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Assessment for Learning (AFL) and its Effect on University Students Public Physical Education Program

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Abstract: This study aims to explore the implementation of public physical education courses in universities in western Guangdong Province, China, as well as the learning effect and feelings of students in physical education courses, so as to improve the ability of teaching public physical education courses and the physical quality of students' physical education courses. This paper used questionnaire survey and SPSS statistics to survey non-PE students from three universities in Zhanjiang, Guangdong Province, Results Summary:1. The demographic profile of students reveals a predominance of male freshmen, mostly below 21 years old, and primarily enrolled in arts, design, and language courses. This suggests specific implications for learning applications that ultimately enhance student outcomes. 2. Physical education courses demonstrate a high manifestation of domains related to Assessment for Learning (AFL) in teaching public physical education courses. 3. Significant differences exist in goal clarification, creative scaffolding, and process experiences, emphasizing the need for demographic evaluation to ensure inclusivity and fairness. 4. Learning effects are influenced by assessment for learning schemes, underscoring their importance in accommodating diverse demands. 5. Learning effects encompass sense of cooperation, sense of competitiveness, and psychological well-being, all crucial in accommodating authentic activities. 6. There is a close and direct association between assessment for learning and the domains of effects on learning in physical education courses, contributing to improved student performance. Recommendations: 1. Provide support for academic activities among students to enhance equity and equal opportunities, catering to diverse demographic profiles. 2. Offer training integrated with technologies to explore their potential for further development. 3. Provide varied activities designed to empower individual preferences.

Keywords: Public Physical Education Courses; Physical Education Course Assessment.

1. Introduction

Physical education is an important part of school education, and physical education affects the healthy development of students. The Ministry of Education of the People's Republic of China has formulated various policies and documents, fully reflecting the importance it attaches to the healthy development of college students. By actively strengthening the monitoring of college students' physical fitness test, to grasp the college students' physical education learning status and learning effect. For college physical education teachers this is a teaching task and a test. How to exercise students' physical fitness in physical education courses to achieve the improvement of physical fitness test scores has become an important topic.

The ultimate expression of the quality of higher education is to promote the development of students, so that they can be comprehensively cultivated and improved in terms of knowledge, ability and quality. Emphasizing students' learning effects is a new trend in the development of higher education assessment in foreign countries. This trend provides useful inspiration for the development and quality assurance of higher education in China. Physical education courses are different from other theoretical courses, and it is difficult to grasp the learning effect, which needs to be combined with the influence of various factors. Through research, it is found that the learning effect consists of the following aspects: physical fitness, skills, psychology, social adaptability and many other aspects.

Physical education is a compulsory public course for college students to take physical practice as the main means to achieve the main goal of strengthening physical fitness, promoting health and improving physical literacy through reasonable physical education and scientific physical exercise process; it is an important part of the school curriculum system; and it is the center of physical education work in colleges and universities. Physical education courses take students as the main body, teachers as the object, students in the teacher's education and inspiration, combined with their own continuous physical practice, and ultimately to obtain sports skills, strengthen physical fitness, to achieve the effect of physical and mental pleasure. The process of teaching and learning in the physical education program is open, innovative, to be developed, and has its own unique characteristics. As one of the disciplinary courses, the physical education curriculum should follow the basic curriculum theory and fundamentals, which includes the evaluation theory. In recent years, the curriculum evaluation of the physical education subject has increasingly focused on the way of learning evaluation. Learning for assessment focuses on the joint participation of teachers and students in teaching and evaluation, throughout the beginning, process and end of the course.

In this paper, The purpose of the study is to understand the best universities in Guangdong province in the development of public sports courses, understand the students 'sports course learning effect and feelings, have a basic clear understanding, to improve the ability of professor of public physical education courses, and enhance the students' physical quality, meaningful research. the evaluation method of Assessment for Learning (AFL) is selected to be applied in physical education courses to explore ways and means to improve students' learning effects in physical education courses in order to better improve the performance of college

students' physical fitness monitoring, and to look forward to a clearer understanding of the mechanism of Assessments for Learning (AFL) in Physical Education, and to understand how it promotes We expect to have a clearer understanding of the mechanism of Assessment for Learning (AFL) in Physical Education and how it promotes students' learning in physical education, which will help us to better grasp the learning effect of students and promote students to achieve the curriculum objectives and form the core literacy of the discipline.

2. Statement of the Problem

This study aims to determine the current status in the implementation of assessment for learning of college public physical education program in higher education towards a more improved instruction of public physical education courses.

More specifically, this study aims to find answers to the following questions.

1.What is the profile of the college student-respondents in terms of their;

1.1sex,

1.2age,

1.3grade level and

1.4college affiliation?

2. What is the respondents' perception of their Assessment for Learning (AFL)in public Physical Education courses in terms

2.1.goal clarification,

2.2 process monitoring ,

2.3creative scaffolding, and

2.4 process experience?

3. Is there a significant difference in the perception of the assessment for learning of the college public Physical Education courses when their profile is taken as test factors?

4. What is the respondents' assessment on the learning effects in terms of the following domains;

4.1 perception of their own development,

4.2 sense of cooperation,

4.3 sense of competition, and

4.4 aspect of psychological well-being?

5. Is there a significant difference in the assessment of their learning effect when their profile is taken as test factor?

6. Are there significant relationship between the assessed Assessment for Learning (AFL) and the learning effect domains?

7. What are the problems and challenges teachers encounter when using learning assessment methods in the classroom in public physical education courses?

8. Based on the results of the study, what intervention program maybe proposed to enhance the teaching and learning of public Physical Education courses?

3. Hypotheses

This study tested the following hypotheses at 0.05 level of significance.

Ho1: There is no significant difference in the perception among the respondents on the assessment of learning (AFL) in public physical education courses when respondents' profile is taken as a test factor.

Ho2: There is no significant difference in the assessment of effectiveness of learning in public physical education courses when respondents' profile is taken as a test factor.

Ho3: There is no significant relationship between the assessed assessment of learning (AFL) and the learning effective of public physical education courses.

4. METHODOLOGY

4.1. Research Design

This study used the descriptive- comparative - correlational design. It is employed to identify the relationship between various variables and produce static images of situations. This study reviews the current research status of Assessment for Learning (AFL) in Physical Education, focusing on its hotspots and research deficiencies; clarifies the meaning and theoretical basis of Assessment for Learning (AFL) in Physical Education; investigates the current implementation status of Assessment for Learning (AFL) in Physical Education courses in colleges and universities; and grasps students' learning effects by using a SPSS statistical methods to count and study their data. The current situation of the implementation of Assessment for Learning (AFL) in Physical Education in college and university physical education courses is investigated; and the learning effect of students is grasped, and its data are counted and studied through the statistical method of SPSS, so as to find out the problems between teachers and students and to promote the effectiveness of the theory. The specific technical route is shown in Figure 3-1 below

4.2. Research Locale and Research Sample

This study will look for answers from physical education students from Lingnan Normal University , Guangdong Ocean University , and Guangdong Medical University involved in public physical education programs. The questionnaires will be administered to college students participating in physical education courses in order to find out the role and impact of learning assessment on students' learning outcomes. (students should study in university public physical education courses for 2 years).Since Zhanjiang is in the western part of Guangdong Province, it was chosen as the study site because it is medium level in terms of economy and education level. The student population distribution in universities is as follows:

Table 1. That benefit learning:

		Guangdong Ocean University	Lingnan Normal University	Guangdong Medical University
Number of students	Freshman year	8173	7423	7526
	Sophomore	8647	3433	3554
Subtotal		16820	10856	11080
Grand total		38,756		
Sample	Using Qualtrics	381 at 5% margin of error and 95% confidence level		

Figure 1-1: Distribution of the number of and students in target colleges and university

4.3. Sampling Method

The sample size was computed using Qualtrics sample size

determination formula. The students that were drawn from the sample frame through proportional random sampling techniques. From a total population of 38,756 students, 381 ideal samples were drawn with 5 margin of error ,95% confidence level. However, the research suggests stratified random sampling from three of institutions.

5. RESULTS AND DISCUSSIONS

1. Profile of the college student-respondents

Table 2. Profiles of the Student-Respondents

Variable	Indicators	Frequency	Percentage
Sex	Male	219	57.0
	Female	162	43.0
Total		**381**	**100.0**
Age	20 years old and below	240	63.0
	21 years old and above	141	37.0
Total		**381**	**100.0**
Grade Level	Freshman	210	55.0
	Sophomore	171	45.0
Total		**381**	**100.0**
College Affiliation	Nursing	37	10.0
	Language	105	28.0
	Arts Design	157	41.0
	Culinary Arts	35	9.0
	Music	47	12.0
Total		**381**	**100.0**

Out of 381 respondents, the profile of the respondents are indicated in Table 2 ,it shows the categories of sex of student-respondents that disclosed that the majority of them are males based from the distribution where 219 or 57 % are males while the female comprised 162 or 43 %. The age groups has resulted in two groups , where 20 years old and below made up 240 or 63 % and those between 21 years old and above comprised 131 or 37%. Furthermore, the students who participated in the study with t the highest frequency as recorded in their grade level was evident among the Freshmen amounting to 210 or 55% and 171 or 45 %for those in classified as Sophomores. Moreover, when categorized by affiliation, four college participated in the call for volunteer participants, hence the participants accounted as follows; 10 or 37 % are in the College of Nursing, . 105 or 28 % are affiliated with Language, 157 or 41% came from Arts Design., while 35 or 9 % make up College of Culinary , and finally 47 or 12 % are in College of Music. The table demonstrate the distribution of the survey population across different segments. It highlights the concentration of the students in the early years of academic journey starting with populating the college public physical education.

2.Respondents' perception of their Assessment for Learning (AFL)in public Physical Education courses.

In terms of goal clarification

Table 3. Perceptions of Students on their Assessment for Learning in Physical Education in terms of Goal Clarification

Indicators	Mean	SD	Interpretation	Rank
1.Teachers often share the learning objectives that need to be mastered in each lesson.	3.76	0.48	Absolutely True	2
2.Teachers often present us with standardized and regulated movements.	3.77	0.46	Absolutely True	1
3.Teachers often make demands on our classroom performance.	3.73	0.49	Absolutely True	3.5
4.Teachers often provide feedback on different learning requirements for different students.	3.67	0.56	Absolutely True	6
5.My classmates and I often ask for attitudes toward learning that should be present in the classroom.	3.73	0.51	Absolutely True	3.5
6. I have frequent discussions with my classmates about the right way to study.	3.67	0.55	Absolutely True	6
7. I often plan small goals for motor knowledge and skills that need to be mastered in each session.	3.63	0.59	Absolutely True	8
8. As a result of the evaluation, I am aware of how to apply the correct learning methods.	3.67	0.55	Absolutely True	6
Composite	**3.71**	**0.52**	**Absolutely True**	

Scale: 4.00-3.51= Absolutely True/Highly Manifested; 3.50-2.51= True/Manifested; 2.50-1.51= Untrue/ Less Manifested ; 1.50-1.00=Absolutely Untrue/ Never Manifested

As shown in Table 3, the perceptions of students on their assessment for learning in physical education were absolutely true in terms of *goal clarification* as evident by a composite mean score of 3.71 with a 0.52 corresponding standard deviation. Of all the indicators of goal clarification, the highest mean score was evident by the experiences of students with their teachers to present standardized and regulated movement often. This was closely followed by the sharing of learning objectives done by the teachers that need to be mastered by the students in each lesson. On the other hand, the lowest mean score was evident by the experiences of students in the class to plan small goals for motor knowledge

and skills that need to be mastered in each session. *Process monitoring*

Table 4. Perceptions of Students on their Assessment for Learning in Physical Education in terms of Process Monitoring

Indicators	Mean	SD	/Descriptor/ Interpretation	Rank
9. Through evaluation, I am clear about how to achieve good classroom performance.	3.70	0.53	Absolutely True	1
10. My PE teacher identified my strengths and weaknesses in PE learning through evaluation.	3.65	0.58	Absolutely True	2
11. The gym teacher pointed out my incorrect motor skills through evaluation.	3.69	0.54	Absolutely True	2
12. Physical education teacher pointed out my wrong way of learning through evaluation.	3.66	0.56	Absolutely True	5
13. Through evaluation, my classmates and I often point out to each other problems with learning attitudes.	3.61	0.60	Absolutely True	10
14. Through evaluation, my classmates and I often correct each other's incorrect practice movements.	3.67	0.54	Absolutely True	3
15. I am able to correctly self-reflect on the basis of assessment results and identify deficiencies in my learning.	3.66	0.54	Absolutely True	5
16. I am able to identify incorrect learning methods in my PE classroom based on the results of the evaluation.	3.64	0.56	Absolutely True	9
17. I am able to recognize my level of effort from evaluation results.	3.66	0.55	Absolutely True	5
18. I am able to correct my incorrect practice movements based on the results of the evaluation.	3.65	0.58	Absolutely True	7.5
Composite	**3.66**	**0.56**	**Absolutely True**	**-**

Scale: 4.00-3.51= Absolutely True/Highly Manifested; 3.50-2.51= True/Manifested; 2.50-1.51= Untrue/ Less Manifested; 1.50-1.00=Absolutely Untrue/ Never Manifested

As shown in the above table, the perceptions of students on their assessment for learning in physical education were absolutely true in terms of process monitoring as evident by a composite mean score of 3.66 with a 0.56 corresponding standard deviation. Among the indicators of process monitoring, the highest mean score was evident by the experiences of students to have a clear perspective in achieving good classroom performance. This was closely followed by the attitude of gym teachers to point out to the students of their incorrect motor skills through evaluation. Contrariwise, the lowest mean score was apparent by the cooperation of students to point out to each other problems with learning attitudes often.

Table 5. Perceptions of Students on their Assessment for Learning in Physical Education in terms of Creative Scaffolding

Indicators	Mean	SD	Descriptor/ Interpretation	Rank
19. Physical education teacher tried different assessment methods to help me with my learning difficulties in the physical education classroom.	3.67	0.55	Highly Manifested /Absolutely True	7
20. Physical education teachers provide me with evaluative feedback to help me master physical education skills.	3.69	0.54	Highly Manifested /Absolutely True	2.5
21 My physical education teacher helped me correct bad study habits through evaluations.	3.69	0.53	Highly Manifested /Absolutely True	2.5
22. PE teachers encourage us to think through multiple evaluations and continue to make academic progress.	3.68	0.55	Highly Manifested /Absolutely True	5
23. The physical education teacher was able to correct my mistakes in a timely manner based on the evaluation results.	3.71	0.52	Highly Manifested /Absolutely True	1
24 I mentor each other and my classmates to promote learning in the physical education classroom.	3.66	0.57	Highly Manifested /Absolutely True	8.5
25. My classmates and I correct each other's learning mistakes based on assessment results.	3.68	0.56	Highly Manifested /Absolutely True	5
26. I can correct my mistakes in a timely manner based on the results of the evaluation.	3.68	0.54	Highly Manifested /Absolutely True	5
27. I will think about ways to improve my learning and practicing based on the results of the evaluation.	3.66	0.55	Highly Manifested /Absolutely True	8.5
28. I can present my evaluation results in front of everyone.	3.59	0.62	Highly Manifested /Absolutely True	10
Composite	**3.67**	**0.55**	**Highly Manifested /Absolutely True**	

Scale: 4.00-3.51= Absolutely True/Highly Manifested ; 3.50-2.51= True/Manifested ; 2.50-1.51= Untrue/ Less Manifested ; 1.50-1.00=Absolutely Untrue/ Never Manifested

As shown in the above table, the perceptions of students on their assessment for learning in physical education were absolutely true in terms of creative scaffolding as evident by a composite mean score of 3.67 with a 0.55 corresponding standard deviation. Of all the indicators of creative scaffolding, the highest mean score was evident by the characteristics of physical education teacher to correct mistakes of students in a timely manner based on the evaluation results. However, the lowest mean score was evident by the action of students to present their evaluation

results in front of everyone.

Table 6. Perceptions of Students on their Assessment for Learning in Physical Education in terms of Process Experience

Indicators	Mean	SD	Descriptor/ Interpretation	Rank
29. I am able to scientifically evaluate my learning status.	3.61	0.60	Highly manifested /Absolutely True	7
30. I am able to participate carefully and fully in every evaluation task.	3.67	0.54	Highly manifested /Absolutely True	2.5
31. I am able to reasonably accept what my teachers and peers say about me and use it to examine my own learning.	3.67	0.54	Highly manifested /Absolutely True	2.5
32. I can relate to the feedback given by my teacher when evaluating my skills.	3.67	0.52	Highly manifested /Absolutely True	2.5
33. Physical education teachers often simulate images to evaluate my knowledge, skills, and other learning content.	3.57	0.64	Highly manifested /Absolutely True	6
34. I can relate and identify with what teachers and peers say about me.	3.67	0.54	Highly manifested /Absolutely True	2.5
35. Evaluating feedback for us on learning of knowledge and skills through a variety of metaphors.	3.66	0.54	Highly manifested /Absolutely True	5
Composite	3.65	0.56	Highly manifested /Absolutely True	

Scale: 4.00-3.51= Absolutely True/Highly Manifested; 3.50-2.51= True/Manifested ; 2.50-1.51= Untrue/ Less Manifested ; 1.50-1.00=Absolutely Untrue/ Never Manifested

As shown in the above table, the perceptions of students on their assessment for learning in physical education were absolutely true in terms of process experience as evident by a composite mean score of 3.65 with a 0.56 corresponding standard deviation. Of all the indicators of process experience, the highest mean score was equally apparent by learning experiences of students to: participate carefully and fully in every evaluation task; reasonably accept what their teachers and peers say about them and use it to examine their own learning; relate to the feedback given by their teachers when evaluating their skills and; relating and identifying with what teachers and peers say about them. On the other hand, the lowest mean score was apparent by the attitude of physical education teachers to often simulate images to evaluate students' knowledge, skills, and other learning contents.

Table 7. Perceptions of Students on their Assessment for Learning in Physical Education

Variables	Composite			Rank
	Mean	SD	Descriptor/Interpretation	
Goal Clarification	3.71	0.52	Highly Manifested Absolutely True	1
Process Monitoring	3.66	0.56	Highly Manifested Absolutely True	3
Creative Scaffolding	3.67	0.55	Highly Manifested Absolutely True	2
Process Experience	3.65	0.56	Highly Manifested Absolutely True	4
Overall	**3.67**	**0.55**	**Highly Manifested Absolutely True**	**--**

Scale: 4.00-3.51= Absolutely True/Highly Manifested ; 3.50-2.51= True/Manifested ; 2.50-1.51= Untrue/ Less Manifested ; 1.50-1.00=Absolutely Untrue/ Never Manifested

Overall, the perceptions of students on their assessment for learning in physical education were absolutely true in terms of goal clarification, creative scaffolding, process monitoring and process experience as evident by a grand mean score of 3.67 with a 0.55 corresponding standard deviation. This implied that assessment for learning in physical education of students revealed a greater extent which is true at all times across all of the above cited variables.

3.Difference in the perception of the assessment for learning of the college public Physical Education courses when their profile is taken as test factors.

Table 8. Differences in the Perceptions of Students on the Assessment for Learning in Physical Education according to Sex

Variables	Mean		t-value	sig	Decision Ho	Interpretation
	Male	Female				
Goal Clarification	4.00	3.31	15.735	.000	Reject	**Significant**
Process Monitoring	4.00	3.20	17.879	.000	Reject	**Significant**
Creative Scaffolding	4.00	3.23	16.747	.000	Reject	**Significant**
Process Experience	4.00	3.17	19.373	.000	Reject	**Significant**
Overall	**4.00**	**3.22**	**17.433**	**.000**	Reject	**Significant**

Using a T-Test of Independent Samples, the differences in the perceptions of students on the assessment for learning in

physical education according to sex yielded significant differences in terms of goal clarification, process monitoring, creative scaffolding and process experience. The null hypothesis was rejected at a 5% level of significance. This implied that assessment for learning was differently viewed by male and female students based on the above-cited variables.

Table 9. Differences in the Perceptions of Students on the Assessment for Learning in Physical Education according to Age

Variables	Mean		t-value	sig	Decision Ho	Interpretation
	20 & <	21 & >				
Goal Clarification	4.00	3.20	17.912	.000	Reject	**Significant**
Process Monitoring	4.00	3.08	21.294	.000	Reject	**Significant**
Creative Scaffolding	4.00	3.11	19.451	.000	Reject	**Significant**
Process Experience	4.00	3.04	23.966	.000	Reject	**Significant**
Overall	**4.00**	**3.11**	**20.656**	**.000**	Reject	**Significant**

Using a T-Test of Independent Samples, the differences in the perceptions of students on the assessment for learning in physical education according to age yielded significant differences in terms of goal clarification, process monitoring, creative scaffolding and process experience. The null hypothesis was rejected at a 5% level of significance. This implied that assessment for learning was differently viewed by the students whose age were 20 years old & below and 21 years old & above based on the above-cited variables.

Table 10. Differences in the Perceptions of Students on the Assessment for Learning in Physical Education according to Grade Level

Variables	Mean		t-value	sig	Decision Ho	Interpretation
	Freshman	Sophomore				
Goal Clarification	4.00	3.34	15.137	.000	Reject	**Significant**
Process Monitoring	4.00	3.24	17.015	.000	Reject	**Significant**
Creative Scaffolding	4.00	3.27	16.031	.000	Reject	**Significant**
Process Experience	4.00	3.21	18.286	.000	Reject	**Significant**
Overall	**4.00**	**3.26**	**16.617**	**.000**	**Reject**	**Significant**

Using a T-Test of Independent Samples, the differences in the perceptions of students on the assessment for learning in physical education according to grade level yielded significant differences in terms of goal clarification, process monitoring, creative scaffolding and process experience. The null hypothesis was rejected at a 5% level of significance. This implied that assessment for learning was differently viewed by freshman and sophomore students based on the above-cited variables.

Table 11. Differences in the Perceptions of Students on the Assessment for Learning in Physical Education according to College Affiliation

Variables	College Affiliation	Mean	F-value	sig	Decision Ho	Interpret
Goal Clarification	Nursing	4.00	412.857	.000	Reject	***Significant***
	Language	4.00				
	Arts Design	3.88				
	Culinary Arts	3.00				
	Music	3.00				
Process Monitoring	Nursing	4.00	225.098	.000	Reject	***Significant***
	Language	4.00				
	Arts Design	3.79				
	Culinary Arts	3.00				
	Music	3.00				
Creative Scaffolding	Nursing	4.00	252.506	.000	Reject	***Significant***
	Language	4.00				
	Arts Design	3.82				
	Culinary Arts	3.00				
	Music	3.00				
Process Experience	Nursing	4.00	217.766	.000	Reject	***Significant***
	Language	4.00				
	Arts Design	3.76				
	Culinary Arts	3.00				
	Music	3.00				
Overall			**277.057**	**.000**	Reject	**Significant**

shows the comparative analysis

Table 11 shows the comparative analysis among the respondents that are affiliated with different colleges**.** The

utilization of F or ANOVA Test, reveal an overall F-value equivalent to 277.057 with a sigvalue of .000, it rejects the null hypothesis, Thus, it can be said that the differences in the perceptions of students on the assessment for learning in physical education according to college affiliation provided significant findings in terms of goal clarification, process monitoring, creative scaffolding and process experience. This means that college affiliation matters, the students have different views about the assessment for learning in physical education course.

Post hoc Analysis

Table 12. Post Hoc ANOVA Test on the Differences in the Perceptions of Students on the Assessment for Learning in Physical Education according to College Affiliation

Variables	College Affiliation	Mean	Nursing	Language	Arts Design	Culinary Arts	Music
			4.00	4.00	3.88	3.00	3.00
Goal Clarification	Nursing	4.00				*	*
	Language	4.00			*	*	*
	Arts Design	3.88		*		*	*
	Culinary Arts	3.00	*	*	*		*
	Music	3.00	*	*	*	*	
Variables	**College Affiliation**	**Mean**	**Nursing**	**Language**	**Arts Design**	**Culinary Arts**	**Music**
			4.00	4.00	3.79	3.00	3.00
Process Monitoring	Nursing	4.00			*	*	*
	Language	4.00			*	*	*
	Arts Design	3.79	*	*		*	*
	Culinary Arts	3.00	*	*	*		*
	Music	3.00	*	*	*	*	
Variables	**College Affiliation**	**Mean**	**Nursing**	**Language**	**Arts Design**	**Culinary Arts**	**Music**
			4.00	4.00	3.82	3.00	3.00
Creative Scaffolding	Nursing	4.00			*	*	*
	Language	4.00			*	*	*
	Arts Design	3.82	*	*		*	*
	Culinary Arts	3.00	*	*	*		*
	Music	3.00	*	*	*	*	
Variables	**College Affiliation**	**Mean**	**Nursing**	**Language**	**Arts Design**	**Culinary Arts**	**Music**
			4.00	4.00	3.76	3.00	3.00
Process Experience	Nursing	4.00			*	*	*
	Language	4.00			*	*	*
	Arts Design	3.76	*	*		*	*
	Culinary Arts	3.00	*	*	*		*
	Music	3.00	*	*	*	*	

***Pair with Significant Difference at a .05 level.**

The follow up test was utilized in identifying paired comparison among the college affiliation that shows significant findings. Using a Sheffe Test, the Post Hoc ANOVA Test on the differences in the perceptions of students on the assessment for learning in physical education according to college affiliation provided significant differences in all pairs of college affiliations. The result showed greater learning for the use of assessment for learning (AFL) among PE students coming from the College of Nursing as it is paired with other students from other colleges. Similarly, College of Languages students in PE has benefitted from the AFL compared with other students of Arts Design, Culinary Arts, and Music.

4.Respondents' Assessment on the Learning Effects

Table 13. Assessment of Students on the Learning Effects in terms of Perception of their Own Development

Indicators	Mean	SD	Interpretation	Rank
1. The teaching content of the course significantly improves one's level of physical fitness.	3.60	0.56	Highly Manifested /Very True of Me	1
2. The program's instructional evaluation induces inspired thinking.	3.51	0.61	Highly Manifested/ Very True of Me	7
3. Improve creativity after this course.	3.49	0.64	Highly Manifested/ Very True of Me	8
4. Improve self-confidence after this course	3.56	0.62	Highly Manifested/ Very True of Me	3.5
5. After taking this course, they will be able to improve their ability to cooperate with other students.	3.57	0.58	Highly Manifested/ Very True of Me	2
6. The course is somewhat challenging (or innovative, pioneering, or critical thinking, etc.).	3.54	0.59	Highly Manifested/ Very True of Me	6
7. The course is reasonably connected (teaching schedule, degree of difficulty, key points, etc.).	3.56	0.58	Highly Manifested/ Very True of Me	3.5
8. I put a lot of effort into this course and learned a lot.	3.55	0.61	Highly Manifested/ Very True of Me	5
Composite	**3.55**	**0.60**	**Highly Manifested/ Very True of Me**	**-**

Scale: 4.00-3.51= Very True of Me/ Highly Manifested; 3.50-2.51= True of Me/ Manifested; 2.50-1.51= Slightly True of Me/ Less manifested ; 1.50-1.00=Not True of Me/ Not Manifested

As shown in the above table, the assessment of students on the learning effects was Highly Manifested in terms of the *perception of their own development* as indicated by a composite mean score of 3.55 with a 0.60 corresponding standard deviation. Of all the indicators of the perception of students' development, the highest mean score was Highly manifested in the item with mean value of 3.60 SD .56 on the teaching content of the course that significantly improves one's level of physical fitness. On the other hand, the lowest mean score of was apparent by improving creativity after the course.

Table 14. Assessment of Students on the Learning Effects in terms of Sense of Cooperation

Indicators	Mean	SD	Interpretation	Rank
9. I am willing to listen to the opinions of others when working with them, even if I don't agree with them.	3.54	0.58	Highly Manifested/Very True of Me	5
10. I am able to integrate the views of others when working with them on tasks.	3.58	0.55	Highly Manifested/Very True of Me	1
11. I am generally able to consider a wide range of views when dealing with matters.	3.55	0.56	Highly Manifested/Very True of Me	3.5
12. In my studies, I am usually able to put myself in other people's shoes and consider their ideas.	3.57	0.55	Highly Manifested/Very True of Me	2
13. I believe that a good partner can make you win against all opponents.	3.53	0.58	Highly Manifested/Very True of Me	6
14. To achieve good results, a person must rely on the help of other.	3.20	0.86	Manifested/ True of Me	11
15. No work can be carried out or accomplished without the help and cooperation of others.	3.24	0.82	Manifested/ True of Me	10
16. In order to succeed, a person must cooperate with others.	3.25	0.79	Manifested/ True of Me	9
17. In my studies, I like to work collaboratively with others.	3.45	0.65	Manifested/ True of Me	8
18. I enjoy learning with others for mutual success.	3.55	0.55	Highly Manifested/ True of Me	3.5
19. I believe that cooperation in learning is more conducive to achievement than competition.	3.51	0.59	Highly Manifested/ Very True of Me	7
Composite	**3.45**	**0.64**	**Manifested/ True of Me**	**-**

Scale: 4.00-3.51= Very True of Me/ Highly Manifested; 3.50-2.51= True of Me/ Manifested; 2.50-1.51= Slightly True of Me/ Less manifested ; 1.50-1.00=Not True of Me/ Not Manifested

As shown in the above table, the assessment of students on the learning effects was very true in terms of sense of cooperation as "Manifested" by a composite mean score of 3.45 with a 0.64 corresponding standard deviation. Among the indicators of sense of cooperation, the highest mean score was evident in the item with a mean value of 3.54 with SD at.58 by integrating the views of other students when working with them on tasks while the lowest mean score has a mean value of 3.20 SD at 85 was apparent in achieving good results through the person they rely on the help of other. Other indicators with lower mean values are apparent by no work can be carried out or accomplished without the help and cooperation of others; a person must cooperate with others in order to succeed and; working collaboratively with others in their studies.

Table 15. Assessment of Students on the Learning Effects in terms of Sense of Competition

Indicators	Mean	SD	Descriptor/ Interpretation	Rank
20. I get jealous when my classmates get awards for their achievements.	2.54	1.23	Highly Manifested/ Very True of Me	10
21. I can't tolerate being the worst in the team.	3.04	0.93	Highly Manifested/ Very True of Me	4
22. I get very sad when my team loses.	3.06	0.86	Highly Manifested /Very True of Me	3
23. It bothers me if others behave better than me.	2.69	1.00	Highly Manifested /Very True of Me	8
24. I like competition because it gives me a chance to discover my potential.	3.16	0.79	Highly Manifested /Very True of Me	2
25. I like the challenge of competing with others.	3.01	0.86	Highly Manifested /Very True of Me	6
26. I like competition because it allows me to be at my best rather than getting the feeling of being better than someone else.	3.24	0.75	Highly Manifested /Very True of Me	1
27. I can only prove my worth by performing better than the rest of my classmates.	2.64	1.07	Highly Manifested/ Very True of Me	9
28. Sometimes I see exams as a chance to prove I'm smarter than everyone else.	2.66	1.03	Manifested/ True of Me	7
29. Even when working together in a team for a common goal, I want to outperform the rest of the team.	3.02	0.85	Manifested/ True of Me	5
Composite	**2.91**	**0.94**	**Manifested / True of Me**	

Scale: 4.00-3.51= Very True of Me/ Highly Manifested; 3.50-2.51= True of Me/ Manifested; 2.50-1.51= Slightly True of Me/ Less manifested; 1.50-1.00=Not True of Me/ Not Manifested

As shown in the above table, the assessment of students on the learning effects was true in terms of sense of competition as evident by a composite mean score of 2.91 with a 0.94 corresponding standard deviation. Of all the indicators of sense of competition, the highest mean score was evident by liking competition because it allows the students to be at their best rather than getting the feeling of being better than someone else. This was followed by liking the competition because it gives the students a chance to discover their potentials. Conversely, the lowest mean score was apparent by getting jealous when their classmates get awards for their achievements.

Table 16. Assessment of Students on the Learning Effects in terms of Aspect of Psychological Well-Being

Indicators	Mean	SD	Descriptor/ Interpretation	Rank
30. I like to go to physical education class.	3.34	0.74	Manifested/ True of Me	10
31. Do I accept the total evaluation you receive from your instructor in the physical education program?	3.51	0.59	Highly Manifested/ Very True of Me	2
32. I have a positive attitude toward learning about physical education.	3.48	0.63	Manifested/ True of Me	5.5
33. I think I can evaluate the other person appropriately.	3.38	0.64	Manifested/ True of Me	8
34. I can be confident in sports.	3.33	0.73	Manifested/ True of Me	12.5
35. I can feel happy from physical exercise.	3.46	0.64	Manifested/ True of Me	7
36. I think physical exercise is good for physical and mental health.	3.57	0.55	Highly Manifested/ Very True of Me	1
37. I think I have mastered one sport better than most of my classmates.	3.15	0.83	Manifested/ True of Me	14
38. I think I am in better physical shape than most of my classmates.	3.07	0.86	Manifested/ True of Me	16
39. I will feel joy at mastering learning new motor skills.	3.50	0.57	Manifested/ True of Me	2
40. I set learning goals that are higher than those set by my teacher.	3.09	0.84	Manifested/ True of Me	17
41. I can still study at ease after being criticized.	3.16	0.79	Manifested/ True of Me	16
42. I want to be praised when I get good grades.	3.33	0.79	Manifested/ True of Me	12.5
43. I will participate in my favorite sport after school.	3.33	0.70	Manifested/ True of Me	12.5
44. I gain more friends through sports activities.	3.30	0.73	Manifested/ True of Me	14
45. I will find ways to solve problems in physical education.	3.37	0.67	Manifested/ True of Me	9
46. I take the initiative to ask others about learning problems I don't know.	3.48	0.58	Manifested/ True of Me	5.5
47. I will take the initiative to help classmates in need.	3.47	0.58	Manifested/ True of Me	6
Composite	**3.35**	**0.69**	**Manifested/ True of Me**	-

Scale: 4.00-3.51= Very True of Me/ Highly Manifested; 3.50-2.51= True of Me/ Manifested; 2.50-1.51= Slightly True of Me/ Less manifested ; 1.50-1.00=Not True of Me/ Not Manifested

As shown in the above table, the assessment of students on the learning effects was true in terms of the aspect of psychological well-being as evident by a composite mean score of 3.35 with a 0.69 corresponding standard deviation. Of all the indicators of the aspect of psychological well-being, the highest mean score was evident by thinking physical exercise that is good for physical and mental health. This was followed by accepting the total evaluation received by the students from their instructors in the physical education program.

Table 17. Assessment of Students on the Learning Effect Domains of Physical Education

Variables	Composite			Rank
	Mean	SD	Interpretation	
Perception of Student's Own Development	3.55	0.60	Highly Manifested/ Very True of Me	1
Sense of Cooperation	3.45	0.64	Manifested/ True of Me	3
Sense of Competition	2.91	0.94	Manifested/ True of Me	4
Aspect of Psychological Well-Being	3.35	0.69	Manifested/ True of Me	2
Overall	**3.32**	**0.72**	**Manifested/ True of Me**	**--**

Scale: 4.00-3.51= Very True of Me/ Highly Manifested; 3.50-2.51= True of Me/ Manifested; 2.50-1.51= Slightly True of Me/ Less manifested; 1.50-1.00=Not True of Me/ Not Manifested

Overall, the perceptions of students on their assessment on the learning effects was true in terms of perception of their own development, aspect of psychological well-being, sense of cooperation and sense of competition as evident by a grand mean score of 3.32 with a 0.72 corresponding standard deviation. This implied that learning effects of physical education are genuinely experienced by the students.

5.Difference in their assessment of their learning effect when their profile is taken as test factor

Table 18. Differences in the Assessments of Students on the Learning Effect Domains of Physical Education according to Sex

Variables	Mean		t-value	sig	Decision Ho	Interpretation
	Male	Female				
Perception of Student's Own Development	4.00	2.94	34.048	.000	Reject	Significant
Sense of Cooperation	3.93	2.81	37.570	.000	Reject	Significant
Sense of Competition	3.55	2.03	30.051	.000	Reject	Significant
Aspect of Psychological Well-Being	3.83	2.71	29.589	.000	Reject	Significant
Overall	**3.83**	**2.62**	**32.815**	**.000**	**Reject**	**Significant**

Scale: 4.00-3.51= Very True of Me/ Highly Manifested; 3.50-2.51= True of Me/ Manifested; 2.50-1.51= Slightly True of Me/ Less manifested ; 1.50-1.00=Not True of Me/ Not Manifested

Table 18 shows the comparative assessment of the PE students. Using a T-Test of Independent Samples, the differences in the assessments of students on the learning effect domains of physical education according to sex yielded an overall t-value of 32.815 with computed sig value of .000, which rejects the null hypothesis at .05 , indicating a significant difference in terms of perception of student's own development, sense of cooperation, sense of competition and aspect of psychological well-being. This implied that learning effect domains of physical education were differently viewed by male and female students based on the above-cited variables.

Table 19. Differences in the Assessments of Students on the Learning Effect Domains of Physical Education according to Age

Variables	Mean		t-value	sig	Decision Ho	Interpretation
	20 & <	21 & >				
Perception of Student's Own Development	3.95	2.86	34.725	.000	Reject	Significant
Sense of Cooperation	3.86	2.76	33.866	.000	Reject	Significant
Sense of Competition	3.47	1.95	27.926	.000	Reject	Significant
Aspect of Psychological Well-Being	3.76	2.66	25.904	.000	Reject	Significant
Overall	**3.76**	**2.56**	**30.605**	**.000**	**Reject**	**Significant**

Scale: 4.00-3.51= Very True of Me/ Highly Manifested; 3.50-2.51= True of Me/ Manifested; 2.50-1.51= Slightly True of Me/ Less manifested ; 1.50-1.00=Not True of Me/ Not Manifested

Using a T-Test of Independent Samples, the differences in the assessments of students on the learning effect domains of physical education according to age yielded an overall t-value of 0.605 with computed sig value of .000, which rejects the null hypothesis at .05, indicating a significant difference in terms of perception of student's own development, sense of cooperation, sense of competition and aspect of psychological well-being. The null hypothesis was rejected at a 5% level of significance. This implied that learning effect domains of physical education were differently viewed by students whose age were 20 years old & below and 21 years old & above based on the above-cited variables.

6. Conclusion

1.The demographic profile in the student , that are predominantly male Freshmen consisted of age group that are below 21 years old , Mostly are into Arts Design and Language courses that suggest specific implication for application for learning that ultimately benefit better students' outcomes.

2.Physical education courses demonstrate highly manifested domains of Assessment for Learning (AFL)in teaching public Physical education courses

3.There are varying significant differences that need for demographic evaluation to ensure inclusivity and fairness in the area of goal clarification, creative scaffolding, process experiences domains.

4.Learning effect are valued for its influence from assessment for learning scheme but accommodating these demands underscore the importance

5.The learning effects that involve sense of cooperation, sense of competitiveness, psychological wellbeing that are important in accommodating viable activities that are true to form.

6.The assessment for learning and the domains of effects on learning the physical education courses are closely and directly associated for improved student performance.

7. Recommendations

The insights gained from the analysis of the findings provide valuable insights that the teaching of physical education courses can foster influences. Such positive and potential influences that can be maximized with the various dimensions of AFL in relation to the learning effect, hence the following recommendations are forwarded:

1.Provide supporting academic activities among students that can be enhanced for equity and equal opportunities as leverages to varying demographic profile.

2.Provide training that are integrated with technologies that could be explored to unfold their potentials for further development.

3.Offer varied activities that are designed to empower individual preferences.

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