

LIVED EXPERIENCES OF PHYSICAL EDUCATION TEACHERS ON STUDENTS' PERFORMANCE ASSESSMENT AMIDST COVID-19 PANDEMIC

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ABSTRACT

This study explores the experiences of physical education teachers in assessing students' performance in an online learning amidst COVID-19 pandemic. Physical Education teachers from junior high school, senior high school, and select institutions of higher education expressed the challenges they encountered, along with the coping mechanisms they employed in teaching-learning process. A semi-structured interview was utilized to gather qualitative data and was analyzed using the Tesch's method and thematic analysis. Qualitative findings from interview were merged into five themes. Results revealed that students' performance assessment in an online distance learning comes with video presentation while the predominant challenge is late submission of outputs and follow-up discussion as coping mechanism. Thus, monitoring intervention was crafted to ensure a reliable, accurate and on-point assessment methods and feedback.

Keywords: lived experiences, performance assessment, Tesch's method, and thematic analysis

INTRODUCTION

The teaching and learning process of the Department of Education (DepEd) has never been so ordinary until the threat of novel coronavirus (COVID-19) hit the Philippines last March 2020. The impact of this pandemic made the closure of schools as the prohibition of physical reporting, work from home arrangement among teachers, and continuous education of students confined in their residences. Several issues arise on how to overcome the state of national calamity. One of the educational aspects to investigate is the assessment of learning. When the country was exposed to this very rare catastrophe, every single individual in the academe was in adherence to the

duties and responsibilities towards our clients, the learners. The educational workforce was committed to maintain the educational process in the face of the COVID-19 pandemic. The implementation of the Learning Delivery Modality 2 (LDM2) Course for Teachers was cascaded down to field teachers via virtual meetings and a series of webinars under the Department of Education's Basic Education Learning Continuity Plan (BE-LCP). This LDM2 provided technical assistance among teachers on how to deliver the lessons on distance learning. Professional support was also given to demonstrate understanding in the evaluation of learners' output using different online

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platforms. By virtue of DepEd Order No. 31, series of 2020, teachers were mandated to follow the interim guidelines of assessment. This policy states to eliminate the quarterly assessment and put emphasis on the written works (WW) and performance tasks (PT) of students. In the case of Physical Education (PE) and Health subject, the grade of students will be evaluated in a 40% and 60% rating for WW and PT, respectively.

Even with the provision of webinars on how to effectively assess the learning of students in remote instruction, both teachers and learners still encountered difficulties on its implementation. Some of the challenges experienced are not limited to a strong internet connection, availability of gadgets, proper training on the use of information and communications technology (ICT), and the learning from home arrangement. In the findings of Korcz et.al. (2021), results showed that PE teachers received struggles in handling online teaching. To address this problem, DepEd issued policy guidelines in the provision of learning resources through DepEd Order No. 18, series of 2020. In compliance with BE-LCP, learners were able to receive a free self-learning module across all subjects. Students were supplied with modules to supplement their learning. Blended learning occurs when both modular distance learning (MDL) and online distance learning (ODL) are used as the primary mode of delivery of education. However, despite the multiple ways of providing education without comprising quality, stakeholders still faced trials. In the same vein, Lopez et. al. (2021) revealed that blended learning did not increase the motivation of students in learning the subject.

Addressing this educational concern has never been so easy in the eyes of every teacher and learner. DepEd still prioritizes the welfare of teachers and students through the DM-CI-2022-009 which suggests fostering distance learning through academic ease. One form of addressing this recommendation is through a unified performance task. This authentic assessment is composed of learning tasks where most essential learning competencies (MELCs) of all enrolled subjects were incorporated in a single academic performance. This fosters in measuring the assessment of students amidst this pandemic. This form of assessment may be helpful based on the

data of Ulucinar et. al. (2021) when the designed performance tasks were motivating among the participants.

This study investigated the lived experiences of PE teachers on the assessment of the academic performance of learners amidst the COVID-19 pandemic. The participants of this study are the teachers in the field handling blended learning among students who used MDL and ODL. The performance task refers to the learning activity anchored from MELCs for a specific topic on sports events with aptitude and confidence for independent learning.

In the study conducted by Mercier et. al. (2021), results concluded that the completion and compliance of learning tasks were revealed to be less than 50% due to some identified challenges. This prompted the researcher to conduct a parallel study on the performance assessment of learners amid distance learning. This research endeavor is related to the study of Albay et. al. (2021), when the study used an experimental group that posited a higher mean score in the performance task. The study significantly delved into the perceptions of the participants in the assessment of learning amidst the COVID-19 pandemic.

OBJECTIVES OF THE STUDY

This study aimed to make an in-depth analysis on the experiences of the physical education teachers on students' performance assessment in times of COVID-19 pandemic. Specifically, this study identified the challenges encountered by the physical education teachers on students' performance assessment, the coping mechanisms employed by the physical education teachers to address the challenges and an intervention plan was proposed based on the findings of the study.

METHODOLOGY

A qualitative, phenomenological study was used as research design. The participants for the study consisted of five teachers with lived experiences on students' performance assessment using online distance learning



modality. Purposive sampling technique was utilized in selecting the participants and information was gathered directly from them by means of semi-structured interview conducted individually.

The participants themselves determined interview schedule and venue. To ensure health care protocols, this study used virtual platform as a means of communication as well as interview. All interviews were recorded by audio or video agreed by the informant.

The data were interpreted using Tesch's approach of qualitative data analysis, which entails reading and re-reading non-verbatim transcriptions of all conducted interviews, cataloguing all topics, classifying, and categorizing themes. This study also utilized the Colaizzi's (1978) qualitative method of data analysis where the researcher would like to describe the lived experiences of teachers in assessing performance task of learners in a distance learning modality. In this way, the researcher showed the emerged themes based on the perceptions of the performance assessment.

The research essentially made use of phenomenological research design. It aimed to gather qualitative data to narrate and describe experiences of teachers as well and gain understanding of their coping mechanisms, struggles, and determination to manage students' performance assessment. The findings were utilized in designing efficient and effective initiatives, programs, and activities to provide intervention among teachers who have lived experiences in the performance assessment of students during this time of pandemic.

As posited and cited by Qutoshi (2018), phenomenology widens the horizon of a person, develops critical thinking to figure out the phenomenon, and it empowers to visualize the researcher's intention of conducting in-depth investigation on the perceptions of the participants.

The participants of this study were teachers in online distance learning modality who volunteered to share their lived experiences in assessing performance tasks of learners. They were chosen regardless of age, sex, and school assignment. Purposive sampling was utilized in this study. It is non-probability sampling approach which selects participants based on possessing characteristics or attributes typical of the

population that serves the purpose of the study best.

The criteria used in identifying possible participants were the following: they must be physical education teachers in basic education or higher education institution; male or female between 25 to 55 years old; must be aware of conducting and implementing performance assessment in a online distance learning modality and must have signed an informant's consent form. Individuals teaching in online distance learning but were not officially member of the organization at the time of the research were not included.

In this study, data were collected directly from the participants by means of semi-structured interview guide questions personally conducted with each participant and video recorded as agreed upon by the participants. The technique was used to ensure that all the information they expressed would be completely noted.

The interview with the five participants was conducted selected teachers of Metro Manila. The setting provided a private, familiar, and comfortable environment and/or virtual platform. Before the interview proper, the researcher explained the inclusion and exclusion criteria, the purpose and objectives of the research and the rights of participants relative to the conduct of the study.

The interviews were video recorded with the consent of participants, on condition that their identity would be protected, and their anonymity maintained. They were assured that they would remain anonymous because their faces would be blurred, and their voices would be changed. Video recording allows the researcher to concentrate on the participants' responses, as he does not have to take detailed notes.

Immediately after each interview was completed, the researcher made field notes of his observations during the interview such as how participants responded to the questions and themes explored. To initiate data interpretation, the researcher manually organized the data from all interviews that he recorded and transcribed. He repeatedly watched and listened to the video recorded interviews, which formed the text for data analyses. Side comments were removed to sanitize the transcripts and to avoid compromising

the privacy of participants and confidentiality of the process.

Having set the stage for data analysis, the researcher proceeded to the main step of coding by arranging the data in meaningful segments and assigning names for the segments. The researcher individually analyzed and coded the video-recorded interviews individually by carefully reading and re-reading all the transcripts to ensure that the focus remained on the participants. From the set of segmented and categorized data, the researcher identified common features to be interpreted and analyzed. To discover the commonalities, he analyzed the data concentrating on the description and categories across cases that emerged as themes on the lived experiences of the teachers.

RESULTS AND DISCUSSION

The results of the study on the lived experiences of teachers on the performance of students in an online distance learning were presented through merged themes from the interview data.

1. Perception of Physical Education Teachers on the Students' Performance Assessment amidst COVID-19 Pandemic

This study requested five purposively chosen informants to participate; three from senior high school, one from junior high school, and the other one from higher education institution. The interview identified the perception of physical education teachers on students' performance assessment during the online distance learning.

The researcher arranged a short virtual meeting with four male participants and a female participant. They requested to answer questions in through voice recording so that they would have more time to formulate their answers and review them before finalization.

Prepared guide questions were used in the interview. Responses were arranged according to the questions stated in the guide and themes were emerged based on their answers.

1.1. In terms of Video Presentation

What are the forms of performance assessment do you use in an online distance learning?

The interview revealed that video presentation is the most used as a form of performance assessment among physical education teachers in an online distance learning. The transcribed data deals on how teachers perceive the use of video presentation in assessing the performance of learners in a distance learning. The use of path-turn strategy in terms of knowledge acquisition. Considering that the subject associates with most of practical activities, participants showed the following responses:

A participant said that assessing student's performance in an online distance learning became more common using the video presentation.

"I have video presentation performance; I have rubrics to present to them regarding the content of the video"

(Teacher A: lines 100-104) (I used video presentation as a form of performance assessment. I also used rubrics to serve as guide in recording their videos.)

Teacher 4 also shared her experience on how to assess performance task among students.

"For actual performance of the skills, for graded, we have, I do video recording." (Teacher 4: lines 1812-1827) (For assessing actual skills performance, I used video recording as assessment tool.)

Another participant added that he commonly used video presentation.

"Ako po ay nagbibigay or pinagagawa ko po ang aking mag-aaral ng video presentation tungkol po sa lesson na aking naituro." (Teacher 5: lines 2063-2075) (I asked my students to submit video



presentation based on the competencies required by the lesson.)

This resonates with Uluçınar et al (2021) whose stand about authentic assessment in evaluating performance tasks of students. The use of video presentation comes with authentic assessment using the designed rubrics.

1.2. In terms of Late Submission

What are the challenges that you have encountered in assessing the performance tasks of students?

Results of the interview revealed the perception of teachers on the challenges that they have encountered in assessing the performance tasks of students. It is the perspective of late submission which were articulated in the following responses:

Additional problems like delay tasks submissions. Often times, they were able to submit na 'yong kanilang activities, by the end of the quarter eh. Limiting my time to properly evaluate them and provide necessary feedback assessment on their performance."

(Teacher 3: lines 1283-1322) (Additional problem is the delay of tasks submission. Often, they were able to submit activities nearly at the end of the quarter. It limits me to provide proper evaluation and necessary feedback on their performance.)

"Some of my students not able to submit their performance tasks accordingly." (Teacher 1: lines 137-149) (Some of my students were not able to submit their performance tasks on time.)

Similarly, another participant affirmed that late submission of a student's output is really challenging.

"And then late submission of the recorded performance task." (Teacher 4: lines 1852-1861) (Another challenge is the late submission of the recorded performance task.)

Teacher 5 also shared his perception towards late submission of learning task.

"Most of the students refused to submit their output or performance or activities on time." (Teacher 5: lines 2169-2184) (Most of the students refused to submit their outputs or performance activities on time.)

Analyzing the variable on challenges, participants commented that the common experienced they have encountered is the late submission of student's output. These findings are in accordance with the conclusion of Mercier et al (2021) that below 50% completed and complied on learning tasks due to challenges brought by time.

1.3. In terms Follow-up Discussion

What did you do to cope up with those challenges?

This aspect raised by the researcher concerns teachers' perception on the performance assessment of students in an online distance learning. The data yielded to the coping mechanisms of the participants on the challenges that they have encountered in an online distance learning. The responses are as follows:

In order for me to assess well my students, I have to ask them again during the synchronous class so that they can explain to what really happen on their performance. They are going to share their experiences and with their significant learnings."

(Teacher 1: lines 195-227) (For me to assess my students' performance, I did follow-up discussion during synchronous class so that they can share their significant learning.)



Teacher 4 added that it feels like an accomplishment when he does follow-up discussions with the learners.

Second, to motivate to my learners and even challenge them, but even in online distance learning, they need to do their tasks as well, as learners like what they are doing during the face-to-face instruction.”(Teacher 4: lines 599-635) (Secondly, I motivate my learners by advising them to do their tasks the way they used to do it during the face-to-face instruction.)

The participant also underscored the importance of follow-up discussion.

“And for those students naman po who were not active most of the time, I utilized self-created activities for them. Wherein there are selected task for them and these are actually different but at the ame time, it hits the same learning competencies din naman for the rest of the class.”

(Teacher 3: lines 1368-1420) (To students who are inactive online, I gave them self-created activities with parallel competencies aligned to other learning tasks provided to active online learners.)

Likewise, Teacher 4 also shared her lived experiences in handling follow-up discussion after the performance assessment.

“Feedbacking input.” (Teacher 4: lines 1904-1906) (I used feedbacking input.)

One informant also expressed his view of follow-up discussion.

“Ngunit nagbibigay ako ng malaking puntos kung ang mag-aaral ay nagpasa ng video o anumang aktibidadis sa takdang panahon o nagpasa sila ng on time.”

(Teacher 5: lines 2224-2249) (I gave additional points to learners who submitted output on time.)

1.4. In terms of Monitoring Intervention

Based on your experience, what intervention program may be crafted to help the teachers in assessing the performance tasks of students in an online distance learning modality?

The last aspect raised by the researcher concerns teachers’ perception on the performance assessment of students in an online distance learning. The intervention recommended by the participants came up with similarities on the monitoring of learner’s progress. The responses are as follows:

Like for example, there is after a major performance task, we can make a general announcement to outline some of the submission trends and offer suggestion for the next step. So nakaka-save tayo ng time if we can address them as a whole.” (Teacher 3: lines 1564-1607) (It saves time to monitor their progress if you can make arrangement of post conference among the learners.)

Teacher 2 added that it feels like an intervening part if we can provide a unified performance task to monitor submission across all subjects.

“I think the conduct of unified performance task assessment is one of the best interventions program that can help the teacher in assessing the learners. Not just in one subject, not just in PE, but in all subject noh that would lessen the task of the teachers and the learners as well.”

(Teacher 2: lines 673-734) (I think the unified performance task assessment is one of the best intervention programs that can help both to teachers and learners.)

The participant also emphasized the intervention of monitoring through corrective measures.

Corrective measures are done on the spot. On the concept of wrong understanding about the instruction in doing



the skills, that is done on the spot, most especially on the skills.”

(Teacher 4: lines 1907-1938) (Corrective measures are done on the spot to immediately demonstrate understanding on skills.)

In the same vein, Teacher 5 also shared his monitoring intervention through checklist.

“Kung kaya’t nagbigay ako ng isang gawain o ng isang paraan upang magkaroon sila ng record ng kanila mga sina-submit na activity. Ang tawag ko rito ay checklist.”

(Teacher 5: lines 2279-2307) (I used checklist as a form of monitoring on their submitted output.)

CONCLUSION

This study was conducted to make an in-depth analysis on the experiences of the physical education teachers on students' performance assessment in times of COVID-19 pandemic. Based on the analysis of the interview transcripts the challenges encountered by the physical education teachers on students' performance assessment includes late of submission of students' performance tasks which limits them in providing timely assessment and feedback. The coping mechanism employed by the informants to address the challenges they experienced was conducting follow up make up class in order for them to discuss wholly the needs of the students based on their assessment of the submitted output of the students.

RECOMMENDATION

The recommended intervention on monitoring connects with the findings of Korcz et. al. (2021) about the greatest concern on curriculum delivery. Qualitative findings from interviews with selected physical education teachers revealed five themes about how they perceive the performance assessment of students in online distance learning. These are video

presentation, late submission, follow-up discussion, and monitoring intervention.

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