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The current awareness of teachers and students regarding the testing and assessment of learning outcomes in physical education at high schools in the northern mountainous region of Vietnam

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Abstract

Testing and Assessment of students' learning outcomes is a crucial component of the educational process. Accurate and objective evaluation of students' learning outcomes contributes significantly to improving the quality of education. This article focuses on evaluating the current awareness of teachers and students regarding the testing and assessment of learning outcomes in Physical Education (PE) at high schools in the Northern mountainous region of Vietnam. Based on this evaluation, recommendations are proposed to enhance the quality of testing and assessment practices in PE at high schools. These recommendations are grounded on findings from the key university-level research project titled "Developing Tools for Testing and Assessing Learning Outcomes in Physical Education for High School Students in the Northern Mountainous Region, Oriented Towards Competency Development," conducted from 2023 to 2025. The study surveyed 50 Physical Education teachers and 550 students from selected high schools in the Northern mountainous region.

Keywords: Testing, assessment, physical education, learning outcomes, high school students, Vietnam

Introduction

In traditional teaching, assessment is perceived as merely one step in the teaching process, primarily the responsibility of the teacher. This approach often leads to one-dimensional and less engaging evaluations. With the adoption of modern teaching approaches, the roles of both teachers and students in teaching and assessment have shifted significantly. Assessment is now considered a critical breakthrough in improving the quality of teaching, establishing a two-way relationship with other components of the process. It has been integrated into the teaching process itself, serving as an active and effective teaching method.

Testing is an integral part of the teaching-learning process, aimed at gathering information about the status and learning outcomes of students, as well as identifying the fundamental causes of the existing situation. This enables the development of measures to address gaps, while simultaneously reinforcing and enhancing the effectiveness of the teaching-learning process ^[1]. Learning outcome assessment determines the extent to which learners have acquired the knowledge, skills, and techniques outlined in the curriculum's requirements ^[1], ^[7, 8]. The process of assessment serves 2 primary purposes: 1/ To validate students' learning outcomes; 2/ To facilitate improvements in teaching and learning ^[2, 6, 9]. Through testing and assessment, schools can evaluate the quality of education and the effectiveness of program implementation. Enhancing the quality of testing and assessment activities contributes significantly to improving teaching and learning, thereby raising the overall quality of education ^[3, 4, 5].

Physical Education is a mandatory subject in the high school education curriculum. The principles for assessing Physical Education learning outcomes for high school students emphasize the importance of students' progress in competence, physical fitness, and learning attitudes. Such assessments should aim to promote and support the development of students' qualities and abilities, foster interest and motivation in physical training, and encourage participation in sports activities both inside and outside of school.

However, in practice, the testing and assessment of Physical Education learning outcomes for high school students in Vietnam in general, and in the Northern mountainous region in particular, has not been given adequate attention. Current methods of assessment are predominantly traditional, focusing on content evaluation rather than assessing students' competencies. Moreover, the regulations on testing and assessment remain vague, and the organization of assessment activities is poorly managed. The methods and forms of assessment still present numerous limitations, failing to comprehensively evaluate the educational objectives. The underlying cause of this situation may stem from teachers and students not fully or accurately understanding the importance and purpose of testing and assessment in Physical Education at high schools. In practice, teachers and students are the key factors determining the effectiveness and quality of testing and assessment activities in schools. To serve as a foundation for leveraging strengths and proposing appropriate solutions to enhance the quality of testing and assessment of learning outcomes in Physical Education for high school students in the Northern mountainous region, with the aim of improving teaching and learning and ultimately raising the overall educational quality of schools, it is essential to evaluate the current awareness of teachers and students regarding these activities.

Method

- **The author used theoretical research methods:** Thinking, comparative scientific theory, systematization. When studying legal documents of the State and the Education sector related to the activities of assessing students' learning outcomes.
- **Group of practical research methods:** Survey by questionnaire, interview, collecting opinions of teachers and students. With the survey tool including 02 Survey Forms to collect opinions for 02 groups of subjects: teachers and students. There are 02 types of questions used in the questionnaire, including: The questionnaire is designed on a Likert scale of 5 levels from 1 - 5 points corresponding to 5 options: Strongly disagree/Never; Disagree/Rarely; Neutral/Sometimes; Agree/Often; Strongly agree/Very often. Each participant received the same questionnaire and answered all questions related to qualitative questions and quantitative questions about issues related to testing and assessment.
- **Group of data processing methods:** Statistical processing using statistical software, analysis, assessment, commentary, summary. The questionnaire was coded and data was entered into SPSS and Excel software to analyze the results obtained through descriptive statistics.

Results

The current awareness of teachers and students regarding the testing and assessment of learning outcomes in Physical Education at high schools.

The current status of awareness of the role of testing and assessment of learning outcomes in Physical Education

To ensure the quality of teaching at high school, teachers and students must identify the role and importance of testing and assessment of learning outcomes. Grasping this fact, we conducted a study on the role of testing and assessment of learning outcomes of Physical Education of high school students in the teaching and learning process through a questionnaire. The results are shown in the following table:

Table 1: Teachers' and students' awareness of the importance of testing and assessment students' learning outcomes in physical education at high schools

No.	Levels	Teachers (n=50)		Students (n=550)	
		n	Percentage (%)	n	Percentage (%)
1	Very important	38	76	213	38,73
2	Important	12	24	258	46,91
3	Moderately important	0	0	67	12,18
4	Slightly important	0	0	8	1,45
5	Not important	0	0	4	0,73
Total		50	100	550	100

Through the survey results, it can be seen that:

- **On the teachers' side:** All teachers interviewed affirmed the important or very important role of testing and assessment students' learning outcomes in physical education in the teaching and learning process.
- **On the students' side:** 471 students (Accounting for 85.64%) of the total number of students surveyed said that testing and assessment the learning outcomes of Physical Education is very important and important, 67 students (Accounting for 12.18%) of the students surveyed said that it is moderately important. However, there is still a small percentage of students (12 students) who believe that testing and assessing learning outcomes in physical education is of slightly importance or not important at all, with a rate of 2.18%, indicating that there are still students who do not correctly understand the role of testing and assessing learning outcomes in Physical Education.

Thus, it can be seen that the teaching staff correctly perceives the importance of testing and assessment the learning outcomes of Physical Education, which is a very important basis in the practice of teaching Physical Education at high schools. In contrast to teachers' perceptions, students have different perceptions. The percentage of students who think that moderately important and especially slightly important and unimportant is not small (14,36%), which shows that students still underestimate the role of testing and assessment learning outcomes in Physical Education, which will also be a difficulty in testing and assessment students in Physical Education at high schools.

The current status of awareness of the purpose of testing and assessment learning outcomes in Physical Education

To clarify teachers' and students' perceptions of the purpose of testing and assessment learning outcomes in Physical Education, we surveyed teachers and high school students in the northern mountainous areas. The results are presented in Tables 2.2 and 2.3

Table 2: Teachers' awareness of the purpose of testing and assessment students' learning outcomes in physical education at high schools

No.	Purposes	Level					Total	Mean	Rank
		5	4	3	2	1			
1	To rank and classify students	11	17	17	3	2	50	3,64	5
2	To assess the level of achievement compared to the requirements to be proposed	31	15	4	0	0	50	4,54	1
3	To be the basis for adjusting students' learning activities	11	15	24	0	0	50	3,74	4
4	To be the basis for adjusting teachers' teaching activities	17	21	12	0	0	50	4,1	2
5	To motivate, encourage, and recommend students	14	25	11	0	0	50	4,06	3
6	To develop students' self-assessment ability	11	18	13	4	4	50	3,56	6

The survey results show that the average score of teachers' opinions on the purpose of testing and assessment the learning outcomes of Physical Education ranges from 3.56 to 4.54 (Ranging from level 4 to level 5, meaning from Agree to Completely Agree) for the 6 purposes we

proposed, in which the first-ranked purpose of testing and assessment is "To assess the level of achievement compared to the requirements to be proposed", the lowest-ranked purpose of testing and assessment is "To develop students' self-assessment ability".

Table 3: Students' awareness of the purpose of testing and assessment the learning outcomes of students in physical education at high schools

No.	Purposes	Level					Total	Mean	Rank
		5	4	3	2	1			
1	To rank and classify students	256	175	112	7	0	550	4,24	2
2	To assess the level of achievement compared to the requirements to be proposed	134	178	224	14	0	550	3,79	4
3	To be the basis for adjusting students' learning activities	88	167	210	65	20	550	3,43	5
4	To be the basis for adjusting teachers' teaching activities	232	208	78	32	0	550	4,16	3
5	To motivate, encourage, and recommend students	301	186	63	0	0	550	4,43	1
6	To develop students' self-assessment ability	56	98	223	156	17	550	3,04	6

The results in Table 2.3 show that the average score of students' opinions on the purpose of testing and assessing the learning outcomes of Physical Education ranges from 3.04 to 4.43 (ranging from level 3 to level 4, meaning from Neutral to Agree) for the 6 purposes we proposed, in which the purpose ranked first in the testing and assessment is "To motivate, encourage, and recommend students", the purpose that students consider the least important in testing and assessment is "To develop students' self-assessment ability".

The current of awareness of the relationship between testing, assessment of learning outcomes and the teaching process of Physical Education

To assess the awareness of high school teachers and students about the relationship between testing, assessment of learning outcomes and the teaching process of Physical Education, we conducted a survey. The results are presented in the following table:

Table 4: Teachers' perceptions of the relationship between testing and assessing learning outcomes and the teaching process of Physical Education (n=50)

No.	Purposes	Level					Mean	Rank
		5	4	3	2	1		
1	It is an independent process from the teaching process	0	0	0	26	24	1,52	3
2	It is the last stage of teaching process	3	4	0	20	23	1,88	2
3	It is a part of the teaching process and is linked to other stages of the teaching process	23	20	0	3	4	4,1	1

Table 5: Students' perception of the relationship between testing and evaluating learning outcomes and the teaching process of Civic Education (n=550)

No.	Purposes	Level					Mean	Rank
		5	4	3	2	1		
1	It is an independent process from the teaching process	13	13	4	115	405	1,39	3
2	It is the last stage of teaching process	33	45	2	158	312	1,78	2
3	It is a part of the teaching process and is linked to other stages of the teaching process	206	240	5	45	54	3,91	1

Through the statistical results, the majority of teachers and students (43 teachers accounting for 86% and 446 students accounting for 81.09%) believe that testing and assessment learning outcomes of Physical Education is a part of the teaching process and is linked to other stages of the teaching process. There are 7 teachers accounting for 14% and 78 students accounting for 14.18% who believe that testing and assessment learning outcomes of PE is the final stage of the teaching process. In addition, there is a group of students (26 students accounting for 4.73%) who affirm that testing and evaluating learning outcomes of PE is an independent process from the teaching process. The survey results show that not all teachers and students understand correctly the relationship between testing and assessment learning

outcomes and the teaching process of PE. There is still a large number of students (accounting for 18.91%) and teachers (Accounting for 14%) who do not understand correctly this relationship.

The current of awareness of current trends in testing and assessment learning outcomes of PE

Changes in teaching and education perspectives have led to changes in perspectives on testing and evaluating learning outcomes of PE. To assess the understanding of high school teachers and students about current trends in testing and evaluating learning outcomes in Physical Education, we conducted a survey. The results are shown in the following table:

Table 6: Teachers' perceptions of current trends in testing and evaluating learning outcomes in physical education

No.	Current trends in testing and assessment learning outcomes	Level					Mean	Rank
		5	4	3	2	1		
1	Shift from final assessment to process assessment	13	26	4	7	0	3,9	2
2	From assessing individual knowledge and skills to assessing comprehensive knowledge and skills for practical application	12	16	1	11	10	3,18	3
3	Shift from external assessment to self-assessment	9	9	3	15	14	2,68	5
4	From keeping standards and criteria secret to publicizing standards and criteria	9	12	2	12	15	2,76	4
5	From assessment based on little information to assessment based on much information	20	22	4	4	0	4,16	1
6	Other trends	0	0	7	26	17	1,8	6

Table 7: Students' perceptions of current trends in testing and evaluating learning outcomes in physical education

No.	Current trends in testing and assessment learning outcomes	Level					Mean	Rank
		5	4	3	2	1		
1	Shift from final assessment to process assessment	64	100	11	147	228	2,32	2
2	From assessing individual knowledge and skills to assessing comprehensive knowledge and skills for practical application	112	200	8	189	41	3,28	1
3	Shift from external assessment to self-assessment	39	50	11	256	194	2,06	5
4	From keeping standards and criteria secret to publicizing standards and criteria	43	60	15	259	173	2,17	4
5	From assessment based on little information to assessment based on multiple information	66	40	10	294	140	2,27	3
6	Other trends	0	0	0	324	226	1,59	6

The survey results show that teachers' opinions focus most on the trend of "Shifting from final assessment to process assessment" (Accounting for 78%). The trend of "Shifting from external assessment to self-assessment" has the lowest selection rate (36%). The trend chosen by students the most is "From assessing individual knowledge and skills to assessing comprehensive knowledge and skills for application in practice" with a rate of 56.73%, the trend chosen by students the least is "Shifting from external assessment to self-assessment" accounting for a rate of 16.18%. Thus, teachers and students' awareness of the trends of testing and assessing the results of Physical Education is not really comprehensive and complete. Currently, the perspective of testing and assessment the results of the physical education in the direction of developing capacity is being focused on at all levels and grades. Testing and assessment in the direction of developing capacity requires the combination of all the above-mentioned evaluation trends.

Conclusion

Through the study and evaluation of the current awareness of teachers and high school students about the activities of testing and assessment the learning outcomes of physical education at high schools in the Northern mountainous region, it can be seen that this work has been of interest to schools, teachers and students have certain understanding of the activities of testing and assessment physical education at high schools. However, in some aspects, the awareness of teachers and students is not yet comprehensive and complete, which may be the reason for the low quality of testing and assessment the learning outcomes of physical education. Faced with the requirements of educational innovation in general, these perceptions may reveal limitations and inadequacies. On that basis, it is necessary to propose a number of solutions to enhance the effectiveness of assessment activities of learning outcomes of Physical Education at high schools, helping schools assess the quality of education and training, thereby improving the quality of teaching in general and testing and assessment activities in particular.

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