Experiences of physical education teachers in District of Dinalupihan on students' performance assessment in times of covid-19 pandemic

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ABSTRACT

The global COVID-19 pandemic has brought modifications to the world’s education system and not only in the Philippines and requires us to adapt to the change in teaching-learning process which both teachers and students has to face for the quality education of the country. The radical shift to digital pedagogy followed by online assessments and examinations brought new experiences to both educators and learners like using different technological softwares. This study utilized a qualitative-phenomenological research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday experiences of human beings while suspending the researchers’ preconceived assumptions about the phenomenon (Alchemer, 2021). This study was participated by the Physical Education Teachers from the Department of Education who experienced the new modalities of delivering the subject. The objectives of this study is to identify the problems that physical education teachers face while assessing students’ performance, coping methods do physical education teachers use to deal with the challenges, and to look for intervention strategy can be suggested based on the study’s findings? Two (2) themes were developed and 8 subthemes were revealed as a result of the data analysis. The themes revealed the most of experiences of the teachers on the assessment of students’ performance and how they respond to the challenges. As a result of these findings, the researchers created an Intervention Program to assist them in developing and improving their knowledge, skills, talents, conduct and teaching competencies to address the issues.

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Introduction

The ongoing global COVID-19 pandemic has brought modifications to the world’s education system and not only in the Philippines and requires us to adapt to the change in the teaching-learning process. Educational institutions were closed in the early surge of the pandemic and started to plan for protocols to be implemented in the schools. The radical shift to digital pedagogy followed by online assessments and examinations brought new experiences to both educators and learners. The closure of educational institutions presented dramatic alteration in the delivery of curriculum and teachers as vital person in the academe constantly ensure the continuity through new modalities. According to Babbar & Gupta (2022) that various studies portrayed the availability of contingent plans for distant virtual education most of these plans were viable on a small scale and could not cope with a pandemic as huge as COVID-19. Learning management systems (LMS) were already used in most higher education institutions (HEIs) which facilitated attendance, student registration, and content distribution, but were not applicable to wide-range virtual classes.

As a consequence, of to immediate response to the COVID-19 pandemic, various educational institutions across the globe introduced significant changes in their education system as per their resources and capabilities. Teachers from educational institutions continuously finding for strategies,
methods, and innovations to provide quality education same as the face-to-face. It seems easy but they realize that it is difficult to cater to all the needs of the students and competencies were being sacrificed. Teacher experiences struggle in the development of modules, class preparation, delivery of the lessons, and most importantly the assessment and evaluation. Based on the recommendation of Tria (2020) in his study “The Covid-19 Pandemic Through the Lens of Education in the Philippines: The New Normal” the opportunity and challenges presented should be grasped and taken seriously concern. The challenge herewith is on how to provide and deliver quality education amidst exceptional times, like the COVID-19 pandemic, and to what extent are we going to become prepared when another crisis comes in the future.

Furthermore, as part of the teaching-learning process student should participate in different activities and accomplish tasks. People are facing serious issues related to learning and looking for new approaches to learning. The leading authorities have to consider the seriousness of the issues and have to take corrective measures for improving the situation that will help to normalize things and support in enhancing the living experience (Mehtap, 2020). Assessment is an important part of the learning process. It is inextricably linked to curriculum and instruction. Assessment plays a continuing role in influencing instruction, guiding students’ next actions, and assessing progress and success as teachers and students work toward achieving curriculum outcomes. For classroom assessment, teachers employ a variety of methods and strategies, adapting them to the assessment objective and needs of individual students.

The shift in the processes of education due to the pandemic displayed teachers’ creativity, resiliency, and full potential in response to the needs of the students. Researchers identified that despite the effort of the teachers there are problems on the ground that need to be addressed: improper dissemination of information, excessive workloads, anxiety brought by the pandemic, unsteady and changing protocols over time, etc.

This study will provide an understanding of the experiences of Physical Education Teachers whose duty is to engage students in physical activities, fitness, and sports. Since the pandemic started online platform has been the modality in teaching Physical Education and Sports-Related Subjects and it became hard to deliver that most of the educators used to be outside the classroom, playing in a gymnasium or doing activities outdoors. The shift of the format changes the teaching styles of the teachers where they need to demonstrate basic skills and movement online without the assurance that their students are learning or not. Moreover, assessing the student’s performance is difficult to conduct because you have to provide tasks that apply to their environment or resources. Also, the feedback and result cannot be happening after the performance considering the internet connection and the use of the internet should be limited because of some factors and others do not have good access to the internet connection. The result of this study will prompt the administration to conduct different seminars and provide them with the necessary materials for the teaching and learning process. It can also encourage financing the applications for assessment tools intended for more reliable performances of the students.

Statement of Purpose
The main purpose of the study is to explore the experiences of the physical education teachers in the District of Dinalupihan, Bataan on students’ performance assessment in times of the COVID-19 pandemic. Specifically, the study sought to answer the following queries:
1. What are the challenges encountered by physical education teachers on students’ performance assessment?
2. What are the coping mechanisms employed by physical education teachers to address the challenges?
3. What intervention plan can be proposed based on the results of the study?

Method
Research Design

This study utilized a qualitative-phenomenological research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday experiences of human beings while suspending the researchers’ preconceived assumptions about the phenomenon (Alchemer, 2021). Since Covid-19 arises, it changed the lives of many people and especially the respondents of this study which is the Physical Education Teachers. This phenomenological approach will help the researcher to determine the practices and involvements of teachers in the teaching and learning process specifically in assessing the student’s performance. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences.

Researchers using phenomenological research design assume that people use a universal structure or essence to make sense of their experience. This study presented the lived experience of the teachers regarding the assessment of the student’s performance amid the Covid-19 pandemic. The researcher interpreted the participants’ feelings, perceptions, and beliefs to clarify the essence of the phenomenon under investigation. Phenomenological research design required the researcher to bracket whatever a priori assumption they have about the experience or phenomenon.

Participants

Participants were selected using purposive sampling techniques judgmental, selective, or subjective sampling, which is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys. The researcher set criteria for the participants and has prior knowledge about the participants. Researchers use purposive sampling when they want to access a particular subset of people, as all participants of a survey are selected because they fit a particular profile.

Participants were from the District of Dinalupihan ranging the age from 20-30 years old. Participants were equal in terms of sex: three (3) females and three (3) males. Participant D has a degree in Master of Educational Management and Participants A, B, C, and E are enrolled in their thesis writing on their Master of Arts in Educational Management. Participant F is a graduate of Bachelor of Secondary Education major in Music, Arts, Physical Education and Health (BSED-MAPEH).

Participant A
He is 25 years old and a graduate of Bachelor of Physical Education major in MAPEH and believed that learning is a continuous process which made him enroll in the Master of Arts in Physical Education.

Participant B
She is a graduate of BSED-MAPEH and currently teaching at Pagalanggang National High School and pursuing also pursuing her Master of Arts in Physical Education which made her professional in the field of teaching the subject.

Participant C
He is enrolled in his thesis writing for the Master of Arts in Physical Education and also a graduate of BSED-MAPEH in the year 2017 which turned him responsible for handling the students in his PE classes.

Participant D
She is a graduate of the Master of Educational Management at Columban College and currently teaching at Jose C. Payumo Jr. Memorial High School, excelled in the management in handling students...
as she is considered the adviser of the MAPEH clubs in her school providing subject-related activities for the students.

Participant E.

He was teaching in the Department of Education as MAPEH Teacher for three (3) years as a graduate of BSED-MAPEH and she currently working on his thesis for the degree of Master of Arts in Physical Education.

Participant F

She is 27 years old, a graduate of BSED-MAPEH which made her to be part of the teaching force of the Department of Education and trusted different duties in her school such as handling the dance troupe and student-athletes.

Instrument

The collection of data for the present research was done using the primary method as the researcher has a qualitative-phenomenological research approach. The interview guide method via e-mail which easy for them to access the material was used in order to collect the data. Now, the collection of data by using this approach will be less time-consuming as the researcher has shared the interview guide through email. Data were collected using the online form, which included details of the study, additional guide questions, and presenting the statement of purpose. Online data collection has been applied to minimize any potential risks and to maintain a higher degree of confidentiality. Due to the anonymity of participants, the researcher did not ask for the name of the participant to be included in the interview guide. To minimize the biases of researchers and participants, and to maintain neutrality, researchers were not otherwise directly involved in working with participants, and any suggestions from researchers were avoided. The questions are formulated considering potential biases, and in a manner that allows the participant to feel accepted, no matter what the answer is.

Writing time and amount of text were not limited. Open-ended written questions provide participants with freedom of writing, a secure flow of thoughts, and a detailed description of their perceptions and experiences, which cannot be achieved using structured questionnaires with preconceived questions and provided answers. Additionally, teachers stated that the written form of expression is more appropriate than oral because it does not cause anxiety and gives them more time to think and respond, which further reduces the possibility of wrong answers. Thus, teachers were asked to describe experiences and share their experiences specifically in the teaching and learning process and their coping mechanisms employed to address the challenges at the time of the global COVID-19 pandemic. Participants were vigilant about what the questions provided to them and answered them wholeheartedly despite the bad experiences and challenges faced during the time of the pandemic.

This process was considered before proceeding to the interview of the participant such as securing the permit from the Educational Supervisor (EPS) of the District of the Dinalupihan and providing a letter for the Principal and Department head.

Data Analysis

Morrow, Rodriguez, & King (2015) unique seven-step approach ensures a thorough analysis, with each stage remaining true to the data. The ultimate product is a brief yet comprehensive account of the phenomenon under investigation, which has been validated by the people who generated it. The technique relies on detailed first-person accounts of experience, which can be gathered through face-to-face interviews or a variety of alternative means, such as written narratives, blogs, research diaries, and internet interviews. The Collaizzi analysis method was used in the data analysis which follow seven (7) steps:
First Step. Familiarization with the Data. The researcher familiarizes him or herself with the data, by reading through all the participant accounts several times.

Second Step. Identification of the Relevant Statements. Extract significant statements such these are phrases or sentences directly pertaining to the investigated phenomenon.

Third Step. Formulation of Meaning while Bracketing Preconceptions. The process gives meaning to the statements -- during the process, pertinent quotes are broadly categorized, and subsequently, themes are generated based on multiple statements that convey similar meanings.

Fourth Step. Clustering Identified Meaning of Themes. The researcher clusters the identified meanings into themes that are common across all accounts.

Fifth Step. Developing Inclusive Descriptions of Phenomena Based on Themes. The researcher writes a full and inclusive description of the phenomenon, incorporating all the themes produced in step 4.

Sixth Step. Developing Fundamental Structure of Phenomena by Condensing Descriptors. The researcher condenses the exhaustive description down to a short, dense statement that captures just those aspects deemed to be essential to the structure of the phenomenon.

Seventh Step. Verification of Structures by Returning to Participants. The researcher returns the fundamental structure statement to all participants (or sometimes a sub-sample in larger studies) to ask whether it captures their experience.

These steps were followed in the analysis of data and Qualitative Data Analysis (QDA) Miner lite, it is an easy-to-use qualitative data analysis software for organizing, coding, annotating, retrieving, and analyzing collections of documents and images. QDA Miner qualitative data analysis tool may be used to analyze interview or focus group transcripts, legal documents, journal articles, speeches, and even entire books, as well as drawings, photographs, paintings, and other types of visual documents. QDA Miner offers more computer assistance for coding than any other qualitative research software on the market, allowing you to code and analyze documents more quickly but also more reliably.

**Results and Discussion**

**Result**

The goal of this phenomenological study was to learn about physical education teachers' perspectives on student performance evaluations during the covid-19 pandemic. The following are the three research topics that motivated this study: What are the problems that physical education teachers face while assessing students’ performance? What coping methods do physical education teachers use to deal with the challenges? and What kind of intervention strategy can be suggested based on the study's findings?

In this study investigating the experiences of physical education teachers in the district of Dinalupihan on students' performance assessment in times of the Covid-19 pandemic, two (2) themes were developed, and 8 sub-themes were revealed because of the data analysis. The themes revealed the most of experiences of the teachers on the assessment of student’s performance and how they respond to the challenges.

**Challenges Encountered by The Physical Education Teachers on Students’ Performance Assessment**

Participants described their experiences based on what they encountered during the teaching and learning process. Below shows the thematic interlace of the experience of the teachers with the concepts, meanings, and quoted statements of the participants.

**Theme 1. Facets Of Challenges**

Facets of Challenges refers to the different sides of the story the teachers faced during the pandemic like in classroom instructions and assessment of student learning. Teachers embodied the
roles as facilitators, managers, and counselors in a four-corner venue of learning where they expected the students to be at their best after completing the academic venture.

This pandemic challenged the teachers where they used to be in the classroom and the pandemic came where they must face the students online. Juggling different teaching workloads at home as not the usual workplace for them, brought them to a situation they must embrace the new ground of the teaching-learning process. The sub-themes are “challenges in instruction”, “challenges in assessment” and “lessons from the challenges.” These specifically discussed what the teachers handled during the pandemic.

Sub-theme 1.1. Challenges in Instructions. This means that Challenges in Instruction are one of the angles of what teachers in Physical Education experience during the Covid-19 Pandemic which must do on how the teachers deliver their lessons and administered the tasks.

Instructional challenges in the classroom can be aided by appropriate instructional methods and materials, allowing students to learn more effectively in class. Challenges occurred not just during class discussions, although some were clearly visible, such as an unsuitable space, insufficient ventilation, classroom size, and technological integration. Teachers’ resourcefulness is somehow put to good use to provide better classrooms for students.

As some participants revealed:

“In the present situation that we are in, most of our students in public schools are in modular distance learning. In this, students answer only paper and pencil test for their quarterly exam, and for their task, I mostly give them activities beyond the given MELCS and uses videos as means of verification.” (Participant A)

The “Facets of the Challenges” refers to various perspectives on what teachers experienced during the epidemic, with most of them stating that not all students were able to participate in class owing to inadequate connectivity. Some students are unable to furnish a device for online classes, hence they have opted for modular.

Furthermore, the researcher considered the code “Challenges in Assessment” as the learning cannot be completed without this. It shows how assessment during the time of the Covid-19 Pandemic happened in the virtual setting. Here are the statements of the participants and the code provided by the researcher.

Sub-theme 1.2. Challenges in Assessment. The meaning of Challenges in Assessment as used in the study is one of the faces as the student’s performance must be assessed as part of the process and teachers experience the difficulty and find ways to conduct it.

During the Pandemic, students had difficulty interacting with their teachers, and they only communicated via Facebook messenger. Students must complete their performance tasks and submit them to their teachers online. This became a struggle for them because they used to do the performance task face to face, but during the pandemic, they had to record everything and send it to their teachers.

Evidently, the participant shared that:

“During a pandemic, I try to use online platforms like google forms for examinations of the students that are capable to use the internet and gadgets, and in terms of performance tasks I also use social media where students and free to upload online their outputs and to those students who do not have internet and gadgets, I prepare a separate activity for them.” (Participant D)

This is a different perspective on the narrative about instructors’ experiences assessing students’ performance, in which one of the teachers’ dilemmas was the students’ reactions to the tasks they were given. Because there are students in both online and modular classes, teachers developed a variety of exams. Group work does not work well online since face-to-face collaboration is not possible in the new environment.
Furthermore, experience is the best teacher because it should be viewed as a life lesson. The code "Lesson from the Challenges" demonstrated what the teachers learned from the experience.

Sub-theme 1.3. Lesson from Challenges. This means that experience from the Covid-19 pandemic taught lessons to the participants and served to discover new things. Despite the challenges posed by the pandemic, teachers became resilient and faced them. They demonstrate a willingness to help students achieve their educational objectives. Teachers became innovative and adaptable to the situation because they witnessed both parents' and students' struggles with the new modality.

Cognizant of the participants' narrative accounts, they commented that: "We must consider the two types of learners, and we need to be considerate." (Participant C)

"Be an adaptive, innovative, and transformative teacher. We did all know that most of us really experience struggles and hardships, but we do it not only for the betterment of ourselves but to provide quality education among students." (Participant F)

The students get knowledge from the lesson, while the teachers obtain insight into how the students reacted to the lesson and activities. Participants agreed that all teachers must consider the different sorts of students and be flexible depending on the situation. Giving pupils enough time to work on their activities should be considered by the participants as well.

Imposing new modalities on students and teachers may be shocking, but with a desire to learn and grow, they faced it with confidence, as evidenced by some reports. However, there are some areas that require improvement and should be given more attention.

Coping Up Mechanisms Employed by The Physical Education Teachers to Address the Challenges

Participants explained their coping mechanisms for the challenges they faced in the academe during the surge of a pandemic. Like with other institutions and workplaces that closed when lockdown happened in the country and workers stayed at home until they have the chance to work on-site school took a long time in strategizing on when to implement the face-to-face classes. Therefore, teachers work at home and do their duties for the sake of their families which they have to manage since the home is their new station for classes. This section presents the analysis of the adaptation of the teachers to the change in the modality of teaching.

Theme 2. Adaptation To Change

Challenges must be faced, and remediation should be reinforced for a clearer path to be taken by the teachers. Teachers were somehow affected by the pandemic, and it burdened them, and they cannot decide on steps to take in response to the challenge of the time. With the discussion of the challenges from Theme 1, teachers struggled at the beginning and later developed a coping mechanism for changes in the system.

Sub-theme 2.1. Response To Adversity. This is usually how the teachers respond to inquiries, concerns, and changes from the traditional setting of education. Adversity is referred to as difficulty in the sense that this might stop persons from pursuing something, but teachers took a response to these hardships. Response to adversity is the teachers' way of saying that they are capable of any work to address the concerns within academic practices.

The participant shared their experiences:

"Since the pandemic, I learn to be more patient especially when it comes to the student's submission of outputs because we can never tell what's their situation and the problems that they encountered. I also learned new things like using different platforms that are barely used during the normal setup of teaching." (Participant C)

With the "adaptation to change," the participants learned to be patient when dealing with the new modality's state, as well as when submitting the result. Feedback is an effective response to a student's performance that can be given at any moment but is most given after the student has
completed the recorded performance task. The transition to a new method of learning, in which students used to have face-to-face classes and received quick feedback, happened solely for the sake of convenience.

Teachers become strong in the face of adversity, regardless of the problems they experience in their role as young molders. The code “reaction to adversity” refers to how teachers react to the pandemic wave and how to respond appropriately.

Sub-theme 2.2. Use of Traditional Approach. It refers to the teachers’ who used traditional means of teaching, giving feedback, and integrating the conventional approaches. Despite the new trend in teaching online, some teachers are stuck with the use of traditional approaches like giving paper and pencil tests, use of feedback forms, and utilizing the part-whole method as not all the students can provide gadgets.

Additionally, students do not have access to the internet in their locality and some of them came from low-income family earners and were not privileged to have cellphones for the online class which made them choose the module where their assessment is done through paper and pencil tests.

The participants articulated that:

“In written performance tasks I write my comments and suggestion in their outputs, in performance tasks submitted online I make sure that I leave comments/suggestions/feedback for them to improve what is lacking.” (Participant D)

“Honestly, way before this new normal began, I utilize technology in my teaching. We are handling 21st-century learners and teaching them with only a book is like giving them a coffee in hot weather.” (Participant F)

Teachers working with 21st-century students who are exposed to technology integration in all disciplines as participants remarked that focusing on giving them improper activities is like giving them coffee in hot weather. Gamification of instruction has been employed in the classroom before, however, teachers must consider the learners’ different bits of intelligence.

Participants shared their best practices in teaching and assessing the student’s performance in terms of the integration of new approaches and technology. Presented how the teachers apply technology to the classroom and how the new approaches help them to deliver the lesson very well.

Sub-theme 2.3. Integration of New Approach. This shows teachers’ who integrated new styles in delivering the lesson and assessment to the students. Because some of the students can attend the class with a good internet connection and a gadget to use, the integration of the new approach was mixed with the traditional approach. New approaches include online discussions via Google Meet or Zoom, as well as online examinations via Google Forms. Teachers used it during the pandemic to ensure that students learned what they needed to know.

A confirmatory statement relative to this was revealed by the participants:

“During the Pandemic, I use platforms that I think to help me to deliver my lesson more effectively and efficiently.” (Participant C)

“I use Microsoft applications and google apps for teaching. Both of these platforms are useful and easy to use.” (Participant D)

Various internet platforms were widely employed in education during the Covid-19 epidemic and are still in use now. To disseminate teachings and instructions, participants used Google applications such as Google Meet, Google Forms, and Google Classroom. This innovative strategy was adopted by other universities as well. Almost everyone’s job requires the use of technology. During the pandemic, this was clear. Teachers had trouble measuring student performance, but with the support of technology, teachers and students were able to collaborate more effectively. Teachers deliver the lesson, assess, and evaluate the students, and students complete the task, submit it, and receive feedback from the teachers – all of this was accomplished using technology.
Sub-theme 2.4. The Use of Technology in Assessment. This indicates the uses of technology and how vital the incorporation of technology in the educational setting is during the time of the pandemic. The use of technology became necessary to the life of teachers and learner during the time of the pandemic. It is like everything run in technology: dissemination of information, giving of instructions, facilitating performance tasks, submission of reports, and many more. Teachers are grateful for the technology as it gives light to the shade that the pandemic brought to the educational systems.

The participants unforgettably shared their accounts:

“Absolutely! There are numerous apps that we can use for both offline and online education. Some of these are Microsoft Office (Word, PPT, and Excel) for online work. For online meetings, we have Google meet and zoom but I prefer using the Discord app. It is a user-friendly app and consumes smaller data connections. When it comes to making videos, I use Power director Cyberlink as my app editor and OBS. Canva also helps me create free awesome presentations. There are many to mention but these are the apps that I mostly use.” (Participant F)

Participants incorporate technology into their presentations, such as filming video presentations. Because it is popular among students, mobile applications such as TikTok are also utilized to record videos. Some activities demand family participation not only as a requirement for the subject but also as a form of connection among the members.

We can use a variety of apps for both offline and online education. For online work, several of these include Microsoft Office (Word, PowerPoint, and Excel). In terms of the participants, I see no issues with using various apps or software to measure student performance because their major objective is to make our teaching lives easier and more accessible. When it comes to accuracy and efficiency, most of them are painless.

Discussion

The Covid-19 pandemic affected countries all over the world, changing the lives of many individuals, including teachers, who are critical components of educational systems. At the start of the pandemic, schools were forced to close. The government is looking for the best approach to deal with the crisis and the most efficient way to deliver learning to pupils, like face-to-face classes. Teaching classes via the online platform appears to be simple; it can be lecture-based or through the distribution of videos to students; nevertheless, administering assessments and assigning performance assignments to students has proven to be tough for teachers. For instruction and evaluation, several modalities have been employed, and even teachers are required to visit the communities to meet their students and deliver the modules.

Challenges Encountered by The Physical Education Teachers on Students’ Performance Assessment

This study determined and analyzed the challenges encountered and strategies employed by Junior High School Teachers in assessing students’ performance in public schools in Bataan Province, who was the study’s respondents, which gave rise to ideas for discovering new ways to deliver learning.

Theme 1. Facets Of Challenges

The participants from the locale of the study shared their sentiments about their experience with the challenges they have encountered in the assessment of students’ performance as part of the teaching and learning process during the covid-19 pandemic. This comprised the challenges in instruction, and challenges in assessment, and from these experiences’ teachers gain lessons from these challenges.

Teachers were vigilant of the student's performance and how the student replied to the conversation regarding the lessons. Challenges in instruction must be counteracted by good classroom management since when having these challenges will affect both sides. Teachers focused on making lesson plans before the pandemic, this is their everyday routine, but this was altered by preparing
modules that need to consider if it is applicable at home, need to be printed, and should be ready to be picked up by the parents.

According to the comment and suggestions from the participants of Anzaldo (2021) in her study “Modular Distance Learning in the New Normal Education Amidst Covid-19” not all parents/guardians are knowledgeable in teaching their children using modular distance learning so hard for them, MDL should be blended with ODL if possible so the parents and pupils can gain better assistance from teachers.

Modular distance learning modality is better than online classes, especially in our locality. This means that the teachers adapted the MDL which helps students learn the lesson even at home and with the supplementation of ODL that can bring the effective outcome to students’ learning. This is true because the module has to be taken at home and students have time to read it many times until they understand it. The Department of Education agreed on this new learning modality when they conducted webinars in making instructional materials and modules intended for the new learning system. Teachers created a bunch of modules of different learning areas for the whole school year, this was made possible because of these hardworking teachers.

Sub-theme 1.1. Challenges in Instruction. As education embrace the integration the technology and part of it is the use of the internet which is broadly used and vital for distance communication with other people teachers and students are also challenged with unstable internet connection. Challenges were unending that even provided with the modules teachers still faced difficulty in transporting these materials. Teachers also encountered students in online classes the student with poor internet connections.

Asio (2021) in his study “Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal” stated that based on the result of the online survey done of the students, the researchers, therefore, conclude that internet connectivity will pose a big challenge among students for their online learning.

The study gave emphasis on internet connection and learning devices on how they became useful during the crisis, and it is clearly stated that it was a challenge to the learners. Learners might have gadgets that can be used for classes, but their problem is the internet connection which is sometimes poor and expensive and consumable for several days only. This imposed the effect on the student’s economic status that some were privileged, and some were struggling but trying their best to comply with the requirements.

It denotes that with online learning modalities, students are burdened by the situation of attending online classes and the teachers. Not everyone has a good internet connection and most of them rely on consumable mobile data for a few days. However, teachers continue to teach their students and objectively follow what is mandated in the curriculum.

Sub-theme 1.1. Challenges in Assessment. Aside from the challenges in instruction, there are challenges also in the assessment of the student’s performance. Most of the students’ performances were done at home guided by the instruction of the teachers but some of the students vaguely understood the parameters of the activity. It is challenging for teachers who used to give the tasks face to face inside or outside the classroom and grade the performance right away, especially in physical activity in PE classes.

Based on the study of Roe (2021) “The Impact of COVID-19 and Homeschooling on Students’ Engagement with Physical Activity” The COVID-19 pandemic has forced an unprecedented global shutdown that has greatly changed what it means to be a teacher, a student, and even a parent in the months that schools have been closed. While most school systems normally require daily physical attendance during weekdays and bring students together in large groups to learn in a collective endeavor, the closing of schools and the months of social distancing have shifted the site of learning to
the home, where learning happens primarily alone or with the help of family members through the technologies available.

Teachers used to evaluate students’ performance by looking at their products and performance, in an online setting student were required to submit their work in google classroom or in the assigned platform to them. Teachers have a hard time checking it since that exposure to laptops or computers should be limited. Checking the students’ work cannot be done in one sitting. Teachers mentioned some of their perceptions of the students’ feedback.

Furthermore, in assessing the student’s performance considering the student’s availability and workloads, teachers should provide activities that are home-friendly or that can be done at home. Kearns (2021) in his study entitled “Student Assessment in Online Learning: Challenges and Effective Practices,” suggests some possibilities in terms of directions for future work. Instructors have concerns about student assessment in the online environment.

At the end of the day, teachers addressed the challenges, and it served as a lesson to them. They learned to consider the students’ situations like lacking gadgets, poor internet connection, and difficulty in answering the modules. If there is a silver lining to the pandemic’s overwhelming emphasis on remote and hybrid instruction, it is that students have more opportunities to work independently and at their own pace, and as a result, they are becoming better problem solvers.

At least, that’s the viewpoint of teachers in schools where personalized learning is emphasized. They believe that moving to remote and hybrid instruction has allowed them to reinforce their commitment to learner-centered approaches and develop new strategies that will be implemented once all students can return to full capacity in school facilities. Despite some setbacks over the previous months, instructors say students have improved as problem solvers and learners. Teachers switched to remote learning, it highlighted the idea of moving at own pace since they only compete against themselves, aiming to be a better version.

Coping Up Mechanisms Employed by The Physical Education Teachers to Address the Challenges

Theme 2. Adaptation to Changes

We have suddenly been forced to adapt to the ‘new normal’: work-from-home setting, parents home-schooling their children in a new blended learning setting, lockdown and quarantine, and the mandatory wearing of face masks and face shields in public after a year from Covid-19 Pandemic. For many, 2020 has already been designated as the “worst” year of the twenty-first century. The current situation has caused ripples in the personal, social, economic, and spiritual spheres. Challenges must be viewed as opportunities for improvement. With their experiences, the participants prioritize attention to the students and their well-being.

Teachers handled the situation well in which they discovered new learnings and approaches to carrying the concerns and queries of the students regarding the delivery of the lessons. They were glad that they overcome the challenges despite the pandemic.

Sub-theme 2.1. Response to Adversity. The shift from a teaching-centered to a student-centered active learning approach can be significant. It is recommended that you introduce new methods in stages. The transition can be described as an inquiry or problem-based active learning strategy. During the time of the pandemic, teachers find ways to respond to the challenges that can be put into action or students can relate to it. Turning rhetorical questions used in lectures into problem questions for small group activities; not giving the students all the problems to solve at first, but instead modeling problem-solving as you would in a lecture and inviting strategies and options from the students for finding resolutions are examples of how incremental change can be made toward a problem-based strategy. This strategy employed helps teachers use the modules as they just utilize the online class for discussion of concepts and explaining the procedures.
Participants mentioned how they respond to challenges in the online setting some of them were given feedback on their student performance by using online platforms and most of the results of the evaluation were presented through e-mails or messages.

OECD (2020) highlighted and reported “The impact of COVID-19 on student equity and inclusion: Supporting vulnerable students during school closures and school re-openings” that the universal response to school closures has been the creation of online learning platforms to support teachers, students, and their families. However, not all students have the same access to information and communication technologies (ICTs), which also varies greatly across countries (OECD, 2020).

The era of digital learning clearly manifested that schools must embrace the integration of technology in the class and must provide further training to the teachers because there are seasoned teachers that are good at the delivery of the lessons but cannot adapt to the use of new media. The study suggests the use of different digital learning resources, but this cannot be provided without the help of the government.

Despite the difficulty of immediately responding to these difficulties (for example, by providing a quiet and well-equipped place for each student), governments have taken steps to ensure equal and inclusive access to optimal learning circumstances. Furthermore, parental support for homeschooling is more important than ever in this environment to give children the ideal learning conditions and to assist them in their studies during school closures.

Sub-theme 2.2. The use of the Traditional Approach. Participants revealed that the traditional approach in times of covid-19 pandemic is still useful, especially to those who do not have access to the internet. Students received written works, examinations, and activity to get along with other students who have good access to the internet and have gadgets at home. There are teachers who used the lecture method in online classes while they can record it so that students can watch it in their free time and even review it for as long as they want.

“Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia” by Amir et, al (2020) presented evidence that, despite some challenges, undergraduate dental students could adapt to new distance learning methods and agreed on greater efficiency in distance learning than in classroom learning.

In this regard, educational institutions believe that blended learning is the most effective way to give lessons to students while also considering their resources. Amir’s pupils considered adopting distance learning, but some of them wanted blended learning because they work in the medical industry and skills should be taught face to face.

It conveys that online learning is not applicable to all aspects and there are learning that can only happen in the classroom which focuses on the use of laboratory, hands-on activities, and any traditional approaches like providing lectures which some students prefer to listen to their teacher’s face to face than online because they are more distracted in their home. Some teachers used visual aids like cartolina or manila papers as to put the concept here and chalk and board activities where in the times when learning should be continuously delivered to the student teachers should respond to it.

Sub-Theme 2.3. Integration of New Approaches. On the rise of the Covid-19 pandemic, teachers venturing from different strategies, methods, and practices on how to better provide learning to the students. The use of technology became vital to the situation, especially in the dissemination of information where teachers initially message the students on Facebook messenger to give instructions. It was followed by registering the students on google classroom to formally engage them in the online setting where most of the announcement will be done. Google classroom served as the bank of modules, activities, and performance tasks of the student that can be accessed by everyone.

According to the study by Chaturvedi (2021) “Effective Teaching Practices for Success During COVID-19 Pandemic: Towards Phygital Learning” Covid-19 exerted several changes in the education...
system at a broad scale. The pandemic concurs with the increased potential of information technology. The outcome is likely to reconfigure the teaching pedagogies making use of information technology. While one cannot deny the importance of the offline education system, the future would be directed toward blended learning guided by online pivots and a digital mindset. When we move towards digital technology adoption for teaching, several issues need attention.

With this, the development of an appropriate interface for learning and engagement compatible with the extant infrastructure is required, given the financial concerns of institutes discussed in the opening sections. The efforts must be guided toward the continued adoption of technology for education. Lastly, techniques to fill the digital divide for all-inclusive learning need immediate attention. The COVID-19 pandemic has guided the education system toward a new paradigm that needs to be explored for effective blended learning.

It implies that new approaches to the new mode of learning are promoting active participation despite the situation where teachers dwell from a distance and online learning. Education Technology should serve as an opportunity for all teachers to be prepared for the changing system in education. We cannot say that the curriculum is not changing since it is proven from the shift from Basic Education to Enhanced Basic Education which targets 21st-century skills. Sub-theme 2.4. The use of Technology in Assessment. Moreover, in the Department of Education which caters many students, printed modules for the students and ask the parents for the retrieval and submission the work of their children. LMS was used in the HEI but not in the DEPED where they dwelled on printing the modules for the students which consist of readings and activities intended for a period.

According to Basilaia & Kvavadze (2020) that various studies portrayed the availability of contingent plans for distant virtual education most of these plans were viable on a small scale and could not cope with a pandemic as huge as COVID-19. Learning management systems (LMS) was already used in most higher education institutions (HEIs) which facilitated attendance, student registration, and content distribution, but were not applicable to wide-range virtual classes.

Participants showed the interview some of the applications and software used during distance learning. Participants in these studies became adaptive and considerate to the students as they tried to comply with all the requirements. With hindrances on lacking gadgets, budget for internet connection, and transportation they managed to look at the beauty of the outcome.

Finally, the teacher’s ability to create good content for students also seemed to be a major accomplishment for them. Good content was described by teachers in many ways and included content like engaging and inspiring videos, custom videos for their own PE classes, challenge activities, and resources from peers and companies.

With the result gathered from the participants, it is clear they dwelled on the traditional and online modality since not all the learners could attend class via google or zoom or can submit the task using online platforms. The researchers suggest developing a standard activity with appropriate rubrics aligned with the curriculum of Physical Education in the K to 12 targeting all the competencies and learning objectives that can be considered as authentic assessment. Each quarter will have a major performance task or assessment and the student chosen to be in the online setting will be provided an instructional video about the activity since recording the performance and submitting it online is easy for them.

Conclusions

In this study, we described teachers’ experiences of the assessment of students’ performance during covid-19 pandemic which part of those are the coping mechanism, strategies, methods, approaches, and technologies being used. The results indicate that teachers have somewhat different

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challenges but with the same goal which is to properly deliver the lesson to the students. During the crisis, most of them became aware of their responsibility to the community and recognized the true importance of learning new things and applying them to the new mode of a classroom setting. Teachers experienced difficulty in assessing the student’s performance due to the lack of resources and not everyone has access to the internet or cannot afford to have a gadget for online classes. Also, teachers experience the jampack works in preparation for the materials that need to be delivered in the Barangays which contain the student’s lessons and activities.

Teachers are versatile which made them resilient during the time of the Covid-19 pandemic that able them to look for resources despite lacking funds. Teachers believed that the objectives should be attained, and competencies must be taught to the students. They also considered the learners’ multiple intelligences that can be ways to work better on the assigned task to them. With regards to assessing it, it is hard for some teachers because students passed the output late or missed the submission. Although rubrics were provided students still look for guidance from their teachers on working on the activity which needs to be addressed as soon as possible. Teachers adapted to the situation knowing that it was part of their job.

The research has identified the impact of this pandemic issue on the education system and the approaches of the institutions for offering learning through other mediums. According to the study, people are facing serious issues related to learning and looking for new approaches to learning. Teachers designed a good relationship with the students regardless of the pandemic situation as they attended different seminars on how to teach online and to discover new strategies. Some of them realized the importance of the use of traditional and technology in assessing the student’s performance.

Acknowledgment

Even the greatest things have humble beginnings. A cliche that resonates with the researcher’s perceptions and experiences as he leaves his comfort zone to enter what is for him a “new world”—the world of specialists, academics, and intellectuals.

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