Congolese Physical Education Teachers' Perception of Evaluation. Case of The Djiri Sector Inspectorate, Brazzaville

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ABSTRACT

Through this cross-sectional and quantitative study on the perspective of evaluation by the physical education teacher, the authors of this study show the way in which teachers of physical education perceive the evaluation. This system aims to improve the analysis and understanding of teachers' decisions and in particular to show how they take hold of the various prescriptions to which they are subject to in order to best carry out their evaluation activities. The results of this study highlight the importance of evaluation by physical education teachers within the sectoral inspection of Djiri, Brazzaville.

Keywords: Perception of assessment, teachers, physical education, Djiri sector inspection, Brazzaville.

INTRODUCTION

Physical education is a special teaching discipline compared to other disciplines. It is practiced outside of classrooms. This distinction is not insignificant and necessarily leads the student to consider the discipline with a different perspective than the one he or she has on the school as a whole.

The issue of assessment in physical education is very broad, even broader as the term assessment is used to designate verification methods applying to very different realities, although they are linked to each other. Assessment has always represented an important step in a learning process (Allain, Voisard, Deriaz, & Lentillon- Kaestner, 2015; Matanin & Tannehill, 1994; Mougenot, 2013). We can therefore focus on the assessment of teachers, the assessment of programs, or the assessment of learning.

Assessment conceptions are the subject of in-depth analysis by several authors. In physical education, they constitute, in our opinion, a variable which has an impact not only on the teaching practices of physical education teachers but also on decisions relating to the assessment of students (Brau-Antony, 2001).

In this last aspect, the evaluation "has become a necessary instrument for the regulation of learning processes, information that both the teacher and the student need to know if the objectives are being achieved because it allows for the verification, or even validation, of the learning and success of the students" (Brau-Anthony & Cleuziou, 2005, p.105).

Generally speaking, as essential to society as it is to education, assessment is the basis of all progress and development. Assessment has always been at the heart of the school's foundation; in physical education, formative and summative assessment mainly consists of measuring the child's performance. For this, the novice teacher needs to be helped regularly to become aware of his or her acquisitions and progress and to perceive the concordance or distance between his or her practice and the skills he or she must master. He or she will thus be able to better understand the meaning of the learning process he or she must undertake, better position himself or herself with regard to the goal to be achieved and better adapt his or her actions according to the production expected of him or her. As a result, assessment is one of the major concerns of the physical education teacher. A tool for measuring the acquisitions of his or her students, it also indirectly reflects the

effectiveness of his or her work. The teacher's role is also to give students useful feedback to improve learning and to get closer to the required skills.

However, in Congo- Brazzaville and as is often the case elsewhere in Africa, unfavorable material and didactic conditions constitute a major difficulty in the assessment of learners during physical education lessons. Teachers' perceptions of assessment can, in our opinion, play a major role in their classroom practices. Hence the present study, which aims to understand the perceptions of assessment by Congolese physical education teachers.

To study this problem, we started from a central question formulated as follows: How do physical education teachers perceive the concept of assessment? Three secondary questions constitute corollaries to this main question. The first can be worded as follows: How do teachers conceptualize assessment? The second question, which derives from it and gives meaning to the first question, is the following: What constraints most hinder the conduct of assessments? The third research question is : Do perceptions differ according to school level/seniority?

To answer these questions, we formulate the following hypothesis: 1) The measurement of educational progress and the optimization of learning are the main concepts mentioned by teachers in the evaluation of physical education; 2) Overcrowded classes and the lack of teaching materials are the constraints that most hinder the conduct of evaluations; 3) The level of conceptualization of the evaluation varies according to the teacher's grade.

The objective of this study is therefore to conduct a reflective analysis on the perception of evaluation by Congolese physical education teachers. In this work, we were interested in teachers managed by the sectoral inspection of the district of Djiri, in Brazzaville. This inspection, which dates back to 2011 following the creation of the eighth district of Brazzaville out of the nine that make up the city, manages within it the physical education teachers working in public and private schools of general and technical secondary education . These are the middle and high schools located on the outskirts of the city whose students come mainly from disadvantaged backgrounds.

METHODOLOGY

Framework and type of study

This is a cross-sectional and quantitative study that allowed us to conduct a short-term investigation. The study was carried out in Brazzaville, from February to May 2023, a city which is made up of nine school sectoral inspections of physical education. A systematic random draw without replacement made it possible to select the Sectorial Inspection of Djiri . Through this study, we wanted to conduct a reflective analysis on the perception of evaluation by physical education teachers in a disadvantaged environment.

Participants

The population of our study consisted of all physical education teachers (men and women), managed by the said inspection. A total of 50 teachers were surveyed during the 2022-2023 school year .

The teachers who participated in the study met the following inclusion criteria : being a physical education teacher in one of the schools in Djiri during the 2022-2023 school year ; having a class to teach; having given consent to participate in the study ; answering all questions. The following were excluded from the study: teachers who were sick during the survey period; non-civil servant teachers. Ultimately, 30 teachers (18 men and 12 women) constituted the study sample. They were divided into 13 teachers holding the Master of Physical Education (MEPS) diploma, 13 teachers holding the Assistant Professor of Physical Education (PAEPS) diploma and 30 teachers holding the Certified Professor of Physical Education (PCEPS) diploma.

Experimental procedure

The data collection tool was a questionnaire consisting of 16 open and closed questions, divided into two parts:

1. the first part (4 questions) was devoted to the demographic and professional characteristics of the teachers (grade, seniority, gender, classes in charge);
2. The second part (12 questions) focused on questions related to reflective analysis on the theme.

The choice of the questionnaire is explained by the fact that, according to Abric (1997), it does not require any limitation on the expression of the respondent with regard to the strict questions which are proposed to him, in particular by recourse to evocation items or questions.

physical education teachers with prerequisites on the evaluation made it possible to: 1) Explain the purpose and interest of our work theme for both teachers; 2) test the questionnaire in order to verify its reliability, its operationality and therefore to validate the content in the context of understanding, the degree of acceptability and the ease of interpretation of the questionnaires by the respondents; 3) put forward some working hypotheses concerning the perceptions of teachers on the evaluation process in order to frame the problem of this work.

This first questionnaire was developed and approved by the Laboratory of Didactics of Disciplines and Evaluation of the Higher Institute of Physical Education and Sports, Marien Ngouabi University, based on work focused on representations and methodological principles (Carlos et al, 2015). This preliminary "survey" made it possible to collect a certain amount of information which proved to be relevant. This pre-survey took place from April 5 to 28, 2023. The consistency of the questionnaire was verified using Cronbach's α index which was calculated at 0.83.

Statistical analysis

After data collection, we proceeded to the analysis in three phases :

1. the first consisted of analyzing the questionnaire response data
2. the second step was to classify the responses to the questionnaire items into units of meaning to facilitate and clarify readability;
3. The third stage was the quantitative analysis of the data collected.

Excel 2016 software was used for data entry and statistical calculation of all collected data was performed using SPSS version 25.0 software. The search for association between perceptions and seniority was examined using the $\chi^{2\ test}$. The significance threshold of the tests was set at $p<0.05$.

RESULTS

The distribution of teachers surveyed according to rank and seniority in the teaching profession is shown in Table 1.

Table 1. Seniority of teachers in the form of number (n) and percentage (%) in the profession

Grade	**MEPS**	**PAEPS**	**PCEPS**	**Total**
	n (%)	**n (%)**	**n (%)**	**n (%)**
[1 to 3 years]	9 (30)	8 (26.7)	3 (10)	20 (66.70)
[4 years and over]	4 (13.3)	5 (16.67)	1 (3.33)	10 (33.30)
Total	**13 (43.3)**	**13 (43.3)**	**4 (13.3)**	**30 (100.00)**

Abbreviations: MEPS, Master of Physical Education; PAEPS, Assistant Professor of Physical Education; PCEPS, Certified Professor of Physical Education.

More teachers had 1-3 years of seniority (66.7%; $p<0.05$). We noted that among MEPS teachers, 14 had a tenure of 4 years or more. On the other hand, among PAEPS teachers, 8 had a tenure of 1 to 3 years. Regarding PCEPS teachers, 3 teachers had a tenure of less than 4 years.

Regarding the perception of the concept of "assessment" by the respondents (Table 2), three types of perceptions were noted: 1) Measuring progress; 2) Optimizing their learning; 3) Reporting their level.

Regarding the first type, it was highlighted by 12 MEPS teachers, three PAEPS teachers and three PCEPS teachers. The second type was expressed by one MEPS teacher and one PAEPS teacher. As for the third type, it was expressed by nine PAEPS teachers and one PCEPS teacher. The application of the $\chi^{2\ test}$ highlighted the effect of the teacher's grade on the perception of the said concept, therefore of the initial training.

Table 2. Perception of the concept of "evaluation" by respondents

Grade	**MEPS**	**PAEPS**	**PCEPS**	**Total**
	n (%)	**n (%)**	**n (%)**	
Measure progress	12 (40)	3 (10)	3 (10)	18 (60)
Optimize their learning	1 (3.3)	1 (3.3)	/	2 (6.6)
Report their level	/	9 (30)	1 (3.4)	10 (33.4)
Total	**13 (43.3)**	**13 (43.3)**	**4 (13.4)**	**30 (100.00)**

Abbreviations : MEPS, Master of Physical Education; PAEPS, Assistant Professor of Physical Education; PCEPS, Certified Professor of Physical Education.

Regarding the responses provided by teachers regarding the periods of acquisition of teaching skills (Table 3), initial training was indicated by only nine out of 30 teachers: two MEPS teachers, six PAEPS teachers and one PCPES teacher. Thirty mentioned the period of fieldwork: five MEPS teachers, two PAEPS teachers and three PCEPS teachers. The other teachers (n=11) mainly reported exchanges with teaching colleagues and internet research.

Table 3. Deliberation of respondents' responses by period of skill acquisition

	MEPS	**PAEPS**	**PCEPS**	**Total**
	n (%)	**n (%)**	**n (%)**	
In initial training	2 (6.7)	6 (20)	1 (3.3)	9 (30)
During my years in the field	5 (16.6)	2 (6.7)	3 (10)	10 (33.3)
Others	6 (20)	5 (16.6)	/	11 (36.7)
Total	13 (43.3)	13 (43.3)	04 (13.3)	30 (100.00)

Abbreviations : MEPS, Master of Physical Education; PAEPS, Assistant Professor of Physical Education; PCEPS, Certified Professor of Physical Education.

As for the objectives set during the evaluation (Table 4), it appears from the responses provided by the teachers that these were associated with performance in six teachers, including four PAEPS holders, technique in six teachers, and other dimensions in 18 teachers, including ten MEPS holders. In short, the objectives set during

an evaluation varied depending on the context, but generally focused on determining the interest, value, or importance of an intervention.

Table 4. Respondents' responses by objectives set during the evaluation

	MEPS	**PAEPS**	**PCEPS**	**Total**
	n (%)	**n (%)**	**n (%)**	
In terms of performance	1 (3.3)	5 (16.7)	/	6 (20)
On the technical level	2 (6.7)	3 (10)	1 (3.3)	6 (20)
Others	10 (33.3)	5 (16.7)	3 (10)	18 (60)
Total	13 (43.3)	13 (43.4)	04 (13.3)	30 (100.00)

Abbreviations : MEPS, Master of Physical Education; PAEPS, Assistant Professor of Physical Education; PCEPS, Certified Professor of Physical Education.

Regarding the difficulties encountered by teachers during the assessments, they were dominated by the lack of teaching materials, poor understanding of the objectives and poor formulation of the lesson items (63.3%; $p<0.05$), as well as the existence of oversized classes (26.6%).

Table 5. Respondents' responses by difficulties encountered during the evaluations

	MEPS	**PAEPS**	**PCEPS**	**Total**
	n (%)	**n (%)**	**n (%)**	
Lack of space	2(6,7)	1(3,3)	/	3 (10)
Overcrowded classes	4(13.3)	3(10)	1 (3.3)	8 (26.60)
Others [a]	7(23.3)	9(30)	3 (10.04)	19 (63.34)
Total	13(43.3)	13 (43.3)	04 (13.34)	30 (100.00)

[a,] Lack of teaching materials, poor understanding of objectives, poor formulation of lesson items.

Abbreviations : MEPS, Master of Physical Education; PAEPS, Assistant Professor of Physical Education; PCEPS, Certified Professor of Physical Education.

Finally, regarding the actions taken to minimize these difficulties, Table 6 indicates some actions reported by teachers.

Table 6. Deliberation of respondents' responses by recommended actions

	MEPS **n (%)**	**PAEPS** **n (%)**	**PCEPS** **n (%)**	**Total**
Arrange the space	4 (13.3)	4 (13.3)	1 (3.3)	9 (30)
Reduce class sizes	3 (10)	2 (6.7)	1 (3.3)	6 (20)
Others [a]	6 (20)	7 (23.3)	2(6,7)	15 (50)
Total	**13 (43.3)**	**13(43.3)**	**04(13.3)**	**30(100.00)**

[a,] Intensification of continuing training sessions; optimization of supervision work in establishments.

Abbreviations : MEPS, Master of Physical Education; PAEPS, Assistant Professor of Physical Education; PCEPS, Certified Professor of Physical Education.

The actions to be taken to overcome these difficulties as suggested by the teachers surveyed were mainly the intensification of continuing training sessions and the optimization of supervision work in establishments (50%; $p<0.05$), followed by the development of the practice space (30%) and the reduction of class sizes.

DISCUSSION

This study has just painted how the reflective analysis on the perception of the concept of evaluation by physical education teachers and to understand the difficulties they encounter during their assessment lessons with regard to the school integration of students. More precisely to describe the attitudes of PE teachers regarding the inclusion of these students, their perception of control, their intention to act with these students as well as their feeling of personal effectiveness to manage the class.

The results obtained inform us that the teachers surveyed have a certain mastery of the concept of "assessment", they associate assessment with "measuring the progress of students", "optimizing their learning" and "measuring the progress of students".

Our results agree with those of (Attali. & Saint-Martin,2010) who say that evaluation is measuring a student's performance, defining new realistic and measurable objectives, identifying strengths and weaknesses for targeted support, motivating and engaging the employee by defining clear expectations, and regulating learning or actions through regular monitoring.

In terms of experience, all the teachers surveyed stated that they had the necessary skills to assess their PE students; they stated that they had acquired this experience during their initial training and through their seniority in the field.

Let's agree that experience is knowledge acquired through practice, trial, or observation. It encompasses knowledge, skills, and habits developed over time. Experience translates into an increased ability to understand and act in specific situations. It is essential for learning and adaptation. We can also refer to experience as the ordeal we go through, a source of teaching and wisdom.

Regarding the difficulties encountered, the majority of teachers state that the lack of space and overcrowded classes are major difficulties during their assessment sessions. These results are in line with those obtained by Kaestner (2016) who addressed this theme in a cross-disciplinary manner.

Regarding the history of assessment in PE, López -Pastor et al. (2013) state that before the 1970s, assessment was not a concern for PE school subjects. Forms of assessment described as "traditional" then emerged, in a context strongly influenced by behaviorist theories of learning (Hay, 2006). Theoretical knowledge was assessed, as in more academic school subjects, through oral exams, essays, or multiple-choice questionnaires.

Practical assessments included the use of motor skill and fitness tests, performance tables in "energetic" APSA such as swimming and athletics, and subjective teacher judgment in individual and team games. Participation, effort, attitude, behavior, and wearing sportswear were frequently included in the assessment criteria. "Alternative" forms of assessment (López -Pastor et al., 2013) were subsequently developed based on constructivist theories of learning (Hay, 2006), leading students to become actively involved in solving complex problems by mobilizing various resources (information gathering, knowledge, motor skills).

Often described as authentic in contrast to artificially decontextualized assessment situations (Hay, 2006; López -Pastor et al., 2013), these alternative forms of assessment were characterized by (a) their integration into the teaching/learning process, (b) the use of students as co-evaluators and (c) their predominantly formative dimension.

According to Hay and Penney (2009), four conditions must be met for effective assessment in PE: (a) the assessment must be designed for learning, in other words, formative; (b) the assessment must be authentic and, if possible, integrated. This condition refers to the necessary alignment between curriculum, pedagogy and

assessment, these three dimensions being the basis of "quality PE" (Penney, Brooker, Hay & Gillespie, 2009); (c) the assessment must be valid, and (d) the assessment must be socially just.

Pellet, V. and Favez, MM (2013, p. 8) state that warning the student that part of the grade will be determined by their commitment during the learning period would not only make them responsible but also encourage them to take ownership of their learning. Thus, the student in difficulty, overweight for example, would find a source of motivation there since it would no longer be a question of "performing" at all costs but of demonstrating a certain desire to progress.

At the same time, the naturally gifted middle school student should not rest on his laurels but should also commit to his learning. The progression criterion also goes in this direction and is situated in the perspective of not only taking into account performance but of putting it into perspective with learning. Here again, the weakest will be less demoralized before even beginning the learning cycle and the strongest will be encouraged to push their abilities further.

Teachers perceive assessment in PE as linked to aspects of students' personalities. Assessment, including

grading, is also present in formative assessments, although a minority of teachers never practice it. Furthermore, assessment involves the use of observational criteria to identify students' achievements. It is essential to take these different perceptions into account to improve assessment practices in PE.

CONCLUSION

The objective of this study was to conduct a reflective analysis of the perception of the concept of assessment by physical education teachers and to understand the difficulties they encounter during their assessment sessions. The analysis of the elements allows us to conclude overall that the teachers surveyed have a certain mastery of the concept of "assessment", and have the necessary skills to assess their students in PE; and face major difficulties during their assessment sessions.

Work-based learning, through learning situations, is essential for developing skills. School age is often considered a sensitive period for learning, but skill acquisition continues throughout life. Assessing prior learning and building the progression of learning are key elements of this process.

Students must know what is expected of them in the course and the specific criteria on which their work will be assessed. It will probably not be enough to say it or even write it down. We must also ensure that this is given meaning and value through a variety of means. It is important to inform students and their parents, as well as colleagues from other disciplines, about the skills, knowledge, and attitudes that physical education aims to foster and develop.

Conflict of Interests

The authors have not declared any conflict of interests.

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