
Designing Guidelines for Effective Evaluation in Physical Education of Schools from Pune City

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ABSTRACT

The main purpose of the study was to designing guidelines for Effective Evaluation of Physical Education in Schools of Pune City. In this study survey was done on 37 schools from Pune city & physical education teachers were selected purposively from these schools. The study was administered on 37 schools and questionnaire was filled up from physical education teachers. Along with this questionnaire interview was conducted on 5 experts from Chandrashekhar Agashe college of physical education, Pune. The collected data was sorted based on similar responses. Data was then analyzed and frequency, percentage was calculated. It is found that physical fitness testing was used for evaluation in physical education by most school physical education teachers. Then with help of experts, guidelines for evaluation of physical education in school were prepared..

Keywords : Guidelines, Evaluation, Physical education.

Introduction

Physical Education (PE) is one of the educational means, possibly the most enjoyable and most effective one when used properly to reach its objectives (Gallahue & Donnelly, 2007) 'evaluation is methodologically eclectic, pluralistic, and mixed' (Patton, 2008). Evaluation is an essential component of both learning and teaching. That is what makes learning more efficient and helpful to students. It also raises the standard of education for children. They will be able to achieve more success in life as a result of this ongoing process. Because health is the most precious asset, the

curriculum of the school education system should emphasize student assessment in physical education. The second purpose of PE evaluation is to encourage kids to respect one another's performance while developing a positive attitude towards a healthy lifestyle while engaging in a safe setting that promotes learning. PE evaluation should begin with a reflection on the teacher's attitudes towards PE and its impact to students' physical, intellectual, and social development. At the secondary level, there is evidence to support the idea that fitness testing and evaluation promote a healthy lifestyle and increased physical activity. There are several advantages to doing fitness testing, such as simplicity, cost-effectiveness in terms of time, equipment, and safety. The majority of PE teachers in elementary school is offered by classroom teachers or non-specialists who lack the necessary skills, competence, and confidence to conduct proper

evaluation, physical fitness tests. guidelines for effective evaluation in physical education for physical educators in schools must need to be developed. Because guidelines will assist physical education teachers in performing successful evaluations on students and completing fitness tests on a larger number of students in less time, with less human resources, and in a smaller available space. In this study researchers were interested to designing guidelines for effective evaluation in physical education of schools in Pune city. This study would help to physical education teachers for effective evaluation in physical education.

Methodology

The purpose of the study was interested to designing guidelines for effective evaluation in physical education of schools in Pune city. To accomplish the study's goal to obtain data, a survey was performed in several schools within Pune. The study was carried out using the exploratory survey conduct by the researcher. The Pune city has about 700 schools. Purposive sample was chosen by the researcher for the selection of 37 schools. And 5 experts from Chandrashekhar Agashe college of physical education, Pune. after selecting a sample Physical education teachers answered the questionnaire and experts filled interview questionnaire. It took nearly two weeks to collect information from 37 physical education teachers and 5 experts.

Questionnaire

In questionnaire there are 13 questions. In the entire questionnaire some questions have multiple choice option, some questions have check boxes and some are open ended question. Also interview questionnaire for experts contain 5 open ended questions.

Analysis and interpretation of data

In this present study, data was collected through questionnaire. The collected data sorted by same answers and related answers. After separation of data of each physical education teacher and expert, frequency and percentage of answer was counted and it is interpreted as per given in table 1.

Table 1 : Summary of Frequency Analysis of responses of physical education teachers from Pune city

Question	Frequency and percentage					
How many times in a year, school conducted physical fitness testing?	Once 4 (10.8%)	Twice 30(81.1%)	Thrice 2(5.4%)	More than three times 2(5.4%)		
Time taken for physical fitness testing?	One day 2(5.4%)	Two days 3(8.1%)	Three days 3(8.1%)	Four days 2(5.4%)	Five days 1(2.7%)	One week 27(72.97%)
Fitness tests conduct in schools?	Cardiovascular endurance 26(70.27%)	Agility 28(75.67)	Balance 21(56.75%)	Strength 37(100%)	Flexibility 37(100%)	other tests 10(27.02%)
Types of methods used in physical fitness testing?	Mass method 10(27%)	Squad method 4(10.8%)	Both squad and mass method 26(70.3%)	Individual 4(10.8%)		
Does assistant provide by management for physical fitness testing?	Yes 15(40.54%)	No 18(48.6%)	Only P.E. teachers 18(48.6%)	Student teachers 6(16.2%)	Alumina 2(5.4%)	Other subject teachers 7(18.9%)

How many times evaluation in physical education conduct in a year?	One Times 4(10.8%)	Two Times 39(78.4%)	Three Times 3(8.1%)	Four Times 1(2.75%)		
Do you evaluate students in any another way in physical education	Yes 22(59.8%)	No 15(40.5%)				
Which evaluation method frequently used in schools?	Qualitative evaluation 20(51.1%)	Quantitative evaluation 17(45.9%)	Process evaluation 17(45.9%)	Product evaluation 11(29.7%)		
Which method is most frequently you used to evaluate your students in physical education?	Formative evaluation 15(40.5%)	Summative Evaluation 16(43.2%)	Rating scale 14(37.8%)			
No. of students tested at a time by P.E. teacher?	1-10 16(43.24%)	11-20 4(10.81%)	21-30 8(21.62%)	31-40 3(8.10%)	41 5(13.51%)	More than 50 1(2.70%)
Do you have strategies to conduct physical fitness tests on more students in less time?	Teachers have other strategies 35(94.59%)	Teachers have other strategies 2(5.40%)				

Do you prepare any rating scale or any other tool for easy evaluation?	Prepare other tool for easy evaluation 16(18.92%)	Not prepared any tool 21(56.75%)				
How do you manage time, assistants, and equipment to conduct physical fitness tests on students?	Prepare plan and conduct test in P.E. class 35(94.59%)	Equipment available in school 35(94.59%)	Assist only P.E. teacher 29(78.37%)	Assist another subject teacher 7(18.92%)		

From the above data, it can be interpreted that in the said research, 37 physical education teachers gave responses to questionnaire. The data collected through the questionnaire shows that, in most of schools conduct physical fitness test twice in a year which is 30(81.1%) schools, 27(72.97%) schools completed testing in One week, 37(100%) schools conduct flexibility and strength tests, 26(70.3%) schools used both squad and mass method for fitness testing, 18(48.6%) schools management does not provide assistance for testing it conducted by only physical education teachers, 39(78.4%) schools evaluate students twice a year in physical education, 22(59.8%) schools evaluate students using additional methods like the skills taught, PE projects, and sports knowledge, 20(51.1%) school uses qualitative evaluation and quantitative evaluation compare to process evaluation and product evaluation, 16(43.2%) schools used summative evaluation method to evaluate students in physical education, In 16(43.24%) schools, teachers conduct test on 1-10 students at a time, In 35(94.59%) schools, teachers have other strategies like preplanning tests, conducting workshops before tests, and utilizing technology to conduct physical fitness tests on the greatest number of students in the shortest amount of time, In 21(56.75%) schools, teachers do not prepare other tools for easy evaluation in physical education, In 35(94.59%) schools teachers manage time, assistants, and tools to perform physical fitness tests on students by planning and executing tests in P.E. class and by using school-provided equipment.

Conclusion

According to the research findings, physical fitness testing is used for evaluation in physical education by most school physical education teachers. According to experts

and above data the guidelines that should be followed for effective evaluation of physical education in schools are:

1. Execute the physical fitness tests with adequate preparation and schedule
2. Perform a physical fitness tests or skill test for evaluation.
3. If suitable equipment is not available, utilize teacher made tests, modified equipment, or tests that do not require equipment.
4. If equipment is not accessible at the school, then resources can be shared with other schools or alternative agencies can be approached for testing.
5. Use the Kraus Weber test battery as an alternative to other fitness tests.
6. To assess more students in less time, provide instruction to seniors or alumni.
7. Set up an obstacle course or additional stations to assess more students in less time.
8. If sufficient space is not available for assessment, allow students to do self-evaluation at home and share the video with the teacher.
9. Instead of evaluating the output, evaluate the process.
10. A small available area can be used to perform a skill test using equipment arranged along a certain path.
11. You would use technology such as pedometer apps and smart watches to assess students with minimum human resources.
12. Guide senior students, alumni, or other subject instructors to serve as human resources for assessment.
13. To get reliable assessment data and avoid assessment malpractice, employ technology such as distance tracking chips and use standardize tests and norms.
14. To be able to get correct results, be physically present throughout testing and inspect all equipment.

Discussion:

Different previous researches have shown different results with respect to evaluation in physical education. Bayless (1978), Imwold, Rider, & Johns, (1982) have studied about assessment in physical education and found most of schools does not conduct

assessment and some conduct assessment based on attire and participation in sport. Morgan & Hansen(2008) says assessments for physical education instructors is that they take up too much time, are difficult to manage with high class numbers.

Recommendations:

1. Effectiveness of continuous and comprehensive evaluation system can be studied.
2. Comparison between different methods of evaluation in physical education in schools from different cities can be studied.
3. Evaluation systems in different sports club can be studied.
4. Research on the issues that physical educators at universities face while evaluating physical education.
5. Any specialized sport's evaluation guidelines can be researched.