

PROJECT TITLE THE MODERN STATUSES AND THE PROBLEMS
OF EVALUATION AND ASSESSMENT FOR
PHYSICAL EDUCATION IN LOWER SECONDARY
SCHOOLS IN BANGKOK

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ABSTRACT

The purpose of this study is to investigate the modern statuses and the problems of evaluation and assessment for physical education in lower secondary schools in Bangkok.

The questionnaires in the forms of check-list, rating-scales, and open-ended were constructed and sent to 60 physical education teachers in private schools, 75 physical education teachers in goverment schools, and 15 physical education teachers in laboratory schools. 95.33 percent of questionnaires were returned. The result was then analyzed into percentages means, standard deviation and through the analysis of

variance presented in form of time tables and description.

The result of this study reveals that the majority of physical education teachers in lower secondary schools presently utilize teacher-made tests and criteria in practical evaluation emphasizing in skill's evaluation. Objective tests of multiple-choice type, doing reports, and behavioral observation in classes are used in theoretical evaluation. Grading form the interval of raw scores is utilized to evaluate learning outcomes.

The major problems in different aspects of the evaluation and assessment for physical education are the followings:

1. For the evaluation of elementary knowledge, there are few credits and scores for theoretical tests, so students are not interested in and hope for good grades. In addition, they believe that if they can make good scores from practical tests, theoretical tests are not important.

2. For the evaluation of physical fitness, much more time must be consumed, and all aspects cannot be tested. It is difficult to arrange special

time for testing because there are the problems of lacking of equipments, place, and facilities for testing physical fitness.

3. For the evaluation of skills, all aspects cannot be tested because there is not enough time. There are also some difficulties in observations and giving scores for team playing. Moreover, Students are interested in competition than personal skill testing.

4. For the evaluation of attitude, there are too many students to be observed appropriately. Teachers cannot test students' attitude in all aspects for all students. There are always some difficulties in making questions for interview tests. Additionally, there is even more difficult in interpreting students' behaviors to scores.

5. The assessment of physical education is a remedial examination if students cannot reach the aims of learning. Pre-testing, and remedial teaching are arranged in case that students do not have enough fundamental knowledges.

From the analysis of differences in physical education teachers' opinions in private, public, and laboratory schools related to physical fitness's

problems, attitude, skills, and assessment, there is no significant difference in statistics at level .05.

For the physical education teachers' opinions in private, public, and laboratory schools related to the problems of physical education knowledge, there is significant difference in statistics at level .05.