APPROPRIATENESS OF ASSESSMENT MODES IN SENIOR HIGH SCHOOL PHYSICAL EDUCATION LEARNING STANDARDS

**Wyndell A. Casquejo,
Montano L. Tapanan Jr.[i],
Jason Dave C. Alfar,
Jennifer C. Raganas,
Jacquiline B. Visitacion,
Jan Hector Y. Obando,
Leonil E. Cabungcal,
Louanna S. Castanares,
Maria Shaina J. Tolentin,
Trisha Mae A. Abella,
Aubrey Jane S. Buot,
Marian Gie Olaguir**
University of San Jose-Recoletos,
Department of Physical Education,
Philippines

Abstract:

This study determines the appropriateness of assessment modes in Senior High School Physical Education Standards. This study utilized both qualitative and quantitative design, specifically the descriptive-correlational survey method with regression analysis. Furthermore, the researchers used a purposive sampling technique to determine respondents of the study that has been conducted in the University of San Jose-Recoletos Senior High School Department since the focus of the study is very prevalent and practiced in the said locale. Findings revealed that the best assessment mode used in senior high school physical education classes for formative assessment is games, while summative assessment is quarterly assessments and performance assessments primarily through demonstration. The researchers recommend that Physical Education teachers integrate games in the assessment modes they utilized to provide interest to the learners and simultaneously increase their academic performance.

Keywords: assessment, appropriateness, modes, physical education, senior high school standards

[i] Correspondence: email montano.tapanan@gmail.com

1. Introduction

Assessment plays a role in students' class performance in Physical Education (Harlen, 2007). This assessment indicates elaborate skill learning and application (James et al., 2005). K to 12 programs bring basic education to par with international standards (Alonzo, 2015). It focuses on the mastery of the learner's skills and concepts. However, the performance of the learners is evaluated through various assessment modes. Hence, appropriate assessment modes in Physical Education should be utilized to evaluate appropriate performance in Physical Education classes.

2. Literature Review

Good assessment and evaluation are based on the alliance of instruction, curriculum, and assessment (Wiggins & McTighe, 2011). This tells the importance of mutual relationships among instruction, curriculum, and assessment to check the K to 12 learners' progress in Physical Education subjects. Also, Allen (2004) states that assessment implies the use of observed data on student learning to clarify syllabus and develop student learning so that they can meet the acquired competencies such as cognitive, affective, and psychomotor, specifically in the Physical Education subject of the K-12 curriculum. Moreover, "*a planned sequential K to 12 standards-based educational program and edification is arranged to promote movements, cognition, and behaviors of effective healthy living, bodily strength, gamesmanship, self-capacity, and emotional alertness.*"

As a subject in school, physical education concentrates on training school-aged children in the science and techniques of physically exertive, wholesome living (National Association for Sport and Physical Education, 2012). It is access for alluring in advanced applicable physical liveliness fulfilled for children to expand their robustness, larger actions, and well-being (Sallis et al., 2003; Robinson & Goodway, 2009; Robinson, 2011). Several concept-based fitness education curriculum models that were established on abstraction exist for both the middle school and senior high school levels that were established on abstraction. These curriculum activities aim at learners' health, encouraging them to engage in many physical activities and exercise regularly.

The research paper of Naoki Suzuki, who is from Tokyo Gagukei University of Japan, entitled: Recent overview of the substitute assessment - "Communication as Learning Assessment" in P.E. subjects, asserted that the perspective of the study is based on the physical education philosophy that learners construct meanings towards actions through involving themselves in mutual learning and become good practitioners with the ability to reach enjoyable movements.

Suzuki (2003) found it easiest to involve an assessment to construct meaning in communication. Then, Suzuki (2003) defined this as "Communication as Learning

Assessment." The major assessment tool in game teaching is the Game Performance Assessment Apparatus (Oslin et al., 1998).

MacPhail et al. (2008) found out that committing this assessment technique is low, and they found out that it is incorrect to use students as a measure in evaluating learning growth. Because for them, the most applicable measurement of in-game events is the game itself. MacPhail, Kirk, and Griffin (2008) might suggest that we need to have a new assessment idea based on the current learning concept. Their suggestions are based on constructivism and they think that learning is not complicated but complex (MacPhail et al., 2008). Stiggins (2002) asserted that the assessment becomes an instructional tool that promotes learning rather than being an event just to get grades. Hopple (2005) asserted that for an assessment to give quality results and benefit students and teachers, it must first have quality as an alternative assessment woven together with planning and instruction. Hopple (2005) defined such assessment as a seamless assessment.

Over the years, numerous researchers reported efforts to introduce formative and summative assessment in physical education (Veal, 1995). There was huge information about assessment in the curriculum. However, with the various related studies and literature investigated by the researchers, most of these involved practical quizzes, skills assessments, quizzes, practical tests, games, and written exams summarized in both formative and summative assessments. Due to the demand of varied assessments to be utilized in Physical Education learning in the Senior High School learning continuum, there was no specific or appropriate assessment study in Senior High School Physical Education as designed to ensure the attainment of quality PE knowledge and skills. It is imperative then to examine the appropriateness of assessment modes in SHS PE standards in the K to 12 curriculum as implemented by teachers, our front liners in the implementation.

2. Theoretical Background

This study is anchored on the theory of constructivism by Jean Piaget, Lev Vygotsky and other constructivist theorists. Constructivism emphasizes student-centered learning so that every learner is able to construct the meaning of knowledge from learning experiences.

Constructivism approach in teaching Physical Education to learners posits the constructive alignment between the content and performance standards, learning competencies (LCs), teaching and learning activities (TLAs), and most importantly on, assessment tasks (ATs). The constructivist approach to physical education assessment emerges three constructs, namely:

1) *Learning is an active process*: direct experience, making errors, and looking for solutions are vital for the assimilation and accommodation of information.

Additionally, active processes require students to engage and do meaningful learning activities in Physical Education to achieve holistic development.

2) *Learning assessment should be whole, authentic, and real*. As students interact in meaningful ways with the world around them, such as group dynamics, sports programs, and tournaments. Assessing these PE activities necessitates authentic, balanced and fair assessment.

3) *Students as creative learners*. PE students are guided to discover knowledge themselves and to create their own understanding in learning physical education skills and knowledge. This can encourage students to construct personal meanings by understanding their experiences in physical education in relation to their lives, backgrounds and values.

To help the learners in achieving the goal of the physical education syllabus, the assessment should be

1) Continuous, which means the assessment method should be finalized in such a way that it assists, engages, and guides in progressing students' learning and advancement.

2) Collaborative means students and parents will be both favored when involved in the assessment procedure.

3) Comprehensive, which defines that assessment manner should dwell on the curricular results and insert varied techniques that fit the manifold learning requirements of students.

4) Criteria which denote that assessment usage should determine the analytical condition of realization that describes the exact specifications and what is involved in manifesting student learning.

Assessment must be fascinating to the learners, substantial, appealing, and linked to real-life experiences. An array of activities from all amplitude are essential so that learners should have distinct exposure. Various assessment modes sustain diversified pieces of notifications, and what is advisable for one purpose may not be acceptable for another. For assessment instruction to serve learners, educators, and others, it must be direct and precise.
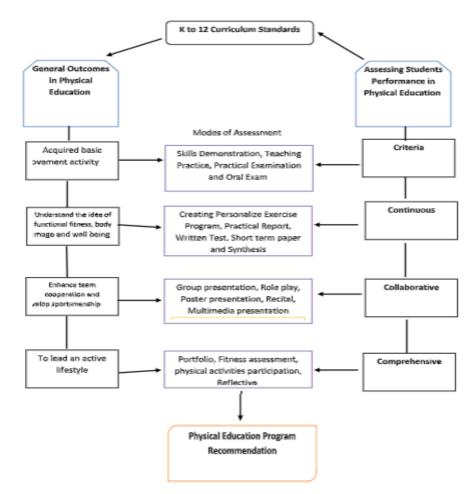
3. Conceptual Framework

Figure 1: Conceptual Framework

4. Objectives of Study

The major goal of this research is to determine the best assessment modes in physical education for the K to 12 teachers so that P.E. teachers can appropriately assess the skills and performance of learners using the right tools in assessing P.E. competencies. Moreover, it determines appropriate assessment modes in physical education in SHS learning standards, specifically, it aims to identify the utilize assessment practices of SHS teachers in the department and correlate it to the characteristics of assessment in terms of criteria, continuous, collaborative, and comprehensive.

5. Material and Methods

A section intended to contain a detailed description of all the methods, materials, collaborators, and participants of the study. The protocols used for data acquisition,

techniques and procedures, investigated parameters, methods of measurements, and apparatus should be described in sufficient detail to allow other scientists to understand, analyze, and compare the results. The study subjects and participants should be described in terms of number, age and sex. The statistical methods should be described in detail to enable verification of the reported results. This section could contain a separate sub-section that comprises the explanation of the abbreviated terms used in the study.

This study utilized a descriptive-correlational survey method with regression analysis to gather data using existing records. It may involve surveys or interviews to collect the necessary information. Moreover, the researchers would like to predict if there is a relationship between two variables through the results of the survey. Hence, students' responses are utilized for the gaining of data about the predominant setting or location for explanation and assimilation.

5.1 Research Design

The research employed qualitative-quantitative research design as it best served to answer the questions and purposes of the study since it aims to a complete, detailed description of data and, at the same time, to create statistical models in an attempt to explain what is observed or gathered. It is qualitative research in a way that the study focuses on the quality of research, specifically to the opinions and responses of the respondents. Also, quantitative type of research is also utilized to quantify the problem by way of generating numerical data through the use of surveys and systematic observations.

5.2 Research Environment

The researchers will be conducting the study at the University of San Jose, Recoletos Senior High School Department, Basak Campus, Cebu City.

5.3 Respondents of the Study

The target respondents of this research are the students and teachers from the Senior High School Department to avoid biases that lead to more valid results of data.

4. Results and Discussion

A comparative or descriptive analysis of the study based on results, previous studies, etc. The results should be presented in a logical sequence, giving the most important findings first and addressing the stated objectives. The number of tables and figures should be limited to those absolutely needed to confirm or contest the premise of the study. The authors should deal only with new or important aspects of the results obtained. Material from the Results section should not be repeated, nor new material be introduced. The

relevance of the findings in the context of existing literature or contemporary practice should be addressed.

This sector presents the outgrowth and discussions after the data is thoroughly tallied, tabulated, analyzed, and interpreted. Moreover, descriptive statistics were used to determine the variables and conclusions of the study. A survey of a total of 107 respondents was gathered for this purpose.

Table 1: Formative Assessment Profile

Formative Assessment	Frequency	Percentage (%)
Agree/Disagree Activities	12	3.58
Games	102	30.4
Interviews	3	0.8
Inventories	1	0.4
KWL Activities	6	1.79
Open Ended Questions	6	1.79
Practice Exercise	62	18.5
Multimedia Presentation	2	0.6
Observation	9	2.69
Quizzes	62	18.5
Recitations	8	2.39
Simulation Activities	26	7.76
Discussion	36	10.7
Total	**335**	**100**

From the result presented in Table 1, the highest mode of assessing students' performance in Formative Assessment in Physical Education classes is Games, with a frequency of 102 and a percentage of 30.4 %. It means that the learners were interested in learning more from their P.E. class when their teacher introduced varied physical activities such as games in the teaching-learning process, this implies that P.E. teachers should engage more their students in various game activities for them to satisfy their interest and can give them good academic performance. This result is supported by the theory according to MacPhail, et al. (2008), who found out that it is incorrect to let students as a measure in evaluating learning growth. For them, the most applicable unit of inquiry in-game events is the game itself. The lowest mode of checking student performance in Formative Assessment in Physical Education classes is Inventories with a frequency of 1 and a percentage of 0.4%, This means that students are not satisfied with this kind of assessment mode, specifically in Physical Education classes because students want to engage more in physical activities rather than recording and checking the equipment in class. It implies that P.E. teachers are accountable for inventorying all the materials needed for the students.

Table 2: Summative Assessment Profile

Summative Assessment	Frequency	Percentage (%)
Quizzes	70	29.17
Long Test	19	1.917
Essays	34	14.17
Written Reports	9	3.75
Demonstrations	48	20
Oral Works	13	5.417
Multimedia Presentations	2	0.833
Research Projects	2	0.833
Objective Tests	3	1.25
Quarterly Assessments	40	16.67
Total	**240**	**100**

The table shows that the highest assessment mode in assessing student performance in Summative Assessment in Physical Education classes is Quizzes, with a frequency of 70 and a percentage of 29.17 %, this means that students are more comfortable and used to having quizzes as one of the bases of their academic performance at the end of the lesson. It implies that students can still cope up with their low performance from the performance tasks given by their teacher by providing them with written examinations such as quizzes in class because, according to Allen (2004) learners should meet the acquired competencies, not just in the psychomotor domain but also in the cognitive discipline of the learners. The lowest assessment modes used in assessing student performance in Summative Assessment in Physical Education classes are Research Projects and Multimedia Presentations with a frequency of 2 and a percentage of 0.833%. It means that P.E. teachers should not include these types of assessment modes in Physical Education classes because students are more kinesthetic in this subject and they do not want to engage themselves in research and making multimedia presentations since they all want to expose themselves to a lot of bodily activities. The implication is that P.E. teachers should avoid letting students have research projects specifically in P.E. classes so that their academic performance will not be affected.

Table 3: Academic Performance of Respondents in Physical Education

Numerical Grade	Frequency	Percentage (%)	Remarks
Quizzes	72	67.29	Outstanding
Long Test	26	24.30	Satisfactory
Essays	7	6.54	Above Average
Written Reports	1	0.93	Average
Demonstrations	1	0.93	Did Not Meet the Expectations
Total	**107**	**100**	

As depicted in the table shown above, the highest numerical grade bracket of students' academic performance in Physical Education class is 91-95 and a percentage of 67.29%

with outstanding remarks. This means that most of the learners got high grades from their P.E. class. It implies that teachers appropriately utilized varied assessment modes in his/her class and students can engage with the type of assessment modes being used by the teacher. The lowest numerical grade bracket of students' academic performance in Physical Education class is 71-75 and a percentage of 0.93% with Did Not Meet Expectation remarks. It is highly evident that some of the students got below average grades from their P.E. class. This implies that the student did not meet the standard set by the teacher.

Table 4: Continuous Level of Respondents Regarding 4 C's

Variables	N	Mean	SE Mean	ST Dev	Minimum	Q1	Median
Information	107	3.2170	0.0657	0.6762	1.0000	3.0000	3.0000
Misconception	107	3.1226	0.0706	0.7264	2.0000	3.0000	3.0000
Progress	107	3.2642	0.0647	0.6662	1.0000	3.0000	3.0000
Inquiry	107	3.2830	0.0667	0.0686	1.0000	3.0000	3.0000

With the results presented from the table, the continuous level of students manifested high outcomes in leaner's inquisition, a combination of concept, comprehension, and skills in different connections over the evaluation with a mean of 3.2830 and a standard deviation of 0.06867. This is highly noted that the respondents regarding the development of 4C's means that this variable is continuous because it has the highest mean. It implies that assessment methods should be finalized in such a way that they enhance, engage, and guide in progress in students' learning and advancement.

Table 5: Comprehensive Level of Respondents Regarding 4 C's

Variables	N	Mean	SE Mean	ST Dev	Minimum	Q1	Median
Barriers	107	3.0748	0.0699	0.7230	1.0000	3.0000	3.0000
Lerners Facility	107	3.1776	0.0576	0.5958	2.0000	3.0000	3.0000
Learning Objectives	107	3.1308	0.0595	0.6156	2.0000	3.0000	3.0000
Strategies	107	3.2150	0.0609	0.6299	2.0000	3.0000	3.0000
Prepare	107	3.1308	0.0841	0.8697	1.0000	3.0000	3.0000
Freedom	107	3.1495	0.0661	0.6841	1.0000	3.0000	3.0000

The table above shows that the comprehensive level of students shows a high result in enriching with appropriate strategies with a mean of 3.2150 and a standard deviation of 0.06299. This means that the development of the 4 C's, is comprehensive because it has the highest mean. This implies that the assessment manner should dwell on the curricular results and insert varied techniques that fit the manifold learning requisites of the students. A varied approach to assessing the performance and learning of students must be done by the teacher.

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Table 6: Criteria Level of Respondents Regarding 4 C's

Variables	N	N*	Mean	SE Mean	ST Dev	Minimum	Q1	Median
Share	107	0	3.3084	0.0643	0.6646	1.0000	3.0000	3.0000
Feedback	107	0	3.2150	0.0690	07141	1.0000	3.0000	3.0000
Re-teach	107	0	3.1682	0.0768	0.7949	1.0000	3.0000	3.0000
Evaluate	107	0	3.1028	0.0650	0.6720	2.0000	3.0000	3.0000

The results from the table above, the criteria level of students demonstrates an increase decision in sharing learning intentions and success criteria to the learners with a mean of 3.3084 and a standard deviation of 0.6646; This means that the respondents regarding the development of 4C's require sharing mode.

Table 6: Collaborative Level of Respondents Regarding 4 C's

Variables	N	Mean	SE Mean	ST Dev	Minimum	Q1	Median
Concept	107	3.2150	0.0690	0.7141	1.0000	3.0000	3.0000
Involvement	107	3.3084	0.0643	0.6646	1.0000	3.0000	3.0000
Opportunities	107	3.3458	0.0638	0.6602	1.0000	3.0000	3.0000
Synthetizes	107	3.2710	0.0697	0.7212	1.0000	3.0000	3.0000

The table above shows the collaborative level of students and exhibits high results in giving opportunities to the learners to validate and conjoin their cognition, perception, and proficiency about the topic. with a mean of 3.3458 and a standard deviation of 0.6602, This implies that the respondents regarding the development of 4C's means that this variable is collaborative because it has the highest mean. It indicates that the students can favor when they are involved in the assessment procedure.

Table 8: Correlation of Assessment Modes and Academic Performance

Variables	N	T-value	P-value	Interpretation
Assessment Modes Grades	107	0.129	0.0087	There is a significant correlation

The results shown in Table 8 above depict that the T-value has a significant correlation between the assessment modes used by the teacher to the academic performance of the learners. It means that whatever assessment modes are used by the teacher in class is a prevalent factor in how the students are going to attain good grades. A type of assessment mode used by the teacher is also a prevailing factor as to whether a student can get a high grade or a low grade.

Table 9: Regression Analysis of Assessment Modes and
Academic Performance of Respondents Regarding 4 C's

4 C's	The Regression Equation is	Coefficient	SE Coefficient	T	P
Continuous	1.95 + 0.0133 Grades	1.952	1.202	1.62	0.107
Comprehensive	2.29 + 0.0030 Grades	2.288	1.069	2.14	0.035
Criteria	3.46 – 0.0027 Grades	3.463	1.316	2.63	0.010
Collaborative	2.55 + 0.0082 Grades	2.549	1.382	2.84	0.068

5. Discussions

A significant correlational relationship between assessment modes and the academic performance of the students in terms of its 4C's aspect.

The correlational model obtains states the continuous variable = 1.95+0.0133 Grades with a P-value of 0.107. The dependency indicates that the larger continuous variable can't affect and enhance the academic performance of the students.

Secondly, a significant correlational relationship between assessment modes and the academic performance of the students. The correlational model obtained states the comprehensive variable = 2.29 + 0.0030 Grades has a P-value of 0.035. The relationship shows that the higher comprehensive level of respondents enhances the academic performance of the students.

Thirdly, there is a significant correlational pertinence between assessment modes and the student's academic performance. The correlational model obtained states the collaborative variable =2.55 + 0.0082 Grades and a P-value of 0.068. The relationship specifies that the higher collaborative level variable can't develop the academic performance of the students.

Lastly, a negative correlational relationship between assessment modes and the academic performance of the students. The correlational model obtains states the criteria variable =3.46 - 0.0027 Grades having a P-Value of 0.010. The relationship suggests that the higher criteria progress the students' academic performance.

6. Conclusion

The type of assessment mode used by the teacher in assessing students' group performance in physical education, either formative or summative, is a contributing factor to students excelling academically in the said subject, most especially in physical education. Also, teachers may incorporate Games to tap the interest of the learners towards the type of assessment utilized by the teacher. Hence, the 4C's have contributed to enhancing learners' academic performance once the teacher enhances and integrates the 4C's in the delivery or the assessment mode. Furthermore, the researchers would like to recommend that the teacher should apply Games in every session and at the same time, conduct written works such as Quarterly Assessments and Performance mostly through

demonstration, and must be assessed well to achieve the competencies rightly and comprehensively with the right criteria set by the teacher.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Mr. Wyndell A. Casquejo, LPT, MAT-PE, brings a wealth of experience and expertise to education and sports. Formerly a dedicated Physical Education Teacher in West Sumatra, Indonesia, at the prestigious University of Nigere Padang, Mr. Casquejo has left an indelible mark on both the academic and athletic landscapes. During the academic year 2017-2018, he served as the esteemed President of the Josenian Educators Organization of USJ-R School of Education and, showcased his leadership prowess and unwavering commitment to educational excellence. In 2020, he achieved the impressive feat of securing third place in the CHED-ASEAN Competition for Best Teaching Models in Pandemic and Beyond. He is a Licensed Referee in the Samahang Basketbol ng Pilipinas. A FIBA Statistician within the same organization highlights his proficiency in sports analytics. Notably, he is also a Licensed Coach in Samahang Basketbol ng Pilipinas. In essence, Mr. Wyndell A. Casquejo is a multifaceted professional passionate about education and sports, embodying a commitment to excellence, leadership, and continuous growth.

Prof. Montano L. Tapanan Jr., LPT, MAT-HK, EdD is currently the chair of the University of San Jose-Recoletos School of Education, College PE Department, in Cebu City, Philippines. In addition, he holds the positions of Artistic Director and Choreographer for the Adelante Dance Troupe, USJ-R, Director of LEPT and Special Programs, and Master of Arts in Teaching Human Kinetics graduate in Southwestern University. Additionally, a candidate specializing in Resource Management and Instructional System for a Doctorate in Education. He was awarded the Most Outstanding Educator in the field of Physical Education and Sports by the International Association of Physical Education and Sports Incorporated (IAPES) in 2023. His research interests include movement education, sports, dance, physical education, curriculum and instruction in physical education, and teaching techniques and tactics in physical education.

Jason Dave C. Alfar, LPT, is a passionate advocate for holistic education through physical fitness, Mr. Jason Dave C. Alfar, LPT brings four years of invaluable experience as a Physical Education educator from the Philippines to the diverse landscape of the United States. Currently based in Arizona, USA, Mr. Alfar is committed to fostering a culture of health, wellness, and sportsmanship in the American education system. Graduating with a Bachelor's degree in Secondary Education major in Music, Arts, Physical Education and Health from the University of San Jose-Recoletos as Cum Laude,

Mr. Alfar developed a profound understanding of the significance of physical activities in nurturing both the body and mind. With a focus on innovative teaching methodologies, he seamlessly integrates traditional sports with modern fitness techniques, engaging students in dynamic and inclusive physical education classes. His tenure in the Philippines enriched his teaching style, emphasizing the values of teamwork, discipline, and perseverance through various sports programs and extracurricular activities. Mr. Alfar firmly believes that physical education is not solely about athleticism but also about instilling essential life skills crucial for personal and social development which left an unforgettable mark when being hailed as the Best Teacher of the Year 2022 of the Physical Education cluster right before he left the institution. Since transitioning to the American education system, Mr. Alfar has been dedicated to adapting his teaching approach to cater to the diverse needs and interests of students. His commitment extends beyond the classroom, actively organizing community sports events and collaborating with fellow educators to promote a culture of health consciousness and active living. Driven by a deep-seated passion for inspiring young minds to embrace an active lifestyle, Mr. Alfar continues to evolve as an educator, leveraging his experiences from two distinct educational settings to create an inclusive and empowering environment for all students. His research pursuits have been marked by an ardent commitment to unraveling the multifaceted benefits of physical activity on cognitive development and overall well-being.

Ms Jennifer C. Raganas, LPT, MAT-HK, was formerly a Professor at the University of San Jose- Recoletos Junior High School Department for eight years and is presently at the School of Education Physical Education College Department, Cebu City, Philippines. She handled Physical Education, Health, and Sports, specifically disaster preparedness, dance, table tennis, and badminton. She is a graduate of Bachelor of Secondary Education Major in Physical Education and a Master of Arts in Teaching Physical Education at Southwestern University. Her areas of research interest are curriculum, sports science, health, and physical education.

Mrs. Jacquiline B. Visitacion, LPT, MAT-PE graduated with a Bachelor of Arts from Toledo Gullas College (UV). She is a Bachelor of Arts in Physical Education graduate from Southwestern University (SWU). A graduate also in Master of Arts in Teaching major in Physical Education, SWU Phinma. She is a Permanent Faculty, USJ-R PE Department. She is also a Dance Director and Choreographer of Our Lady of Lourdes Sponsorship Program. And a Certified NC2 Holder of Bread and Pastry and Dressmaking, USJ-R.

Mr. Jan Hector Y. Obando, LPT, MAT-PE, is a former MAPEH teacher at Exceed Learning Center in the City of Naga, Cebu. He handled Grades 7-10 Physical Education and Health classes. He graduated with a Bachelor of Secondary Education- major in Music, Arts, Physical Education, and Health at the University of San Jose-Recoletos. He got his Master's Degree at Cebu Technological University-Main Campus with a Master

of Arts in Teaching Physical Education and Sports. He is also a former coach of the City of Naga volleyball team during CVIRAA 2019 and is also considered a national coach for volleyball given by the Philippine National Volleyball Federation (PNVF).

Mr. Leonil E. Cabungcal, LPT, MAT-PE ,formerly served as an educator at Colegio de la Inmaculada Concepcion. Currently, he holds the position of Professor at the University of San Jose-Recoletos, School of Education, in the Physical Education Department, Cebu City, Philippines. His teaching expertise encompasses Basic Physical Education and Physical Education Major Subjects, focusing on Philosophical and Socio-Anthropological Foundations of Physical Education and Sports, as well as Administration and Management of Physical Education and Health Programs. Mr. Cabungcal earned his Bachelor of Secondary Education degree with a Major in Music, Arts, Physical Education, and Health. Furthermore, he holds a Master of Arts in Education with a Major in Physical Education and Sports. His research revolves around sports science, management, and physical education.

Ms. Louanna Castañares, MAT-HK, is a dynamic Physical Education teacher inspiring students to embrace an active lifestyle and develop a lifelong appreciation for physical fitness. She is a professor at the University of San Jose Recoletos College Department, Cebu City, Philippines. Handled Basic Pathfit 1,2,3 and 4 courses, BPED Major Subject Swimming and Aquatics. She is a graduate of Bachelor of Science in Secondary Education, Major in Physical Education. She also earned the degree of Master of Arts Teaching in Human Kinetics. She extends her passion beyond the classroom, actively engaging with the community through fitness dance exercises.

Ms. Maria Shaina J. Tolentin, LPT, is an instructor at the University of San Jose-Recoletos. She specializes in teaching PATHFIT courses, specifically focusing on exercise and a dance menu. She holds a Bachelor's degree in Physical Education and is currently pursuing a Master of Arts in Education with a major in Physical Education at Cebu Normal University. Ms. Tolentin's research interests encompass the fields of physical education, sports science, and dance.

Ms. Trisha Mae A. Abella, LPT, is an instructor at University of San Jose-Recoletos. She specializes in teaching PATHFIT courses, specifically focusing on sports and exercise. She holds a Bachelor's degree in Physical Education. Ms. Abella's research interests encompass the fields of physical education and sports science.

Aubrey Jane S. Buot, graduated from the University of San Jose-Recoletos with a Bachelor's Degree in Secondary Education specializing in Music, Arts, Physical Education, and Health (MAPEH). She is a dedicated professional with a passion for holistic education. With a commendable tenure as a Former MAPEH Teacher at the Asian College of Technology Integrated School, she has left an indelible mark on the lives of her students. Her dynamic approach to education extends beyond the traditional boundaries, fostering a comprehensive understanding of physical education, sports science, and dance. Her research pursuits reflect a keen interest in advancing the fields of physical

education, sports science, and dance, showcasing a commitment to contributing valuable insights to these domains.

Marian Gie Olaguir, is a graduate with honors from the University of San Jose – Recoletos, holding a Bachelor's Degree in Secondary Education with a specialization in Music, Arts, Physical Education, and Health (MAPEH). Demonstrating a deep commitment to holistic education, she is a devoted professional whose dynamic teaching approach transcends conventional boundaries. Beyond the traditional education framework, Marian fosters a comprehensive understanding of physical education, sports science, and dance. Her dedication to these fields is further exemplified through her research pursuits, where she showcases a keen interest in advancing physical education, sports science, and dance. Marian's commitment is evident in her continuous efforts to contribute valuable insights and meaningful contributions to these domains.

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