

Comprehensive Assessment of Physical Education Practices at Don Bosco High School: A Multifaceted Approach

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ABSTRACT

Objective of this research paper is to evaluate the effectiveness and quality of physical education (PE) programs offered at the Don bosco school Pune. To achieve these objectives, a mixed-methods approach was employed for data collection. Quantitative data were gathered through surveys distributed to students and PE teachers, which measured various dimensions such as program satisfaction, participation rates, and perceived physical fitness outcomes. In addition to surveys, qualitative insights were obtained through structured interviews with faculty and administrative staff, providing a deeper understanding of the challenges faced in implementing effective PE practices. Key findings from the study indicate that while the PE program at Don Bosco High School is generally well-received by students, there are significant gaps in facilities and equipment that hinder optimal student engagement. Many students expressed a desire for more diverse activities and a greater emphasis on lifelong fitness skills. Furthermore, the research highlighted the importance of professional development for PE teachers to enhance their instructional strategies and adapt to new trends in physical education.

Keywords : Comprehensive Assessment, Mix Method Approach.

Introduction

Physical education plays a fundamental role in the holistic development of individuals, equipping them with the knowledge, skills, and values necessary to lead active and healthy lives. As a pivotal component of educational curricula worldwide, physical education programs are tasked with not only fostering physical fitness but

also promoting social and emotional well-being. The importance of a well-structured physical education program extends beyond the confines of the gymnasium or playing field. It shapes individuals' lifelong attitudes toward physical activity and contributes to building a healthier, more active society.(Graham, 2001, p. 42)

Amidst the evolving landscape of education, the quality and effectiveness of physical education programs have become a subject of utmost concern. As the world grapples with increasing rates of sedentary lifestyles, childhood obesity, and related health issues, the role of physical education in addressing these challenges has never been more critical. It is binding upon educational institutions to ensure that their physical education programs are not just token exercises but are structured, comprehensive, and capable of instilling a lifelong appreciation for physical fitness.(Graham, 2001, p. 42)

At the heart of Don Bosco High School's educational philosophy lies the Don Bosco Method of Education. This method is distinct in its approach, focusing not just on the imparting of knowledge but on the cultivation of profound relationships between teachers and students. It recognizes that education extends far beyond the boundaries of textbooks, classrooms, and examinations. Instead, it endeavours to transform students into well-rounded individuals who are equipped to navigate life's challenges with confidence and resilience.(Bosco, 1998, p. 88)

This approach aims to awaken and energize students, allowing them to realize their full potential across multiple dimensions - physical, intellectual, emotional, spiritual, and social. Within this educational framework, sports activities hold a pivotal role. They not only foster companionship among students but also nurture the spirit of teamwork. Moreover, they aid in the development of mental and physical resilience.

Physical Education is a cornerstone of the educational program at Don Bosco High School, which boasts a well-equipped campus infrastructure designed to support physical education and sports. Here, students receive training in various modern and traditional games, embodying the holistic ideals of the Don Bosco's Method.

The research titled **“Comprehensive Assessment of Physical Education Practices at Don Bosco High School, Pune: A Multifaceted Approach”** emphasised on a profound exploration of the physical education program at this institution. The study sought to provide a comprehensive 360-degree perspective by scrutinizing a multitude of interconnected aspects within Don Bosco High School's educational ecosystem. Through a mixed-methods approach, this research integrates quantitative data collection, incorporating document analysis and assessments, with qualitative insights derived from interviews and observations. The

critical factors under examination span a diverse range of key variables, intricately integrated into the framework of the school's physical education program.

In the context of Don Bosco High School's unique educational approach, these variables assume supreme importance. They collectively shape and define the school's physical education program, underlining its significance in fostering holistic development.

The primary goal of this research was to provide a comprehensive understanding of Don Bosco High School's physical education program by intricately examining and interconnecting these variables within the school environment. Adopting a holistic 360-degree perspective, this study aimed to identify strengths and areas for improvement within the physical education program. Through a meticulous and comprehensive assessment, this study endeavoured to illuminate the existing state of physical education practices and propose strategies for meaningful improvements.

Methodology

The research approach utilized in this assessment is a mixed-methods design, which integrates both quantitative and qualitative methodologies to provide a comprehensive understanding of physical education (PE) practices at Don Bosco High School. This approach allows for a robust analysis of the effectiveness of the PE program by triangulating data from various sources.

Data collection commenced with the administration of surveys to both students and PE teachers. The surveys were designed to gather quantitative data on several key metrics, including student engagement, program satisfaction, and perceived fitness outcomes. Questions were structured using Likert scales to facilitate statistical analysis, enabling the identification of trends and patterns in responses. Approximately 300 students and 10 teachers participated in this survey, providing a representative sample of the school's population.

In addition to surveys, qualitative data were collected through semi-structured interviews with various stakeholders, including PE faculty, school administrators, and parents. This method allowed for open-ended responses, providing deeper insights into the challenges and successes experienced within the PE program. Interviews were conducted in a conversational style and were recorded for accuracy, allowing for thematic analysis of the responses.

To assess the physical capabilities of students, fitness testing protocols were implemented. These included assessments of cardiovascular endurance, muscular

strength, flexibility, and body composition, following established guidelines from recognized fitness organizations. The data collected from these tests provided objective measures of students' physical fitness levels.

Furthermore, an evaluation of existing infrastructure supporting PE was conducted through site visits and observations of facilities, equipment, and resources available for physical education classes. This evaluation aimed to identify gaps and limitations in the current setup, contributing

Analysis of Data

Table 4.1 : Analysis of Physical Fitness Evaluation of Don Bosco High School Students (N=160)

Sr. No	Category	1 Mint Sip-Ups		Shuttle Run		Push-Ups	
		Value	Perct. (%)	Value	Perct. (%)	Value	Perct. (%)
1.	Work Hard	0	0.00%	149	93.12%	5	3.12%
2.	Need Impv.	93	58.13%	11	6.88%	61	38.12%
3.	Average	52	32.50%	0	0.00%	75	46.88%
4.	Good	15	9.38%	0	0.00%	19	11.88%
5.	V. Good	0	0.00%	0	0.00%	0	00. 0%

Interpretation

- Sit-ups and shuttle run results suggest a need for significant improvement in student performance.
- The push-up results are more balanced, with a sizable portion performing at the average level. However, a substantial number still need improvement.
- In all three tests, there's a lack of students in the "Very Good" category, indicating no top performers.

Table 4.2 : Descriptive Statistics Analysis of Pedometer Step Count for 3 Days of Don Bosco High School Students (N=25)

Sr. No.	Statistics	Average
1.	Mean	14522.50
2.	Median	9346.05
3.	Mode	7375.83
4.	Minimum	7375.83
5.	Maximum	26845.52

Interpretation

- There is significant variation in step counts between participants. Some participants consistently walked more than others, while some showed more significant day-to-day variation.

Table 4.3 : Analysis on the Quality of Physical Education Program

Table 4.3 gives an overall analysis of the quality of physical education teacher from the point of view of the school principal, high school supervisor, the staff and management.

1. Principals Point of View:

- The physical education teacher is young and active
- Shows interest in conducting his classes
- Physical education teacher is seen punctual and well dressed
- The students seem happy at physical education classes
- It is noticed that new initiatives are being taken to teach sports and games
- The school discipline has increased considerably but little more care needs to be taken about the high school students.
- Communication and giving of commands could be improved.
- More initiatives and new ways of implementing PE program was suggested.

2. Staff and Managements Point of View:

- The sports room is kept clean and in order
- The physical education teacher takes care of the sports facilities and equipment's

- The physical education teacher took initiative to conduct summer sports camp
- The physical education teacher is seen taking care of his physical fitness and health
- A record book of the equipment is well maintained
- The sports facilities could be better utilized

Table 4.4 : *Analysis Based on the Evaluation of Physical Education*

Table 4.4 shows the various evaluation methods used in the school's physical education program.

1. Formative Evaluation:

- Evaluation was conducted in the form of MCQ's based on the subject matter, to check the knowledge of a sport discipline.
- Class discussion were held on the topics covered and marks allotted for active participation.

2. Summative Evaluation:

- Practical skills tests were conducted based on participation in particular sports.
- Regular fitness tests were conducted to test the fitness level of the student and to examine their progress (for unit and term examination).

Table 4.5 : *Analysis About School Infrastructure Based on Students Feedback (N=160)*

Sr. No	Category	Poor	Need Imp	Good	Very Good	Excellent	Total Resp.
1	Facilities Available	0	15	36	46	63	160
		0.00%	9.38%	22.50%	28.75%	39.38%	
2	Equipment	4	25	50	55	26	160
		2.50%	15.62%	31.25%	34.38%	16.25%	
3	Facilities Available	22	35	56	25	22	160
		13.75%	21.88%	35.00%	15.62%	13.75%	
4	Facilities Available	14	35	44	43	24	160
		8.75%	21.88%	27.50%	26.88%	15.00%	

	Teaching Material	40	110	186	169	135	
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Table 4.5 shows student's feedback on school infrastructure across various categories. Here's a breakdown of the key findings:

- A majority of students (68.75%) rated the school infrastructure as either "Good" or "Very Good" across all categories. However, there was still room for improvement as a quarter of the students (25%) provided ratings of "Poor" or "Need Improvement".
- The category consisting of facilities available received the highest ratings, with 63% of students rating it as "Excellent" and a combined rating of "Good" or "Very Good" from 94.38%.
- Equipment ratings were relatively balanced, with the most frequent response being "Good" (31.25%) followed closely by "Very Good" (34.38%).
- Teaching materials received similar feedback to equipment, with the majority of ratings (50.63%) falling under "Good" (35.00%) or "Very Good" (15.62%).
- While a significant portion of students (46.25%) rated resource accessibility as "Good" or "Very Good", there were also a fair number (21.88%) indicating room for improvement.

Conclusion:

The multifaceted assessment painted a detailed picture of the physical education program at Don Bosco High School. While the program achieves its core objectives to a significant extent, there were opportunities for enhancement.

By analysing students' performance in fitness assessments and activity levels, the researcher was able to assess the overall physical fitness of the student body and identify areas for improvement. Observations, interviews, and student feedback provided valuable insights into student experiences, instructor perspectives, and the overall program environment.

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