

Original Research Article

Experiences of Physical Education Teachers on Students' Assessment in Times of Covid-19 Pandemic

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 aimed to explore 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. Colaizzi's method was employed to transcribe and analyze the data collected from the Seven participants. PE teachers were selected through purposive sampling, two were interviewed individually, and five teachers participated in a focus group discussion. The study found that teachers encountered difficulties focusing on utilizing technology, choosing appropriate assessments, grading and feedbacking, academic dishonesty, and students' current situation. However, these challenges positively affected the teachers by taking action to address those 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. According to the Department of Education (DepEd) and the Commission on Higher Education (CHED), approximately 27 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. Teachers were actively teaching face-to-face until a memorandum from Malacañang was released to suspend classes at all school levels. 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 [1,2].

The schools amidst the COVID-19 pandemic reopened during the second quarter of the same year to continue learning. In the official statement of DepEd, as cited by Tria [3], and the CHED advisory no. 3, series of 2020, students are advised to study from home, and teachers will be under the flexible school reporting scheme. 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 digital platforms, which the students and teachers shared in a distance learning scheme before the pandemic. In the study of Kebritchi et al. [5], issues and challenges in online classes among the students mainly focused on expectations, readiness, identity, and participation. On the other hand, the findings of Williams [6] in his study support that online teaching has been a realistic alternative for certain teachers in the United States and Canada.

The new normal in the lens of education requires huge adjustments for many, and teachers may also experience new challenges in the nature of their work [3]. The early studies of Jeong et al. and Hassan et al. [7,8] identified the challenges and difficulties at the beginning of the pandemic in implementing a flexible learning scheme in schools. These were supported by the studies of Lapitan et al., Dayabil et al., Asio et al., and Baticulon et al. [9,10,11,12] in the following year. 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. These revealed that the limitations and lack of readiness in the implementation resulted in a less efficient operation. Despite that, teachers are doing the trial-and-error method, especially in choosing the teaching strategies and assessment tools, to ensure quality education. Education leaders continuously make an effort to address the needs.

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, online assessment is a huge concern.

According to Black & William, as cited by Chng et al. [14], assessment in Physical Education is essential information to inform teaching and improve students' learning. Thus, Karami et al. [15] reiterated that it is a huge challenge for the teachers to maintain academic honesty in this situation due to the many possibilities while online assessment is being administered. 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. However, recent study [13] showed that most teachers had insufficient training on using advanced technology in teaching from a distance and had no experience teaching online.

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, the 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 a considerable number of research has been devoted to exploring 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 aimed 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 design, particularly a phenomenological approach, to explore human experiences by describing how and what was experienced (Neubauer, 2019). Qualitative inquiry is most appropriate when a group with issues or problems needs to be investigated (Creswell et al., 2018), and phenomenological inquiry helps the researcher obtain a better knowledge of the nature or significance of everyday experiences (Patton, 2015), as cited by Meyers (2019). 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.

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 is based on detailed first-person narratives of experience obtained through in-person interviews or discussions. It aims to deliver a clear and concise description of the studied phenomenon addressing the challenges and the coping mechanisms of the teachers. 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 (Gumarang et al., 2021)

3. RESULTS

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 and (2) What are the coping mechanisms employed by the physical education teachers to address the challenges.

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

Table 1 below presents 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
Internet connections. Electricity. Limited online access. 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
Time allotment. The number of students. Teaching interruptions. Pandemic consideration.	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

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.

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.*

The seven PE teachers also experienced difficulties delivering the lesson online, especially during the first phase of the pandemic, due to a lack of knowledge and skills in online teaching and online assessment.

As expressed 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.

As described 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.*

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.

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?*

3.3 Grading and feedbacking on students' assessments

PE teachers feel dissatisfaction with the teaching-learning process that they believe affects the grading process on students' assessment. 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 for grading and giving feedbacks.

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.*

3.4 Academic Dishonesty

Teachers encountered problems with the truthfulness of students' assessments. They 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.

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.*

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.

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."*

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

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

3.5 Continuous learning

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.*

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. 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...*

3.5 Considerations

Since everyone in the field is adjusting to the sudden shift, participants stated how they consider certain conditions. They give fair consideration and chances to the adjusting students during the pandemic to ease the situation.

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.*

4. DISCUSSION

4.1 Utilization of Technology and Online Platforms

Teachers encountered new challenging roles in teaching using online platforms due to changes in faculty roles [4,9]. The uncertainty of the pandemic in education seems to lose the hope of the teachers that a quality education will be guaranteed [8]. The utilization of technology played a big part in this challenge, and lack of training is the main reason [7]. 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 on their own. Messenger, email, and google forms were some of the mentioned platforms they had to explore for the assessment. The same result has been shown in a recent study that states that teachers had inadequate online teaching strategies [7]. This implies that assessment in the online modality is affected when teachers are not skilled in using technology.

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 [10,11,12].

4.2 Choosing Appropriate Assessment

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. Hence, teachers explore various online activities to avoid repetitive assessment tools. 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 [5] and Black et al. (2004), as cited by Chng [14]. Moreover, Halaweh [18] 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

Assessment challenged the teachers, particularly in keeping the integrity of grading and providing feedback [19]. 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 [14] 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

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.

Students' academic dishonesty in accomplishing their assessment is one of the main issues and concerns of the PE teachers. With the student's setup, students can take their tests even if the teachers are not virtually present; thus, possibilities of students to cheating are expected. The study by Comas [20] 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 [21]. This implies that the truthfulness of the assessment is a concern in the online modality.

3.4 Students' situations

These students' characteristics obliged the teachers to modify the activities and encourage active participation of the students. 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 [22]. 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 [23]. The economy's downgrade [1] 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

Codes	Themes
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.

Caballes et al. [24] 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.

Teachers acknowledged how working with colleagues during this pandemic helped ease their challenges. It supports Gates [25] 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.

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 [26].

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 contributed to the challenging tasks of teachers in the assessment.

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

Based on the findings, the researcher recommends the PE Department conduct intervention activities to address the challenges encountered by the physical education teachers on students' assessments. Activities should target the development of the teachers in utilizing the technology, reinforcing skills in grading and feedbacking, discovering alternative online assessments, and strengthening the potential of the faculty members as a team.

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