

## Original Research Article

# Experiences of Physical Education Teachers on Students' Assessment In Times Of Covid-19 Pandemic

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### ABSTRACT

During the COVID-19 pandemic, schools changed the teaching-learning modality from face-to-face to online. Teachers and students were not allowed to meet inside the physical classroom but in a virtual classroom. With this change, assessments should be conducted and collected online, although physical education courses require more performance tasks. Thus, this phenomenological study explores the experiences of the Physical Education (PE) Teachers on students' assessment at Palawan State University amidst the pandemic. The study began in January to April 2022; seven participants were selected through purposive sampling, two PE teachers were interviewed individually, and five teachers participated in a focus group discussion. Colaizzi's method was employed to transcribe and analyze the data. The study found that teachers encountered several challenges since the beginning of online classes, mainly focusing on utilizing technology, choosing appropriate assessments, grading and feedbacking, academic dishonesty, and students' current situation. Teachers take action to address these challenges through continuous learning, collaborating, and considering certain conditions. Therefore, this study recommends an intervention plan to help address the encounters of the PE teachers.

*Keywords: Students' Assessment, Challenges, Coping Mechanisms, Intervention Plan, COVID-19 Pandemic, Physical Education Teachers*

### 1. INTRODUCTION

The Philippines was exercising full capacity operation in all sectors before the pandemic started in 2019, when people were free to go to public places like schools and tourist attractions. For instance, approximately 27.2 million Kindergarten to Grade 12 learners enrolled in basic education and the three (3) million students in the pre-baccalaureate up to doctoral programs normally went to schools to participate in the teaching-learning process [1,2]. Teachers, then, were actively teaching face-to-face until a memorandum from Malacañang was released to suspend classes at all levels [3]. It was later followed by the closure of other government and private establishments with strict compliance with a home quarantine policy. This suspension immediately affected the country's economy and Education [4,5].

The schools amidst the COVID-19 pandemic reopened during the second quarter of the same year to allow learning while students are at home and teachers are in a flexible school reporting scheme [6,7]. To ensure the quality of education, online learning platforms such as virtual meeting apps, google, TV broadcasts, and pre-recorded video lectures are now part of the new normal. Some schools may also opt to conduct an offline modular scheme for

students who cannot quickly adapt to the shift from face-to-face to online classes. Regardless, students might experience technical difficulties using these platforms, which the students and teachers shared in a distance learning scheme before the pandemic [8]. Since the new normal in the lens of education requires huge adjustments for many [9], teachers may also experience new challenges in the nature of their work. In fact, most of the teachers had insufficient training on the use of advanced technology in teaching from a distance and had no experience teaching online [10].

In Physical Education, teachers were used to assisting the learners in the physical activities they had to execute. Sometimes, activities require an outdoor environment, in-person playmates, and proper equipment provided by the schools, which cannot be done and used at the beginning of the new normal since outdoor activities are limited to essential ones. Therefore, teachers are extra challenged by this situation. In fact, the studies of Jeong et al., Lapitan et al., and Dayagbil et al. identified the challenges and difficulties in implementing a flexible learning scheme in schools amidst the pandemic and provided improvement plans [11,12,13]. The issues are primarily associated with limited resources such as gadgets and internet connection, training on the utilization of online platforms, teaching-learning environment, educational content, and evaluation. Despite that, teachers are doing the trial-and-error method, especially in choosing the teaching strategies and assessment tools, to ensure quality education. Moreover, education leaders continuously make an effort to address the needs.

One of the schools affected by the pandemic is the Palawan State University (PSU). As stated in the board-approved PSU resolution no. 217-13, series of 2020, transition from a face-to-face to an online scheme will significantly adjust the teaching-learning process and assessment. The content of every PE course was first trimmed down to the essential ones, assessing the Most Essential Learning Outcomes (MELO). This complied with the policy of the University to remove less important activities and focus on what the students need the most during an online class. Hence, assessments were also reviewed and altered. Since then, all types of assessment should be done online, either in a synchronous or asynchronous mode. In addition, major exams are removed from the grading system, which now includes written and performance tasks only.

Although considerable research has been devoted to explore the experience of the teachers and students during the COVID-19 pandemic, relatively less attention has been paid to considering Physical Education teachers in Palawan, Philippines. Thus, this study attempted to explore the Physical Education Teachers' experiences at PSU in conducting students' assessments during the COVID-19 pandemic.

## **2. METHODOLOGY**

### **2.1 Research Design**

This study employed a qualitative method, particularly a phenomenological approach, to explore human experiences by describing how and what was experienced. Thus, phenomenology was an appropriate approach for this study. It attempted to explore the teachers' experiences, specifically the challenges they have encountered and the coping mechanisms they employed on students' assessment during the pandemic, where teaching-learning processes were done online.

## 2.2 Environment

The study was conducted in the city of Puerto Princesa, in the Province of Palawan, where several state universities and colleges exist. One of these is the Palawan State University-main campus with external campuses in the northern and southern parts of Palawan. The study only covered the main campus located in the city since it has the largest number of PE faculty members among all its campuses. Moreover, the main campus has the largest number of students from different parts of the province and country, which may also influence the teachers' experiences during the pandemic.

## 2.3 Participants

The participants were the physical education teachers, also known as the college instructors of the Palawan State University-main campus. These teachers were chosen through a purposive sampling technique who met the criteria: (1) Graduate of any related Physical Education program, (2) Teachers teaching at least four units of PE courses, and (3) with at least one semester of online teaching experience during the COVID-19 Pandemic.

Pseudonym	Sex	Length of Service	Educational Attainment
Participant A	Male	24	Master's Degree
Participant B	Male	7	College Graduate
Participant a	Female	2 ½	College Graduate
Participant b	Female	2 ½	College Graduate
Participant c	Female	9 ½	College Graduate
Participant d	Female	4	College Graduate
Participant e	Male	1 ½	College Graduate

## 2.4 Instruments

The researcher utilized unstructured individual interviews with two (2) teachers, while focus group discussion (FGD) was used with five (5) teachers who had the same available time to participate in this study. Audio and video documentation were also employed to record the entire data-gathering session.

## 2.5 Research Procedure

The researcher sent a request letter to the Chairperson of the Palawan State University-Physical Education Department to ask permission to conduct interviews with selected PE teachers. Upon approval, an initial survey was administered online through google form to identify interested, qualified, and available participants for this study. The individual interviews were done in the morning, while FGD was done in the afternoon of the same day within the campus of the University. The individual interview lasted for 30 minutes each, while group FGD lasted two hours. The data were recorded through audio and video and eventually transferred to written notes. It was further transcribed, presented, and discussed.

## 2.5 Data Analysis

The data gathered from the interviews and discussion were analyzed using Colaizzi's (1978) method. This method was appropriate to identify the emergent themes from the participants'

answers to open-ended questions. In this sense, the researcher followed the seven steps, from transcribing to validating the findings.

### 3. RESULTS AND DISCUSSION

This phenomenological study aimed to explore the Physical Education Teachers' experiences during this time of the COVID-19 pandemic. Particularly, the study sought to answer the following queries: (1) What are the challenges encountered by the physical education teachers on students' performance assessments, (2) What are the coping mechanisms employed by the physical education teachers to address the challenges, and (3) What intervention plan can be proposed based on the results of the study?

*Research question: What are the challenges encountered by the physical education teachers on students' performance assessments?*

Table 1 below represents the challenges encountered by the seven Physical Education Teachers in Palawan State University-main campus during the pandemic. The sudden shift to an online class from face to face shows how teachers struggle in terms of the utilization of technology, choosing appropriate assessment, grading and feedbacking, academic dishonesty, and the students' situations during the pandemic.

**Table 1. The Challenges Encountered by the Physical Education Teachers on Students' Assessment**

Codes	Themes
Limited online access. Internet connections. Electricity. Lack of knowledge and skills in online teaching and online assessment.	Utilization of Technology and Online Platforms
Repetitive assessment. Performance task. Written task.	Choosing Appropriate Assessment
Teaching interruptions. Pandemic consideration. Time allotment. The number of students.	Grading and feedbacking
Copy Paste. Cheating. Similar answer. Perfect written tasks.	Academic Dishonesty
Working students. Uncommitted students. Physically challenged students.	Students Situations

#### 3.1 Utilization of Technology and Online Platforms

Physical Education teachers who participated in this study before the pandemic had no experience conducting classes in an online scheme. They did not have enough training on online platforms such as online sites and applications in their courses since they are used to the face-to-face setup. When the pandemic happened in 2020, which required an online teaching-learning process, teachers could not adjust immediately to the new teaching method.

Teachers' challenges in utilizing technology in an online class during the pandemic are rooted in limited resources and a lack of experience teaching and providing assessments online. Since most teachers were unprepared for the sudden shift in the class scheme, teachers could not immediately respond to its demand. The same result has been shown in a recent study that states that teachers had inadequate online teaching strategies [11]. Thus, they still have to apply trial-and-error approaches to maximize the use of technology.

##### 3.1.1 Limited online access

Teachers shared the same thoughts about their experiences of having difficulties responding to the demands of online classes to access the internet. Most PE teachers, in particular, experienced electricity power interruption and internet connection problems, which made it hard to connect in the teaching-learning process online. Students who have difficulty connecting to their online classes due to the absence of gadgets and lack of mobile data or WiFi made it even harder for teachers to communicate with them for assessment purposes.

As narrated by the participants, they said:

Teacher A: *During deadlines, some students will tell us, "Sir, we don't have data, or the connection is poor."*

Teacher B: *We are supposed to work from home, but since we don't have the internet at home, we have to go to school to access a free internet connection.*

Teacher d: *Sometimes, while I check, the internet gets lost.*

Teacher e: *The internet is unstable. So, I couldn't send it on Google form because some of my students are climbing mountains or going out of their houses just to access the activities online.*

While gadgets such as cellphones and laptops seem not to be a problem for some schools, unstable and weak internet connections and interrupted electricity are common problems for many, which may hinder the success of online assessment [13,14,15].

### **3.1.2 Lack of Knowledge and Skills**

Classes during this time of the pandemic are done synchronously and asynchronously. Either of the two, utilization of technology is a requirement to join classes, upload, and access the materials provided. Seven PE teachers mainly experienced difficulties delivering the lesson online, especially during the first phase of the pandemic. This is due to their lack of knowledge and skills in online platforms and insufficient training. Lessons, especially the physical skills, were not satisfactorily demonstrated as they confessed. Hence, teachers struggled to deliver quality education online. As a result, they fear having a low-quality outcome of the performance assessment. Furthermore, teachers are still adjusting their teaching strategies, doing trial and error methods, and exerting extra time to make new materials online.

As narrated by the participants, they said:

Teacher B: *I, personally, got nervous... because I am not that techy teacher or person when it comes to an online class. There is a big difference. In face-to-face, you can express anything you want. There are certain points that you can share there that you can't do online.*

Teacher b: *We don't have enough training...*

Teacher c: *for older teachers like us... it's hard to catch up.*

Teacher e: *... sometimes I want to correct the students' performance, but I can't because it's hard to do it online.*

In contrast, one teacher had prior knowledge of using google classroom even before the pandemic. The knowledge was acquired in a seminar she attended months before the unexpected shift to online classes. However, it was not in-depth and found by the teacher herself not enough to respond to the needs of the sudden change.

Teacher d: *I, before the pandemic, already had an idea about google classroom because, if you can still remember, we attended the seminar which taught how to use it. It was advanced knowledge even though online classes had not yet started.*

Although one teacher had prior knowledge and skills, they found themselves challenged when administering and retrieving assessments online. Administering the assessment is how the teachers will conduct the evaluation online while retrieving is the process of collecting. Technology in these processes plays a considerable role. Thus, most teachers were struggling in the first phase of the pandemic. As mentioned by the participants, the University, in the beginning, did not release any directives on how assessments will be conducted or collected. Teachers were forced to discover different platforms. Messenger, email, and google forms were some of the mentioned platforms they had to explore for the assessment.

As narrated by the participants, they said:

Teacher a: *Sometimes, students will ask me how to submit online... I also don't know the answer.*

Teacher c: *Almost 50% of my nursing students got a grade of INC. I did not see their output on google classroom. Only to find out, because they are very techy, they put it on one google drive file... all output was there. Eh, I did not recognize them because they did not even leave a note.*

Teacher B: *The difficult part is how it will be collected... because there are students, even though you already gave instructions that they have to submit here, they can not follow because they do not also know how to use the platform correctly.*

Most higher education schools were unprepared for the sudden shift to online classes. Teachers encountered new challenging roles in teaching using online platforms due to changes in faculty roles [12,16]. The uncertainty of the pandemic in education seems to lose the hope of the teachers that a quality education will be guaranteed [17]. The utilization of technology played a big part in this challenge, and lack of training is the main reason [11]. This implies that assessment in the online modality is affected when teachers are not skilled in using technology.

### **3.2 Choosing Appropriate Assessment**

Choosing the most appropriate assessment tools became a challenge for the teachers since PE courses require more activities involving human actions. The worries arose when they figured out that pre-recorded demonstration video could be the only assessment tool they could use for the performance task. Hence, teachers had to explore various online activities to avoid repetitive assessment tools. Aside from the performance task, written examinations were also taken into consideration. It was considered challenging since teachers were used to giving assessments focused on the students' physical skills.

As expressed by the participants, they said:

Teacher A: *I teach criminology students, and the lessons focus on defense tactics. So, I really have to require more practical tests than written ones. Since it is hard to do online, we really have to make considerable adjustments in choosing.*

Teacher B: *Sometimes, I will notice that the activity I gave was not that good.*

Teacher a: *Assessment is one of the most challenging parts. For example, in dance, we will ask them to take a video of themselves, but while checking, you will realize that it is repetitive and inappropriate.*

Teacher b: *I was rattled. What output should I require my students to pass? Do they need quizzes only or performance tasks?*

The PE teachers were required to modify the competencies and the assessment methods to be administered among the students, which were delimited to the most essential ones.

Thus, choosing the most appropriate measurement is crucial. Some assessments were found ineffective and inefficient by the teachers themselves because they might not be able to promote good learning and would lead to academic dishonesty at the same time. These encounters were also identified as the main issues in an online assessment studied by Williams [8] and Black et al. (2004), as cited by Chng [18]. Moreover, Halaweh [19] addressed issues when protocolled assessments were given online and suggested the project-based learning assessment as an alternative. This implies that despite uncertainties, there are types of assessment that can still be considered for online modality.

### 3.3 Grading and feedbacking on students' assessments

Since both students and teachers are having difficulty with the online modality, they expressed how they feel dissatisfaction with the teaching-learning process that they believe affects the grading process on students' assessment. In addition, PE teachers are handling at least ten (10) blocks of PE courses to complete the required working hours of 40 a week, and each block composes of 40 to 87 students. Therefore, teachers expressed how they are having difficulty maximizing their working hours to complete the requirements and efficiently address the students' needs through giving feedbacks. In this context, teachers have to spend more than the required hours to respond to the output of the students individually. This includes grading and feedbacking.

As illustrated by the participants, they said:

Teacher A: *I can't check whether it's correct or not. If you will check them one by one, an hour is not enough. Your half-hour will just be spent on two students. ...So, I can't also give feedback to everyone.*

Teacher c: *From the first day of submission until the end of the sem, late students are still submitting... and I can't reject it because it's pandemic. I don't give them UD. I give them INC, so they still have the chance.*

Teacher d: *...40+, I can't monitor all of them as much as I want to. I can't even do a weekly meeting. I am handling 10 blocks.*

Teacher d: *I could not check them personally during the learning process, so I can't give them low grades because they made an effort.*

Teacher e: *I have tried to handle 87 students in 1 block, and their assessment was hard to handle, considering their numbers.*

With the current situation in the modality of education, grading is an argument whether it should be reflected as pass or fail marks or in numerical grades since students and teachers are in different situations from face-to-face [20]. Assessment in this context challenged the teachers, particularly in keeping the integrity of grading and providing feedback [21]. Negligence in giving good feedback to students would merely defend the grade provided rather than support them to learn more and improve their future work. Moreover, in this study, teachers revealed how the number of students and time allotment affected their grading and feedbacking tasks since they mostly handled a large number of students per block. In this case, teachers have difficulties assessing the students' performance [18] and spend more time than the official working hours to finish their teaching tasks. This implies that handling many students with insufficient time makes evaluating the students' assessments daunting and challenging.

### 3.4 Academic Dishonesty

In this context, academic dishonesty refers to the truthfulness of the students' output during the online class. Teachers cannot monitor the students while answering the test and doing performance tasks most of the time since pre-recorded performances or asynchronous

assessments were mainly employed. In this case, students can take their tests even if the teachers are not virtually present. Since these students are studying at home, searching and copying answers online, asking someone else to do their activities, and collaborating with their classmates are possible. Therefore, teachers encountered problems with the truthfulness of students' assessments.

As discussed by the participants, they said:

Teacher B: *I expect them to get 100% perfect in written tasks. But you can't tell whether they cheated or not.*

Teacher b: *Their outputs seemed familiar, and I noticed that their answers were exactly the same.*

Teacher c: *Prone in cheating and online tests. Copy-paste.*

Teacher e: *I have also encountered a copy-paste-output.*

Students' academic dishonesty in accomplishing their assessment is one of the main issues and concerns of the PE teachers. With the student's setup, as identified by the participants, possibilities of students to cheating are expected. In fact, the study by Comas [22] revealed that queries online on how to employ cheating became more popular online search activity during the pandemic. Students have attempted or engaged in academic dishonesty, and some have never been caught by the teachers [23]. This implies that the truthfulness of the assessment is a concern in the online modality.

### 3.4 Students' situations

The teachers also mentioned the students' commitment during the discussion as one of their challenges. They observed some students who were participative during the face-to-face but suddenly became unresponsive in the online class and eventually stopped submitting the requirements. Teachers also encountered working students who struggle to balance work and school demands, asking for consideration. Moreover, exceptional cases such as the students' age and physical conditions tested the teachers' patience and creativity. These students' characteristics obliged the teachers to modify the activities and encourage active participation of the students.

As narrated by the participants, they said:

Teacher c: *Lazy... I have encountered a student from CEAT; he is actually good. But when a pandemic happens, he is not complying. Also, some students are working at the same time. So, their studies become their 2nd priority.*

Teacher b: *I also have working students who cannot comply on time. Sometimes I talk to them and tell them they should know their priorities.*

Teacher e: *I have students, ma'am, who are already 67, 65 years old... "Sir, I can't kneel; I can't bend anymore."*

The student's commitment to the school is affected by different factors, but the learning environment at home is one of their most significant challenges [24]. This may cause the students discouragement to participate in online classes since the pandemic caused them to study at home. Students' unenthusiastic engagement in assessment is observed during the online class on this pandemic, which was also evident in the study of Yu and Jee [25]. The economy's downgrade [4] also leads some students to work while studying to support their needs, and it becomes a challenge for the teachers to encourage active engagement among them. On the brighter side, older generations had the opportunity to study in tertiary while at home, although engagement in performance assessment is challenging for their age. This implies that students' different situations contribute to the outcome of their school performance, and teachers have to respond.

*Research question: What are the coping mechanisms employed by the physical education teachers to address the challenges?*

Table 2 below shows how the PE teachers coped with the challenges they faced with students' assessments during the COVID-19 pandemic. Whereas teachers continuously learn, collaborate with colleagues, and consider certain situations.

**Table 2. Coping Mechanisms Employed by the Physical Education Teachers**

<b>Codes</b>	<b>Themes</b>
Attending Seminars and Trainings. Trial and error. Learning from Colleagues.	Continuous learning
Combined output. Grouped.	Collaboration
Acknowledge difficulties. Chances.	Considerations

### 3.5 Continuous learning

Despite the challenges encountered by the teachers, all participants expressed how they practice continuous learning to address their needs. Older teachers learn from their young colleagues who are used to exploring technology. Also, they all attended seminars organized by the University and other organizations at their own expense. Through this practice, they claimed they discovered more assessment tools they could use for their respective classes, such as portfolio and virtual culminating activities.

These teachers also employed the trial and error method with the assessment tools. This was done by discovering more effective and efficient online tools such as google sites and quizziz applications instead of using google forms only, strategizing through live recitation to test students learning, and using portfolios to compile students' output for easy referencing, limiting the performance tasks to the most essential ones. In some cases, they have to return to previous tools used as it is more practical, but it was positively expressed how this practice lessens their loads when choosing appropriate assessment.

As explained by the participants, they said:

Teacher A: *Good thing we have young teachers who are techy. It was a big help for us. At the same time, the seminars we have attended.*

Teacher B: *I also have to adjust. I have to study. That's what we call in education as continuous learning, even if you are already a teacher or even if you are already old.*

Teacher a: *I discovered portfolio. I got the idea from Ma'am G\*\*\*\*. SO I found that it is more convenient.*

Teacher b: *For me, the online class makes us better because we discovered different assessment variations.*

Teacher d: *So, from many activities, I chose not to require all those exercises. I will just select the most essential ones they have to execute... because they cannot achieve that essential one if they do not know the basics..., so they don't have to execute the basics. Before performing the final output, they have to practice the basics. That's what I have figured out while we keep encountering different challenges.*

Caballes et al. [26] affirmed that the more aware the teachers are of technology, the more ready they are for an online setting. This implies that teachers should not discontinue

learning for personal and professional growth to become equipped with the changes in education.

### 3.6 Collaboration

The participants stated that the content and the assessment of their lessons differed from each other during the face-to-face until the beginning of the online class. However, due to the difficulties they encountered during the pandemic, they collaborated within their department through the initiative of their department head. In this context, teachers had to work with their colleagues to share their experiences and insights to evaluate the PE courses to respond to the demands of the online class. They were grouped according to the courses they were handling (PATHFIT 1-4) and were able to come up with combined output per area. This includes modules and other materials such as demonstration videos and rubrics. They expressed how this collaboration helped them organize their lessons and lessen the time for preparation which was not employed during the face-to-face. As of today, these outputs have been continuously improving through the help of each member.

As narrated by the participants, they said:

Teacher B: *Our syllabus and module were formed as a group. We worked as a group on this pandemic.*

Teacher b: *...there were assigned faculty members in every course. So, we joined together; we shared ideas about what we could do.*

Teacher c: *our colleagues are teaching us.*

Teacher d: *Before, our lessons were different from each other. Disorganized. Now, we always do brainstorming and come up with one decision. Until now, we are still doing this to improve continuously...*

Teachers acknowledged how working with colleagues during this pandemic helped ease their challenges. It supports Gates [27] that educators who work together can create a better learning experience. This study reveals the importance of collaboration in difficult times.

### 3.5 Considerations

Since everyone in the field is adjusting to the sudden shift, participants stated how they consider certain conditions. They first considered accepting the difficulties they were encountering due to sudden changes. As a result, whenever they recall how hard they are adjusting to the situation, it gives them thought to give fair consideration and chances to the adjusting students during the pandemic. Moreover, it helps them lessen their stress with struggling but trying students.

As expressed by the participants, they said:

Teacher B: *What I usually do, okay, accept. But we will mark them late. There will be deductions... but I also... for example, they live in the farthest area, so I give fewer deductions only.*

Teacher e: *So, what I do... Maybe they have grandchildren who can execute for them. So at least the old students would still know how to do it.*

Teacher e: *We have to consider the situation of the students.*

Teacher c: *I don't give them UD. I give them INC, so they still have the chance.*

Teachers need higher support and guidance with unexpected changes due to the pandemic. However, teachers acknowledged that students also need help during this situation. If teachers are adjusting to the changes, students do adjust as well. Thus, teachers provide consideration to the reasonable circumstances of the students. As educators, they must

identify how to mentor effectively in this current state, including how we should guide and assist the students with their needs [28].

#### 4. CONCLUSION AND RECOMMENDATION

The study revealed that the PE teachers at Palawan State University shared common experiences in students' assessments during the COVID-19 pandemic. However, it is safe to conclude that the challenges were encountered and coped with based on prior experiences.

Teachers struggled to utilize the technology due to a lack of internet access and knowledge and skills in online teaching and assessment. Teaching experiences during the face-to-face and engagement in technology before the pandemic contributed to how this challenge was encountered. Moreover, teachers were challenged to choose appropriate online assessments that are not repetitive yet effective. Changes during the pandemic and a large number of students per block which require adequate time contributed to the difficulty in grading and feedbacking. At the same time, academic dishonesty and students' current situations are also revealed as challenges in students' assessments.

These experiences were coped through continuous learning, collaborating, and giving consideration. Hence, it can be concluded that teachers, despite the difficulties they encountered during the pandemic, resulted in positive actions that could benefit future adjustments. However, teachers need support and concrete solutions to achieve academic goals, especially in students' assessments. Thus, the following interventions were drawn:

**Table 3. Proposed Intervention Plan**

<b>PROPOSED INTERVENTION PLAN TO ADDRESS CHALLENGES ENCOUNTERED BY PHYSICAL EDUCATION TEACHERS ON STUDENTS' ASSESSMENTS</b>
<p><b>Rationale</b></p> <p>This pandemic caused considerable changes in the modality of the teaching-learning process in education, which affects the students and the teachers. With these changes, Physical Education Teachers without online teaching experience before the pandemic have experienced different challenges in administering the online assessment. Thus, teachers should be equipped and updated for the fast-changing demands in education.</p> <p>Based on the data gathered, an intervention plan is drawn to help address the needs of the PE teachers in students' online assessments.</p>
<p><b>Objectives</b></p> <p>This intervention plan is drawn for the physical education teachers based on their experiences with students' assessment during the COVID-19 pandemic. It intends to address concerns in utilizing technology and provide quality assessment during an online class. Specifically, this plan is made to:</p> <ul style="list-style-type: none"> <li>A. Develop skills in utilizing the technology for:             <ul style="list-style-type: none"> <li>1. Online Teaching</li> <li>2. Online Assessment</li> </ul> </li> <li>B. Reinforce the skills in grading and feedbacking.</li> <li>C. Develop an alternative performance assessment for students with special needs</li> <li>D. Strengthen the professional camaraderie among colleagues</li> </ul>
<p><b>Scheme of Implementation</b></p> <p>The plan includes the targets, activities, time frame, persons involved, and expected output that address the area of concerns identified in this study. The Physical Education Department could use this plan to improve the quality of assessment they can provide to their students during online classes. The implementation can be done by planning the execution of the proposed intervention activities, followed by employment, monitoring, and</p>

evaluation.					
Areas of Concerns	OBJECTIVES/TARGETS	STRATEGIES/ACTIVITIES	TIME FRAME	PERSON INVOLVED	EXPECTED OUTPUT
Utilization of Technology (Encountered Challenge #1)	Develop skills in utilizing the technology for:  1. Online Teaching  2. Online Assessment	Requires to attend Online and/or face-to-face workshops	3 weeks for every training/workshop	PE Head and Faculty	Equipped in utilizing technology for teaching and assessment.
Online Assessment (Encountered Challenge #2, #3, & #4)	Reinforce the skills in choosing, grading, feedbacking, and reducing academic dishonesty.	Requires to attend Online and face-to-face workshops	3 weeks for every training/workshop	PE Head and Faculty	Reinforced grading skills (includes plagiarism checking)  Rubrics and other related tools
Students Situations (Encountered Challenge #5)	Develop an alternative performance assessment for students with special needs	Professional sharing  Online Seminar	1 week for every training/workshop (must be done quarterly)	PE Head and Faculty	Proposed performance assessments
Professional Relationship (Encountered Challenges 1-5, Coping Mechanisms 1-3)	Strengthen the professional relationship among colleagues	Professional sharing  Teaching Demonstration	1 week for every training/workshop (must be done quarterly and/or annually)	PE Head and Faculty	Developed professional camaraderie  Shared references  Recognized best practices

## CONSENT

As per the University Standard, the author employed and collected the participants' written consent.

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