

Classroom Observation Anxiety: A Psychological Perspective on BSED Students' Teaching Practicum

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HOW TO CITE:

Beverly E. Resuelo, Alberto D. De la Cruz (2026). Classroom Observation Anxiety: A Psychological Perspective on BSED Students' Teaching Practicum. International Journal of Special Education, 41(9s), 1156-1168

ABSTRACT:

Teaching practicum is a vital component of teacher education. It enables pre-service teachers to apply pedagogical knowledge and develop professional competencies in actual classroom settings. This study examined the levels of classroom observation anxiety, teaching self-efficacy, and teaching practicum performance among Bachelor of Secondary Education (BSED) pre-service teachers in a state university. It also identified differences in these variables by sex and age and examined their relationships. A descriptive-correlational quantitative research design was employed involving 60 pre-service teachers. Data were gathered through standardized questionnaires and teaching demonstration ratings. The findings revealed that the respondents were predominantly female and belonged to the younger age group. The pre-service teachers exhibited a high level of classroom observation anxiety and a high level of teaching self-efficacy across the domains of student engagement, instructional strategies, and classroom management. Despite experiencing high anxiety, they attained a very satisfactory level of teaching practicum performance. No significant differences were found in classroom observation anxiety, teaching self-efficacy, and teaching practicum performance when grouped according to sex and age. However, significant relationships existed among the variables. Classroom observation anxiety was negatively associated with teaching self-efficacy and teaching practicum performance, while teaching self-efficacy was positively associated with teaching practicum performance. The findings underscore the importance of strengthening self-efficacy and reducing anxiety to enhance pre-service teachers' professional readiness.

Keywords: classroom observation anxiety, teaching self-efficacy, teaching practicum performance, pre-service teachers

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Introduction

The teaching practicum is a critical component of teacher education programs, providing Bachelor of Science in Education (BSED) students with invaluable hands-on experience in real classroom settings (Allen & Tanner, 2006). During this period, student teachers are expected to apply theoretical knowledge, develop pedagogical skills,

and refine their teaching styles under the supervision of experienced educators (Darling-Hammond, 2006). However, the practicum experience can also be a source of significant anxiety for student teachers, particularly during classroom observations (Sutton, 2000). The pressure to perform well, fear of judgment from supervisors and peers, and the unfamiliarity of

the classroom environment can contribute to heightened anxiety levels (Woolfolk Hoy & Weinstein, 2006).

Classroom observation anxiety refers to the apprehension and distress experienced by student teachers when they are being observed and evaluated in their teaching performance. This anxiety can manifest in various ways, including physical symptoms such as increased heart rate and sweating, cognitive symptoms such as racing thoughts and difficulty concentrating, and behavioral symptoms such as nervousness and avoidance (Spielberger, 1972). High levels of classroom observation anxiety can negatively impact student teachers' performance, self-confidence, and overall well-being, potentially hindering their professional development (Brouwers & Tomic, 2000). While research has explored the general anxieties experienced by student teachers during their practicum, there is a relative lack of focused investigation into the specific phenomenon of classroom observation anxiety from a psychological perspective. Understanding the psychological factors that contribute to classroom observation anxiety, such as self-efficacy beliefs, fear of negative evaluation, and perfectionism, is crucial for developing effective interventions to mitigate its negative effects. Moreover, the potential long-term impact of classroom observation anxiety on student teachers' career choices and professional identity warrants further exploration.

With these, the researchers of this study intended to examine teaching self-efficacy, classroom observation anxiety, and teaching practicum performance among Bachelor of Secondary Education (BSED) students in a state university. It also sought to determine the relationship among these variables. Specifically, it sought to answer the following questions. (1) What is the demographic profile of the pre-service teachers in terms of sex and age? (2) What is the level of classroom observation anxiety among pre-service teachers? (3) What is the level of teaching self-efficacy among pre-service teachers in terms of its subscales, namely efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management? (4) What

is the level of teaching practicum performance among pre-service teachers? (5) Are there significant differences in classroom observation anxiety, teaching self-efficacy, and teaching practicum performance among pre-service teachers when grouped according to demographic variables? (6) Are there significant relationships among classroom observation anxiety, teaching self-efficacy, and teaching practicum performance?

Methodology

A descriptive correlational-quantitative research design was adopted to investigate the relationships between classroom observation anxiety, sense of efficacy, and practicum performance among pre-service teachers in a state university. Out of seventy-seven (77) enrolled BSED pre-service teachers during the Second Semester, Academic Year 2025-2026 in a state university, Negros Occidental, Philippines, around eighty-six percent (85.71%) or sixty (60) students were able to provide their consent to participate in the study. The names of the entities and the participants were undisclosed to protect their identities.

The level of classroom observation anxiety among pre-service teachers was assessed using the Teaching Anxiety Scale (TCHAS), which is a psychometric instrument originally developed in 1973 by J. S. Parsons at Stanford University. It was designed for preservice teachers, and the scale assesses anxiety specifically related to the professional demands and tasks associated with teaching. The initial version comprised 25 items and was intended to examine the relationship between teaching anxiety and the acquisition of essential teaching skills. Furthermore, the TCHAS serves a diagnostic function, helping teacher candidates identify personal strengths and areas requiring development prior to entering the classroom. Revised forms containing 24, 28, and 29 items are also available for use with in-service teachers. The scale comprises of twenty-nine (29) items and responses are rated on a 5-point Likert scale where 1 indicating Never, 2 indicating "infrequently," 3 indicating "occasionally," 4 indicating "frequently," and 5

indicating “always.” Scoring is reversed for the following items, which reflect low anxiety or high confidence: 1, 4, 6, 7, 9, 10, 13, 14, 17, 20, 22, 24, 25, and 28. The TCHAS shows strong internal consistency across teacher groups, indicating that its items measure a common construct. Alpha coefficients for preservice teachers ranged from 0.88 to 0.92 across undergraduate and graduate elementary and secondary groups. For in-service teachers, reliability remained high, with alpha values of 0.87 (elementary and secondary) and 0.93 (elementary and junior high). The scale also demonstrates good temporal stability, with test–retest correlations ranging from 0.60 to 0.95, indicating consistent anxiety measurements over time.

The Teachers’ Sense of Efficacy Scale (TSES) was used to measure the pre-service teachers’ sense of efficacy formulated by Tschannen-Moran and Anita Woolfolk Hoy (2001). TSES is designed to better understand what creates difficulties for pre-service teachers in school activities. It has 24 items categorized into three distinct yet interconnected factors. With each item, the pre-service teachers gauged their capacity to affect the outcome using a 9-point Likert scale, where 1 represented “Nothing,” 3 denoted “Very Little,” 5 indicated “Some Influence,” 7 signified “Quite a Bit,” and 9 represented “A Great Deal.” The overall TSES has a high internal consistency ($\alpha=0.94$) and for each sub-scales (efficacy in student engagement, $\alpha=0.87$; efficacy in instructional strategies, $\alpha = 0.91$; efficacy in classroom management, $\alpha=0.90$). To calculate the scores, the unweighted means were determined by averaging the items associated with each respective factor. Three

categories were identified from the scale to determine the efficacy level of each pre-service teacher (low sense of efficacy:1-3; moderate sense of efficacy:4-6, and high sense of efficacy:7-9) (Tschannen-Moran & Hoy, 2001).

The Rating Sheet for Teaching Demonstration is an institutional evaluation instrument that has been used for several years to assess the teaching practicum performance of student teachers. It measures competencies in lesson planning, content mastery, teaching methods, classroom management, and language proficiency and personal attributes using a five-point rating scale ranging from 1 (Poor) to 5 (Outstanding). The instrument provides a standardized basis for evaluating the overall effectiveness and professional competence of student teachers during their teaching demonstrations. Before the data gathering, the researchers sought the approval of the Dean of the College of Education. Orientation and Informed Consent Form (ICF) administration followed with the assistance of the Dean and program chairpersons. After providing their consent, the survey forms were distributed to the participants with the assistance of their respective program chairperson. The administration time frame was only one month. Afterward, scoring, coding, and interpretation of data commenced.

The normality of the data was assessed using the Shapiro-Wilk test. Results revealed that teaching practicum ($p=0.002$), classroom observation anxiety ($p=0.000$), and teacher’s sense of efficacy ($p=0.000$) significantly deviated from normality. The data were not normally distributed. Hence, non-parametric tests were employed in the analysis.

Table 1. Test of Normality

Variables	Statistic	df	Sig. (p-value)	Interpretation
Classroom Observation Anxiety	0.837	60	0.000	Not Normal
Teacher’s Sense of Efficacy	0.777	60	0.000	Not Normal
Teaching Practicum	0.931	60	0.002	Not Normal

The main concern of this study was to determine the levels of classroom observation anxiety,

teaching self-efficacy, and teaching practicum performance among pre-service teachers, as well

as to examine the significant relationships among these variables. The statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. Appropriate statistical tools were employed to address the objectives of the study. Frequency distribution and percentage were used to describe the demographic profile of the pre-service teachers in terms of sex and age. Descriptive statistics, particularly the mean and standard deviation, were used to determine the levels of classroom observation anxiety, teaching self-efficacy (efficacy in student engagement, instructional strategies, and classroom management), and teaching practicum performance. The Mann-Whitney U was utilized

to determine significant differences in classroom observation anxiety, teaching self-efficacy, and teaching practicum performance when respondents were grouped according to sex and age. Finally, Spearman's rho

was employed to examine the significant relationships among classroom observation anxiety, teaching self-efficacy, and teaching practicum performance.

Results and Discussions

The suppositions of the researchers were supported by the results presented in tables and followed by discussions.

Table 2. Demographic Profile of BSED Pre-service Teachers

Profile Variable	Category	Frequency (f)	Percentage (%)
Sex	Male	11	18.3
	Female	49	81.7
Age	Younger Group (21-23 years old)	44	73.3
	Older Group (24-25 years old)	16	26.7
Total		60	100.0

As shown in Table 2 the demographic profile of the BSED pre-service teachers reflects a distribution that is heavily skewed toward female and younger participants. Regarding sex, most of the respondents are females (81.7%, n=49), while males represent only 18.3% (n=11). This significant disparity is consistent with the global trend often referred to as the “feminization” of the teaching profession, where women are numerically over-represented due to socio-cultural constructions of teaching as an extension of caregiving and domestic roles (UNESCO, 2025). Research suggests that while this dominance provides many female role models, it may also inadvertently reinforce gender stereotypes that associate pedagogical care exclusively with femininity (MDPI, 2026).

In terms of Age, the data shows that 73.3% (44 individuals) belong to the Younger Group (21-23

years old), while 26.7% (16 individuals) are in the Older Group (24-25 years old). This profile suggests that the cohort is primarily composed of traditional-aged students who are entering the professional field immediately following their undergraduate studies. Research indicates that younger pre-service teachers often experience lower levels of self-efficacy in classroom management and professional authority compared to their older counterparts, who may benefit from greater life experience and emotional maturity (Aloka, 2024). Consequently, the high concentration of younger interns suggests a group that may be more susceptible to “reality shock” when transitioning from the theoretical classroom to the dynamic school environment (Veenman, 1984; Gibbs, 2025).

The demographic dominance of female interns (81.7%) implies that internship coordinators and

cooperating teachers should implement mentorship strategies that are sensitive to the gendered nature of professional identity. For instance, programs should ensure that female interns are empowered to establish authority in diverse secondary school settings while also providing male interns with targeted support to navigate a female-dominated professional space (Cushman, 2005). Furthermore, with 73.3% of the interns being in the 21-23 age bracket, the practicum must prioritize emotional resilience and “soft skills” training. Since younger teachers are more prone to placement-related stress and low confidence (Taylor & Francis, 2025), supervisors should move toward a “mentorship-oriented feedback loop” that focuses on building confidence rather than purely high-stakes evaluation.

Furthermore, these findings highlighted a critical need for curriculum adjustments that address the

affective domain of teaching alongside content knowledge. Given the high frequency of younger students, the BSED curriculum should integrate more frequent and earlier exposure to simulated teaching environments, such as micro-teaching, to normalize the experience of being observed and to bridge the gap in professional maturity (He & Yan, 2011). Additionally, the program should actively pursue recruitment strategies aimed at achieving a more balanced gender representation to ensure that secondary students are exposed to a diversity of professional role models (ResearchGate, 2026). By incorporating reflective practices and emotional intelligence training into the professional education sequence, the program can better prepare these young graduates to handle the professional scrutiny and emotional demands inherent in the teaching career (Corcoran & Tormey, 2012).

Table 3. BSED Pre-service Teachers’ Level of Classroom Observation Teaching Anxiety

Scale	n	Mean	SD	Level
Teaching Anxiety	60	94.65	20.416	High Anxious

As shown in Table 3 the BSED Pre-service Teachers’ level of classroom observation teaching anxiety. Data showed that the teaching anxiety has a mean score of (94.65) (SD=20.416), the cohort demonstrates a High Anxious profile. This indicates that pre-service teachers largely

view classroom observations as an evaluative threat rather than a developmental tool. This anxiety stems from the presence of a cooperating teacher/supervisors and the high-stakes nature of the practicum, leading to potential instructional rigidity and cognitive overload (Merç, 2011).

Table 4. Distribution of Classroom Observation Anxiety Level

Scale	Level	Score	Frequency (f)	Percentage (%)
Classroom Observation	High Anxious	73-145	44	73.3
Teaching Anxiety	Low Anxious	29-72	16	26.7
Total			60	100.0

In addition, as shown in Table 4 the distribution of classroom observation anxiety level. The statistical breakdown indicates a staggering concentration of participants in the upper level of the anxiety scale. A significant majority of the cohort, comprising 73.3% (n=44), fell within the “High Anxious” category, with scores ranging

from 73 to 145. In contrast, only 26.7% (n=16) of the students occupied the “Low Anxious” bracket, characterized by scores between 29 and 72.

This distribution suggests that for nearly three-quarters of the pre-service teachers, the classroom observation is not merely a routine

requirement but a high-stakes psychological event. The fact that the “High Anxious” group more than doubles the “Low Anxious” group underscores a prevailing sense of evaluative threat within the cohort. According to Guiab (2022), this intensity of anxiety in science education interns is often rooted in the novice paradox where the student-teacher feels an immense pressure to demonstrate absolute content mastery while simultaneously navigating the complex, unpredictable dynamics of a live classroom.

The data imply that current observation protocols may be perceived more as a

surveillance mechanism than a developmental mentorship tool. To lower the 73.3% high-anxiety rate, TEIs must transition toward a “Clinical Supervision” model, where the observer acts as a collaborative coach. Drawing on Bandura’s (1977) Self-Efficacy Theory, the low frequency of “Low Anxious” individuals suggests that most interns have not yet achieved the “Mastery Experiences” necessary to buffer against performance stress. Internships should provide more low-stakes, peer-led teaching opportunities before subjecting students to formal, high-stakes evaluations.

Table 5. BSED Pre-service Teachers’ Sense of Efficacy

Scale	Sub-scales	N	Mean	SD	Level
Teacher’s Sense of Efficacy	Efficacy in Student Engagement	60	6.61	2.34	High Sense of Efficacy
	Efficacy in Instructional Strategies	60	6.69	2.30	High Sense of Efficacy
	Efficacy in Classroom Management	60	6.71	2.29	High Sense of Efficacy
	Overall	60	6.68	2.30	High Sense of Efficacy

As shown in Table 5, the BSED pre-service teachers sense of efficacy of the BSED 4th year respondents. Among the three domains, such as efficacy in student’s engagement, instructional strategies, and classroom management, the interns reported their highest level of confidence in classroom management (M=6.71, SD=2.29). This suggests that the pre-service teachers feel relatively more capable of establishing routines and directing student behavior. Conversely, the lowest mean was recorded in student engagement (M=6.61, SD=2.34) followed by instructional

strategies (M=6.69, SD=2.30). This domain requires the highest level of emotional labor and adaptive teaching skills that are inherently difficult for novices to master. The Philippine Professional Standards for Teachers (PPST) emphasizes Learner Responsibility and Engagement as core competencies for proficient teachers (Department of Education, 2017). A moderate efficacy level indicates that interns may struggle to meet these national standards without more targeted interventions in student-centered pedagogy.

Distribution of Teaching Efficacy Level by Subscale

Table 6.1. Efficacy in Student Engagement

Scale	Subscale	Level	Score	Frequency (f)	Percentage (%)
		High Sense of Efficacy	7-9	41	68.3

Teacher's Sense of Efficacy	Efficacy in Student Engagement	Moderate Sense of Efficacy	4-6	7	11.7
		Low Sense of Efficacy	1-3	12	20.0
Total				60	100.0

Table 6.2. Efficacy in Instructional Strategies

Scale	Subscale	Level	Score	Frequency (f)	Percentage (%)
Teacher's Sense of Efficacy	Efficacy in Instructional Strategies	High Sense of Efficacy	7-9	41	68.3
		Moderate Sense of Efficacy	4-6	7	11.7
		Low Sense of Efficacy	1-3	12	20.0
Total				60	100.0

Table 6.3. Efficacy in Classroom Management

Scale	Subscale	Level	Score	Frequency (f)	Percentage (%)
Teacher's Sense of Efficacy	Efficacy in Classroom Management	High Sense of Efficacy	7-9	41	68.3
		Moderate Sense of Efficacy	4-6	7	11.7
		Low Sense of Efficacy	1-3	12	20.0
Total				60	100.0

As shown in Table 6.1, about the efficacy of student engagement in which statistical analysis reveals that while 68.3% (n=41) of the participants possess a "High Sense of Efficacy" in student engagement (scores 7-9), a notable 20.0% (n=12) report a "Low Sense of Efficacy" (scores 1-3). This indicates that although most are confident, approximately one-fifth of the interns struggle significantly with the practical demands of student engagement.

As shown in Table 6.2 Efficacy in Instructional Strategies. The assessment of pre-service teachers' perceived competence in implementing instructional strategies reveals a notable concentration of professional confidence among BSED Science interns. The data indicates that a significant majority 68.3% (n=41) of the cohort possess a high sense of efficacy, with score

ranging from 7 to 9. Conversely, the lowest frequency was recorded in the moderate sense of efficacy category at 11.7% (n=7), while a substantial 20.0% (n=12) reported a low sense of efficacy (scores 1-3). This distribution suggests that the majority feel theoretically and strategically prepared to deliver science content, there remains a critical one-fifth of the population who feel fundamentally unequipped to navigate the instructional demands of the live classroom.

Table 6.3 indicates that significant majority of the cohort 68.3% (n=41) possesses a high sense of efficacy in classroom management (scores 7-9). This suggests that more than two-thirds of the interns from the Binalbagan campus believed they can effectively establish routines, manage

student behavior, and create a conducive atmosphere for scientific inquiry.

Conversely, the lowest frequency was recorded in the “moderate sense” category at only 11.7% (n=7). Interestingly, a large portion of the

students 20.0%, (n=12) reported a low sense of efficacy (scores 1-3). This polarization suggests that while the majority feel empowered, one out of every five interns view classroom management as a formidable professional barrier.

Table 7. BSED Pre-service Teaching Practicum

Scale	n	Mean	SD	Level
Teaching Practicum Performance	60	4.11	0.145	Very Satisfactory

Table 8. Distribution of Teaching Practicum Performance Level

Scale	Level	Scale Interval	Frequency (f)	Percentage (%)
Teaching Practicum Performance	Outstanding	4.20 – 5.00	26	43.3
	Very Satisfactory	3.40 – 4.19	24	40.0
	Satisfactory	2.60 – 3.39	10	16.7
	Fair	1.80 – 2.59	0	0.0
	Poor	1.00 – 1.79	0	0.0
Total			60	100.0

As shown in Table 7, the level of teaching practicum performance (Outstanding, Very Satisfactory, Satisfactory, Fair, Poor) among pre-service teachers. The evaluation of the teaching practicum performance of the BSED science pre-service teachers (Table 7) reflects a high level of professional competence and technical readiness. The cohort achieved an overall mean score of 4.11 (SD=0.145), which corresponds to a very satisfactory level of performance. This statistical average indicates that, despite the psychological stressors and moderate self-perception previously identified, the interns are successfully

translating their theoretical knowledge into effective classroom practice.

The examination of the performance levels (Table 8) reveals a highly positive skew in the results. The highest frequency is observed in the outstanding category with 43.3% (n=26) of the interns achieving scores between 4.20 and 5.00. This is closely followed by the very satisfactory category at 16.7% (n=10), while no participants fell into the fair or poor brackets. This distribution implied that over 83% of the science interns are performing at or above the very satisfactory threshold.

Table 9. Differences in Variables by Age Group

Variable	Mann-Whitney U	Wilcoxon W	Z	p-value	Interpretation
Classroom Observation Anxiety	298.000	1288.000	-0.905	0.365	Not Significant
Teacher's Sense of Efficacy	311.500	447.500	-0.677	0.498	Not Significant
Teaching Practicum	272.000	408.000	-1.349	0.177	Not Significant

The statistical examination of demographic variables, as determined by the Mann-Whitney U test, revealed a notable homogeneity in the professional and psychological profiles of the pre-service teachers when categorized by age. The analysis failed to identify any statistically significant differences between the younger group (21–23 years old) and the older group (24–25 years old) across the three primary research dimensions: Classroom Observation Anxiety, Teaching Self-Efficacy, and Practicum Performance. The results indicate that chronological maturity within this specific narrow age range does not act as a mitigating factor for the stressors associated with clinical practice. Specifically, Classroom Observation Anxiety ($p=0.365$) remained consistent across both groups, suggesting that the evaluative pressure of being observed is a universal experience for interns regardless of a two-to-three-year age gap. The study found no significant variance in Teacher's Sense of Efficacy ($p=0.498$), implying that self-belief in instructional capability is not inherently linked to biological age but is perhaps more dependent on the quality of preparatory coursework. Furthermore, Practicum Performance ($p=0.177$) did not show significant differences, refuting the assumption that older students might demonstrate superior classroom management or

pedagogical execution due to life experience. The lack of statistical significance suggests a powerful “Cohort Effect” within the Binalbagan campus. Because both age groups are subjected to the same standardized pedagogical training, curriculum requirements, and institutional culture simultaneously, their “professional age” effectively eclipses their chronological differences. This shared environmental exposure creates a unified developmental trajectory, where the challenges and successes of the internship are experienced collectively. These findings align with Bandura's (1997) Self-Efficacy Theory, which posits that mastery experiences the actual time spent engaged in the task are the most influential sources of efficacy and performance. In this context, the biological age of the intern is secondary to their cumulative hours of student teaching and clinical exposure. As both groups possess nearly identical levels of teaching experience within the program, their professional outcomes inevitably converge. This implies that for Teacher Education Institutions (TEIs), professional readiness is a product of deliberate pedagogical intervention rather than natural aging. Support systems designed to reduce anxiety or bolster efficacy should be implemented campus-wide, as the needs of the “older” interns are statistically indistinguishable from their younger counterparts.

Table 10. Differences in Variables by Sex Group

Variable	Mann-Whitney U	Wilcoxon W	Z	p-value	Interpretation
Classroom Observation Anxiety	215.000	281.500	-1.035	0.301	Not Significant
Teacher's Sense of Efficacy	204.500	1429.500	-1.242	0.214	Not Significant
Teaching Practicum	272.000	312.500	-0.443	0.658	Not Significant

The results consistently indicate that there are no statistically significant differences across variables measured. The analysis yields a Mann-Whitney U value of 215.000 with a corresponding p-value of 0.301. Since the p-value is significantly greater than the standard alpha level of 0.05, the null hypothesis is retained. This suggests that the older interns (24–25 years old) do not possess a significantly higher degree of emotional

regulation or lower than their younger counterparts (21–23) years old). In the context of science teaching internship, the stress of being observed is a universal professional hurdle that transcends a few years of chronological maturity. Both groups likely perceive the classroom observation as a high stakes' evaluation threat regardless of their age.

For teaching self-efficacy, the test resulted in a U of 204.500 and a p-value of 0.214 again the interpretation is not significant. An intern's belief in their ability to engage students. Managing a classroom and implementing instructional strategies is not determined by how old they are. This aligns with Bandura's (1997) Self-Efficacy Theory, which posits that mastery experiences (actual teaching time) and vicarious experiences (observing others) are far more potent sources of self-belief than biological age. Since both groups have undergone the same four-year BSED curriculum, their professional confidence baseline remains identical.

The variable with the highest p-value (0.658) was teaching practicum performance ($U=272.000$). This indicates an almost total lack of difference in how supervisors and cooperating teachers affect the actual classroom performance of the two age groups. Maturity in this narrow developmental window does not translate to

superior pedagogical skills. This suggests that the training program at the Binalbagan campus successfully standardizes. Teacher education, ensuring that all graduates meet the standards at a comparable level, regardless of their age at the time of entry.

The implication of these results is the presence of a strong cohort effect. Within teacher education institutions (TEIs), the shared environment, uniform curriculum, and synchronized clinical experiences act as a leveling force. These findings suggest that pedagogical readiness is a product of deliberate training rather than natural maturation. For the Binalbagan campus interns, the challenge of high anxiety and the achievement of moderate efficacy are collective experiences. Institutional interventions such as anxiety reduction workshop or enhancement of mentorship should be applied universally to the entire BSED cohort, as the data proves that no specific age group is more at risk or naturally gifted than the other.

Table 11. Relationships between Teaching Practicum Performance, Classroom Observation Anxiety, and Teaching Self-Efficacy

Variables	<i>r</i>	<i>p</i> -value	Decision
Teaching Practicum Performance and Classroom Observation	-0.378	0.003	Reject H0
Teaching Practicum Performance and Teaching Self-Efficacy	0.365	0.004	Reject H0
Classroom Observation Anxiety and Teaching Self-Efficacy	-0.537	0.000	Reject H0

*Significant: *p*-value < 0.05

As shown in Table 11, the correlational analysis provided in the non-parametric matrix offers a profound look into the psychological and professional dynamics of the BSED science interns. The Spearman's rho provided a confirmation of how anxiety, self-belief and actual performances intersect. The data reveals a significant negative correspondent between classroom observation, anxiety and the teaching demonstration rating ($r=-0.378$, $p=0.003$). This suggests that intern's anxiety level increase, their actual teaching performance decreases, this is known as the interference hypothesis. For Binalbagan interns, their high anxiety is not just feeling, it is a measurable tax on their professional performance. The evaluation threat of the observation occupies the interns' working memory. Leaving less cognitive space for complex tasks like managing a science laboratory

or responding to inquiry-based questions (Fathi & Derakhshan, 2019).

There is a significant positive correlation between overall teacher efficacy and the teaching demonstration rating ($r=0.365$, $p=0.004$). This relationship validates Bandura's (1977) self-efficacy theory. Interns who possess a stronger belief in their ability to engage students and manage classrooms consistently achieve higher ratings from their supervisors. This positive link implies that efficacy serves as a motivational engine. High efficacy interns are more likely to utilize innovative instructional strategies and persist through classroom challenges, leading to an outstanding performance rating.

The strongest relationship in the entire study is the negative correlation between classroom observation anxiety and overall teaching efficacy

($r=-.537$, $p=.000$). This moderate to strong negative relationship suggests that anxiety is the primary eroder of self-belief. When an intern is overwhelmed by the stress of an observation, their perception of their own competence collapses. Current literature confirms that for Gen Z educators, the evaluative threat of a supervisor acts as an interference mechanism that occupies the working memory, leaving fewer cognitive resources for complex instructional tasks (Fathi & Derakhshan, 2019).

Conclusion

This study provides a consolidated analysis of the research findings concerning pre-service Science teachers. It harmonizes the psychological, demographic, and professional dimensions of the teaching internship, specifically reflecting the nuances of the Philippine teacher-education landscape. The cohort is predominantly female (81.7%) and characterized by traditional-aged students (73.3% aged 21–23). This showed that the pre-service teacher population is predominantly characterized by young, female individuals, reflecting a persistent feminization of the teaching profession in the Philippines. This suggests that the entrance into the Science Education workforce is still heavily influenced by socio-cultural constructions, while this provides a consistent supply of role models for the basic education sector, it also implies that a cohort that is young potentially more susceptible to the reality shock of the classroom.

A staggering 73.3% of pre-service teachers experience high levels of classroom observation anxiety. The data reveals that observations are perceived as surveillance mechanisms rather than developmental opportunities, leading to cognitive overload and instructional rigidity. The majority (68.3%) report high efficacy across student engagement, instructional strategies, and classroom management, a critical one-fifth (20%) of the interns report low efficacy. Interestingly, confidence is highest in classroom management ($M=6.71$) but lowest in student engagement ($M=6.61$), which requires the highest level of emotional labor. Despite high anxiety and moderate self-perception, the actual practicum

performance remains “Very Satisfactory” ($M=4.11$). Over 83% of the interns performed at or above this threshold, with 43.3% achieving “Outstanding” ratings, indicating a successful translation of theory into practice despite psychological stressors. Finally, statistical analysis confirmed no significant differences in anxiety, efficacy, or performance when grouped by age. The shared institutional environment and standardized curriculum at the Binalbagan campus effectively level the professional development of both younger and older interns. Lastly, correlational data proves that anxiety is the primary eroder of self-belief ($rs=-0.537$). Higher anxiety leads to lower performance ($rs=-0.378$), while high self-efficacy serves as a motivational engine that significantly boosts teaching demonstration ratings ($rs=0.365$). The intern’s high anxiety levels suggest that the evaluative threat of current protocols hinders their ability to fully demonstrate learner responsibility and engagement. The lack of significant differences between age groups underscores that pedagogical competence in the Philippine context is a result of deliberate institutional intervention. The professional age created by the BSED curriculum is more influential than biological maturity. Science interns face a unique pressure on their own internship schools to maintain absolute content mastery while managing unpredictable classroom dynamics during the class or when assigned with the task by their cooperating teachers. The high-performance ratings suggest that they are technically capable of doing the given task, but the high anxiety scores indicate this comes at a significant emotional tax. The consistent 20% of students with low efficacy represent a vulnerable segment of the future teaching force especially the newly passed LPTs. Without intervention, this group is at the highest risk for early-career burnout and attrition in the Department of Education (DepEd) system. Teacher Education Institutions (TEIs) should move away from high-stakes surveillance and toward a Collaborative Coaching model. Observations should be preceded by low-stakes, peer-led teaching and mentorship-oriented feedback loops to normalize being observed. Early exposure to simulated environments and

formal training in emotional resilience and soft skills should be mandatory to prepare BSED Science educators for professional scrutiny. Departments should identify interns reporting low efficacy early in the semester for intensive, one-on-one coaching. This ensures that no graduate enters the professional field feeling fundamentally unequipped. Internship coordinators should implement strategies that empower female interns to establish authority while providing male interns with targeted support to navigate the female-dominated pedagogical space, ensuring diverse role models for secondary students. Since student engagement was the lowest efficacy area, the program should increase laboratory-based teaching simulations that focus specifically on emotional labor and adaptive teaching skills, bridging the gap between theoretical knowledge

and live classroom management. The findings of this study should be interpreted considering certain limitations. The study relied primarily on self-reported data, which may be subject to response bias and social desirability effects. Moreover, external factors that may influence anxiety levels and teaching performance, such as personal circumstances, family concerns, health conditions, and other environmental factors, were not controlled. The study was also limited to Bachelor of Secondary Education students from a single state university, which may restrict the generalizability of the findings to other teacher education institutions or contexts. Future research may consider including a larger and more diverse sample, employing mixed methods approaches, and examining additional variables that may influence pre-service teachers' teaching experiences and performance.

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Acknowledgements

The authors would like to express their gratitude to their affiliation for its support.

Author Declaration

The authors declare no conflicts of interest related to this study. The content of this manuscript is original.