

Julio Cesar Suarez Sotelo, Edgar Froilán Damián Núñez, Mitchell Alberto Alarcón Díaz, Sandy Dorian Isla Alcoser. (2021). Formative Evaluation and Learning of the Technique of the Auction of Soccer of the Students of the University Level. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(2): 619-623. DOI: 10.9756/INT-JECSE/V13I2.211100

Received: 14.05.2021 Accepted: 12.08.2021

Julio Cesar Suarez Sotelo<sup>1</sup>  
Edgar Froilán Damián Núñez<sup>2</sup>  
Mitchell Alberto Alarcón Díaz<sup>3</sup>  
Sandy Dorian Isla Alcoser<sup>4</sup>

## Formative Evaluation and Learning of the Technique of the Auction of Soccer of the Students of the University Level

### Abstract

*The present research sought to determine the relationship between formative evaluation and the learning of the finishing technique of the subject of soccer of the students of the sixth cycle of the Professional School of Physical Education of the Universidad Nacional Mayor de San Marcos, 2019. The research of quantitative type of correlational design. A questionnaire and test were applied to 46 students, whose results were processed by the SPSS program, in the same way following the statistical procedure of Spearman's Rho. The general hypothesis found a correlation of  $Rho = 0.818$  which explains that the formative evaluation applied from time to time has a relational link with the learning of soccer finishing technique reaching a regular level. As for the five specific hypotheses, a relationship of  $Rho = 0.492$ ;  $Rho = 0.722$ ;  $Rho = 0.514$ ;  $Rho = 0.582$  and  $Rho = 0.640$  was found, respectively, which is understood that the form of regulatory, procedural, continuous, feedback and innovative evaluation has an impact on learning in this course. The way in which the teacher applies his evaluation limits the grades of the course, since the students are not yet high.*

**Keywords:** Formative, Regulatory, Processual, Continuous, Feedback, Innovative, Learning, Technique, Soccer Shooting.

### Introduction

At present, it is a concern of every teacher to know different ways of evaluating our students. Many times evaluation is seen as a purely quantitative factor without giving it an interpretation, or it is confused with measurement, which is a totally erroneous conception.

In the Physical Education course at the Universidad Nacional Mayor de San Marcos (UNMSM), students are evaluated in Soccer II through 2 written evaluations (2), graded

practices (1), personal presentation, attendance (1) and the delivery of 1 folder (1). The 5 grades are added and divided by 5, this result would be the final grade of the bimester. This gives a higher percentage to the written evaluations. We believe that this way of evaluating represents a traditional model, since it focuses more on the result than on the process and does not allow the student to obtain adequate learning (Abellán, Sáez-Gallego, & Reina, 2018).

Hernandez (2019) argues that "the characteristics of the evaluation system are often

Julio Cesar Suarez Sotelo<sup>1</sup>, Universidad Nacional Mayor De San Marcos, Peru.  
Email: julitoprepaQgmail.com; ORCID: <https://orcid.org/0000-000270370029>  
Edgar Froilán Damián Núñez<sup>2</sup>, Universidad Nacional Mayor De San Marcos, Peru.  
Email: edamiann@unmsm.edu.pe; <https://orcid.org/0000-0001-7499-8449>  
Mitchell Alberto Alarcón Díaz<sup>3</sup>, Universidad Nacional Mayor De San Marcos, Peru.  
Email: malarcond@unmsm.edu.pe; <https://orcid.org/0000-0003-0027-5701>  
Sandy Dorian Isla Alcoser<sup>4</sup>, Universidad Nacional Mayor De San Marcos, Lima, Perú.  
Email: sislaa@unmsm.edu.pe; ORCID: <https://orcid.org/0000-0003-1330-3716>

inconsistent with the training purposes, therefore, the evaluation will be an important factor that conditions the development of learning and competencies of students and the promotion of educational quality, moving away from ensuring the consistency and effectiveness of the system as a whole". As mentioned by the author, the way many teachers evaluate is not related to the purpose of training, besides, it is a conditioning factor in the development of student learning and competencies.

The learning of various subjects taught in the Professional School of Physical Education (E.P.E.F), is an extremely important aspect for the formation of future teachers in Physical Education. This being a theoretical-practical area, the student should finish the course with a clear knowledge of techniques and strategies to be able to perform well as a teacher in the educational environment. However, it is important to consider whether the forms of evaluation in physical education are adequate or relevant for the achievement of learning (Martín Moya & Ruiz Montero, 2017).

The teacher as mediator of this process that takes place in the field or classroom must have clear knowledge of not limiting or biasing the evaluation to a technical or performance fact, influenced by behaviorist currents, since it would be a problematic practice, taking into account the diversification of students who enter the training schools in Physical Education also the evaluation of motor actions of a particular sport requires special attention from the teacher because of its practical nature where physical and technical skills are developed (Bernate, García-Celis, Fonseca-Franco, & Ramírez-Ramírez, 2020).

Evaluation is an important component of the teaching and learning process, it is not an isolated aspect; to evaluate is to attribute value to things, it is to affirm something about their merit. One evaluates to understand, to achieve change and to improve.

On the other hand, the formative evaluation is aimed at obtaining information related to the students' achievements and problems, avoiding to call attention to their grades, in order to adapt the teaching method and its didactic elements for better results.

Getting our students to generate new learning is also a factor that we, as teachers, have to work on, which is why it is necessary to raise the following issue.

This study is based on previous studies such as those of Acevedo (2012) understand the importance of evaluation for good academic results and teaching processes. On the other hand, on soccer techniques, we have Espinoza and Pando (2007), who show that these influence to improve the technical fundamentals of soccer, which requires a training guide specialized in

women's soccer, in addition to keeping statistics on the progress of each technical foundation in young women athletes.

The main objective of the research was to determine the degree of relationship that the variables have in the students of the 6th cycle of the E.P.E.F. of the Faculty of Education of the UNMSM, 2019. Likewise, an attempt is made to explain the relationship between the regulatory, processual, continuous, feedback and innovative dimensions, and the second variable.

## Methodology

It is a non-experimental research with a correlational design with a quantitative approach at the explanatory level, which attempts to identify the relationship between the first and second variables. The population and sample consisted of 55 students. This was statistically processed using the SPSS version 21 computer package.

## Results

**Table 1.**

*Frequency of formative evaluation*

		Frequency	%	% accumulated
Valid	Almost never	3	6,5	6,5
	Sometimes	28	60,9	67,4
	Almost always	15	32,6	100,0
	Total	46	100,0	

As for the formative evaluation variable in general, as can be seen in the graph, the highest frequency is observed in the category of sometimes (60.9%), almost always (32.6%) and almost never (6.5%).

**Table 2.**

*Frequency of learning the backtacking technique*

		Frequency	%	Accumulated
Valid	Malo	3	6,6	6,5
	Regular	33	71,7	78,3
	Good	10	21,7	100,0
	Total	46	100,0	

Regarding the variable learning of the soccer finishing technique, it can be observed from the graph that the highest frequency is located in the category of average with 71.7%, good with 21.7% and bad with 6.5%.

**Table 3.**

*Correlation of the general hypothesis*

Correlations			Learning the backtacking technique
Spearman's Rho	Formative evaluation	Correlation coefficient	,818
		Sig. (bilateral)	,000
		N	46

The correlation index is 0.818 very good, the alternative hypothesis is confirmed, establishing itself in sometimes formative evaluation, related to regular level learning of soccer finishing technique.

**Table 4.**

*Correlation specific hypothesis 1*

Correlations			Learning the backtacking technique
Spearman's Rho	Regulator	Correlation coefficient	,492**
		Sig. (bilateral)	,001
		N	46

The correlation is 0.492 moderate, therefore, the alternate specific hypothesis is validated. It establishes the application of almost always in regulatory assessment is related to regular level learning in soccer finishing technique.

**Table 5.**

*Correlation specific hypothesis 2*

Correlations			Learning the backtacking technique
Spearman's Rho	Procesual	Correlation coefficient	,722**
		Sig. (bilateral)	,000
		N	46

A good correlation index of 0.722 is presented, therefore the alternative specific hypothesis is validated. Likewise, it is established that the application of sometimes in the procedural evaluation is related to the regular level of learning the soccer finishing technique.

**Table 6.**

*Correlation specific hypothesis 3*

Correlations			Learning the backtacking technique
Spearman's Rho	Continua	Correlation coefficient	,514**
		Sig. (bilateral)	,000
		N	46

The correlation index resulted 0.514 moderate, validating the alternate specific hypothesis, that the continuous evaluation is almost always established in relation to the regular level of learning the soccer finishing technique.

**Table 7.**

*Correlation specific hypothesis 4*

Correlations			Learning the backtacking technique
Spearman's Rho	Retro feeder	Correlation coefficient	,582
		Sig. (bilateral)	,000
		N	46

There is a moderate correlation of 0.582, confirming the alternative specific hypothesis. The opinion is sometimes of the feedback evaluation in relation to the regular of the learning of the soccer finishing technique.

**Table 8.**

*Correlation specific hypothesis 5*

Correlations			Learning the backtacking technique
Spearman's Rho	Innovative	Correlation coefficient	,640**
		Sig. (bilateral)	,000
		N	46

A correlation of 0.640 is seen to validate the alternative specific hypothesis. Likewise, it is established as sometimes the innovative evaluation related to the regular level of learning the soccer finishing technique.

**Discussion**

Formative evaluation is a fundamental pillar in education today; it definitely helps to better develop learning, decision making, has a significant influence on feedback and dynamizes the educational process. However, there is great concern about the low interest and little responsibility that some teachers have regarding formative evaluation.

The analysis of the general hypothesis found a very good relationship of 0.818, which indicates that for the formative evaluation variable the majority of students marked the option sometimes, with 60.9 % of the total. On the other hand, in the learning results of the backtacking

technique, the majority of students are classified in the group of regular with 71.7 % of the total. This shows that, from the students' perspective, the relative frequency of the way in which the teacher teaches is linked to the absence of very outstanding grades in the course in question. These results can be contrasted with those of Tarazona (2011) who concludes that the evaluation for training developed in the educational process confirms a positive influence because it improves the academic performance of the students of the population in which the research was carried out. In other words, we can point out that, if formative evaluation is given in a permanent way, it favors an improvement in performance, in the same way, in this research, if this logic had been taken into account, the students of the E.P.E.F. would have reached better averages in the execution of the backstroke technique.

In the specific hypothesis 1, a moderate relationship was found, which indicates that for the regulatory evaluation the majority of students qualified as almost always with 45.7% of the total. On the other hand, in the learning results of the auctioning technique, the majority of students are classified in the group of regular with 71.7% of the total. This expresses that in the opinion of the students, the way in which the teacher plans the activities and schedules the class contents is linked to the absence of very outstanding grades in the course in question. The results of Acevedo (2012) show the importance of the regulation and planning of academic activities where the student is an active part of the educational process, for positive results in their learning.

In the specific hypothesis 2, a good relationship was found, indicating that for the procedural evaluation, the majority of students indicated sometimes with 60.9% of the total. On the other hand, in the learning results of the auctioning technique, the majority of students are classified in the group of regular with 71.7% of the total. This shows that, in the opinion of the students, the relative frequency of the way in which the teacher motivates and measures previous knowledge on the subject is linked to the absence of very outstanding grades in the course in question. We should add Hidalgo (2007) who emphasizes that evaluation should encourage students to become aware of their leading role in learning, so if the procedural evaluation is not good, this will be evident in the academic results.

In specific hypothesis 3, a moderate relationship was identified, which indicates that for the continuous evaluation the majority of students indicated it as almost always with 43.5% of the total. On the other hand, in the learning results of the backtacking technique, the majority of students are classified in the group of regular with 71.7% of the total. This shows that, in the opinion

of the students, the frequency with which the teacher solves evaluative doubts, develops theoretical and practical aspects, and motivates them to improve results has an impact on the absence of very outstanding grades in the course in question. This continuous evaluation, for Andrade (2003) is necessary to follow up the student's progress, if they are reaching the established objectives, therefore we emphasize that, if the teacher does not help the student in this progress, the grades will not be outstanding.

In specific hypothesis 4, a moderate relationship was identified, which indicates that for the feedback evaluation, the majority of students indicated sometimes with 52.2% of the total. On the other hand, in the learning results of the backtacking technique, the majority of students are classified in the group of regular with 71.7% of the total. This shows that, in the opinion of the students, the relative frequency in which the teacher reflects on the academic results, explains complicated topics and reconsiders evaluative aspects is linked to the absence of very outstanding grades in the course in question. Just as referred by Blázquez and Sebastiani (2009) who state that innovation must be present in didactic practices, new topics, strategies, reflecting on new actions, among others, quite the contrary, to what the students of the study population, perceive in their training (Johnson, 2018; Pastor, Molina, Arias, & Arribas, 2020)

In specific hypothesis 5, a moderate relationship was identified, which indicates that for the innovative evaluation the majority of students indicated sometimes with 60.9% of the total. On the other hand, in the learning results of the backtacking technique, the majority of students are classified in the group of regular with 71.7% of the total. This shows that in the opinion of the students, the relative frequency in which the teacher encourages participation, the use of innovative instruments and interaction in group dynamics is linked to the absence of very outstanding grades in the course in question. Which we can contrast with the opinion of Matute and Muriel (2014) who state that the evaluation in the development of the learning process directs it to the analysis "on the strategies and instruments implemented in the classroom in order to adapt them to the progress and needs observed in the learning process of the students, likewise the implementation of formative evaluation in the learning processes generates in the students a more reflective attitude towards their own learning". Therefore, innovative formative evaluation instruments should be considered to strengthen the process of acquiring new knowledge in EPEF students.

## Conclusions

1. It is concluded that the way in which the teacher applies formative assessment limits the course grades, since the students' grades still do not reach a high average.
2. The way in which the teacher plans activities and schedules class content to evaluate the class limits the course grades, as most students still do not reach the maximum grades.
3. Concluding that the way in which the teacher motivates and measures previous knowledge on the subject limits to achieve better grades in the course, since students still do not reach the maximum grades.
4. It was determined that the way in which the teacher solves evaluative doubts, develops theoretical and practical aspects, and motivates to improve results has an impact, limiting the students to achieve better grades in the course, since they still do not achieve high grades.
5. The way in which the teacher reflects on the academic results, explains complicated topics and restates evaluative aspects, limits the students to achieve better grades in the course, since most of them obtained regular averages.
6. The way in which the teacher encourages participation, uses innovative instruments and encourages the interaction of group dynamics, limits the students to achieve better grades in the course, since these are still not high, but rather regular.

## References

- Abellán, J., Sáez-Gallego, N.M., & Reina, R. (2018). Evaluation of attitudes towards disability in Physical Education: Differential effect of gender, previous contact and the perception of ability and competence. *Cuadernos de Psicología del Deporte*, 18(1), 133-140.
- Acevedo, I. (2012). *Formative Assessment from the Teacher's Perspective and its Impact on the Academic Performance of Students in a Higher Education Institution in Medellín*. Colombia: Edición Única.
- Andrade, E. (2003). *Evaluar para aprender, aprender para evaluar*. Lima: Ediciones Fargraf S.R.L.
- Bernate, J.A., García-Celis, M.F., Fonseca-Franco, I.P., & Ramírez-Ramírez, N.E. (2020). Teaching and assessment practices in a Colombian education faculty. *Journal of Research, Development and Innovation*, 10(2), 337-347.
- Blázquez, D., & Sebastiani, E. (2009). *Enseñar por competencias en educación física*. Barcelona: INDE.
- Espinoza, J., & Pando, H. (2007). *Training guide to improve the technical fundamentals of soccer in the national team of the Institución Educativa Femenino "Micaela Bastidas" of El Tambo - Huancayo* (Undergraduate Thesis). National University of Central Peru, Huancayo, Peru.
- Hernández, G. (2019). *Teaching competence and its relationship with formative assessment in the Faculty of Education of the Universidad Nacional Mayor de San Marcos* (Postgraduate Thesis). UNMSM, Lima, Peru.
- Hidalgo, M. (2007). Nueva cultura evaluativa. *Servicio Gráficos Silva, Lima*.
- Johnson, F.N.M. (2018). Emotions in school physical education: the contribution of qualitative assessment. *EmásF: digital journal of physical education*, (51), 64-78.
- Martín Moya, R., & Ruiz Montero, P.J. (2017). DiverHealth: motivation in physical education assessment. *Iberoamerican journal of education*.
- Matute, A., & Muriel, L. (2014). *Formative assessment in mathematics learning processes* (Postgraduate Thesis). Universidad de Antioquia, Colombia. <http://ayura.udea.edu.co:8080/jspui/bitstream/123456789/1322/1/JC0937.pdf>.
- Pastor, V.M.L., Molina, M., Arias, C.P., & Arribas, J.C.M. (2020). The importance of using Formative and Shared Assessment in the initial training of Physical Education teachers: the Tutored Learning Projects as an example of good practice. *Challenges: new trends in physical education, sport and recreation*, (37), 620-627.
- Tarazona, J. (2011). *Influence of formative assessment on the academic performance of students of the Professional School of Education of the Universidad Nacional Santiago Antúnez de Mayolo* (Postgraduate Thesis). UNMSM, Lima, Peru.
- Güven, S., & Topbaş, S. (2014). Adaptation of the test of early language development third edition (TELD-3) into Turkish: Reliability and validity study. *International Journal of Early Childhood Special Education*, 6(2), 151-176.