multigrade teachers. This study will determine if the goals of multigrade education are achieved and identify what are the aspects that need to be improved.

4. CONCLUSIONS

The study focused on knowing the responses of the participants who have experienced classroom observation, experiences challenges before, during and after classroom observation. This also includes the learning insights of the teachers. With these results, the implication for future research are considered:

First, another study will be conducted to all teachers who are new in the teaching career. These are the teachers who have been in the teaching profession for less than a year. The same study will be explored the perspectives of the newly-hired teachers.

Secondly, the study interviewed female participants. A new perspective, experience and insight will be gained if the study will be conducted among male teachers.

Thirdly, the study was conducted among public school teachers. To benchmark the observation practices, a study will be conducted to some private school teachers in order to have a basis of comparison in terms of implementation of classroom observation.

Lastly, to understand more the concept of classroom observation, another study will be conducted among master teachers in the public school. Master Teachers are observers but they are also being observed by school heads. To know more about their perspectives, a study will be conducted among master teachers.

5. ACKNOWLEDGEMENT

I owe deeply my greatest gratitude to individuals who helped me with this journey.
To the Almighty God for the strength, wisdom, and guidance that he has bestowed throughout this research study.

This endeavor will not be possible without the help of her research adviser, Dr. Elizabeth D. Dioso, EdD., for her invaluable support, encouragement, and expertise throughout this journey. His patience and insightful suggestions have greatly shaped this work and my appreciation to the panelist for their invaluable comments and suggestions for the improvement of this study.

To my family, thank you for your unwavering love, understanding, moral, and financial support. Your encouragement has been the source of strength, especially during challenging times.

The researcher was also grateful to all the Teacher-In-Charge participants of New Bataan District who participated in and contributed to the success of this research. Your time and insights are truly appreciated.
Lastly, thank you to all the people who have been part of this journey and contributed to the success of this study.
Hundredfold thanks to all of you!

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