



## OUTCOME BASED PHYSICAL EDUCATION STANDARDS: A META ANALYSIS

**Rahul Kumar<sup>1</sup>,**

**Kalpana Sharma<sup>2</sup>**

<sup>1</sup>Scholar, ASPESS, Amity University,  
Sec-125, Noida, Uttar Pradesh, India

<sup>2</sup>Supervisor & Professor,  
ASPESS, Amity University, Sec-125,  
Noida, Uttar Pradesh, India

### **Abstract:**

The present review is a push to recognize a bearing toward result based training with the support of the current writing in physical instruction. The review tries to survey articles identified with physical training appraisal, examine papers with guidelines advancement and shows curricular viewpoints secured by existing curricular structures. This is planned to give a course toward the result based training for the Indian physical instruction. A thorough writing pursuit of research articles from the year 1995 to 2016 (31 year time frame) utilizing the Google researcher, Academia, Books, National and International Journals was the system embraced to separate the current data.

**Keywords:** curriculum, physical education, national standards physical education and sports

### **1. Introduction**

Physical education (PE) is the scholastic teach and calling which concentrates on the craftsmanship and exploration of human development with an accentuation given to games, wellness and open air entertainment. Sports allude to four sorts of physical action: Olympic aggressive games, open air amusements and entertainment, exercise and wellness, music and development. Inventive thoughts and practices in Asia must be seen from the point of view of PE's status in the locale, particularly the esteem, significance and assets given by the separate nations. In an overall review on PE and games in schools affirms a decrease or minimization of the subject: "*Lacks were obvious in educational modules, time assignment, subject status, materials, human and money related assets, sexual orientation and handicap issues, and quality and program conveyance.*" (Hardman 2005).

- PE is seen to be a low need subject on the grounds that an excessive number of individuals it doesn't contribute specifically or significantly to a nation's economy. This has offered ascend to strategy creators and top regulatory authorities, for example, heads of schools, to sideline PE and games under developing weights to incorporate other 'more essential' subjects.
- Priority subjects that will prompt occupations, and in this way financial development, are apportioned a longer showing time, and subjects like PE battle to hold timeslots of forty to eighty minutes for every week in the school timetable.

Esteem based instruction ingrains instructive and social esteems among understudies and goes for accomplishing multi-faceted advancement of an individual in particular scholarly, physical, profound, and moral improvement (Iyer, D. R, 2013). The reason for the creators in this review was to build up an instrument to evaluate fourth and fifth grade understudies' dispositions toward physical training. The strategies for approval incorporated (a) an elicitation study and instrument address advancement, (b) a pilot study, and (c) a progression of investigations to survey, develop, and content legitimacy and to evaluate unwavering quality. When information for 1,344 understudies were gathered, an iterative procedure was finished utilizing important part investigation, exploratory element examination, Cronbach's alpha, and corroborative component investigation utilizing structure condition demonstrating. Information examination demonstrated that the instrument fit two unique models (Phillips, Sharon R.; Silverman, Stephen, 2012). Instruction can be considered as a way to give general and particular data, showing aptitudes and above all teach esteems. The present arrangement of instruction is entirely equipped to the initial, a little to the second and just insignificantly to the third (Burra, 2007).

One of the objectives of physical instruction is to enact locomotor framework, to enhance physical capacities and to animate solid lifestyle general expectation actuate normal psychomotor, subjective and socio-passionate improvement through various substance, activities and development diversions (Bureau for the advancement of training, 2007). The learning of age and advancement attributes of understudies is fundamental for appropriate substance determination and acknowledgment of proposed objectives. In this, sense, the learning of structure of engine space, morphological qualities, and additionally understudies' scholarly potential are essential during the time spent creating and outlining PE educational programs as driving records for fruitful showing procedure and acknowledgment (Blazevic et al., 2007; Bilic, 2007). PE is acknowledged as a showing subject named physical and wellbeing training. In the initial three years in elementary schools, it is acknowledged with 3 class week after week or 108 classes for every year. The showing procedure depends on the national educational programs for first to third grade in nine year essential instruction (Bureau for advancement of training, 2007).

PE educational programs for this stage is organized in 5 topics named as (1) covering and space association work out (2) body shape works out (3) crucial athletic exercises, (4) major acrobatic exercises, (5) recreations and additionally extra substance

acknowledged in reliance of schools' potential outcomes and understudies' interests. (Republic of Macedonia). A California PE display content standard is chosen as agent good example for planning Macedonia PE content measures. California PE measures (California Department of Education, 2009), concentrate on PE content and give a thorough vision of what understudies need to know and have the capacity to do at each review from kindergarten through review twelve. For rudimentary and center school understudies, five general model substance gauges are acknowledged. The medical advantages of physical action are all around archived, and the critical part that schools and physical instruction (PE) can play in lessening inactive conduct and adding to populace wellbeing has been recognized. Albeit compelling educating is eventually judged by understudy accomplishment, a noteworthy segment of instructor and school viability contemplates has been understudy engagement. Therefore, in PE, it is critical to evaluate the educating and learning forms identified with expected results, including what understudies and educators do and how lessons are conveyed ( McKenzie TL, Lounsbury M.A., 2013).

## 2. Methods and materials

The greater part of the reviews finished on educational programs with the exchange of some present issues with educational programs plan in physical training, and to offer some proposal for model based endeavors to help the way toward actualizing new educational programs. The procedure of educational modules execution can be broken into two stages, the preoperational and the operational. A few phases were talked about, support (material and human), change in systems, correspondence channels, staff advancement, and instructional arranging. Every component has its own particular part to play all the while (Stephen J. Virgilio, 1985). Instructive change has prompted a more naturalistic, genuine evaluation of understudy learning. The pendulum of option evaluation has swung toward a portfolio organize. Planning portfolio frameworks fitting for K-12 physical training programs requires a multifaceted approach. To help estimation and assessment educators, a 8-stage process is depicted that can be utilized as a part of courses or workshops for both preservice and inservice physical training instructors. The means are (a) decide general and particular purposes; (b) choose the type(s) of portfolios to be utilized; (c) build up an arranging system; (d) recognize development, stockpiling, and administration choices; (e) set up a procedure for choosing things; (f) decide reflection and self-appraisal methods; (g) arrange gathering techniques; and (h) create assessment criteria and methodology (Vincent J. Melograno , 2009). Study was to create and adjust an appraisal framework, or bank, utilizing the most recent estimation speculations and strategies to advance legitimate and dependable understudy evaluation in physical instruction. Utilizing a stay test likening outline, a sum of 30 things or evaluation were managed to 5,021 (2,568 young men and 2,453 young ladies) understudies in Kindergarten and Grade 2 and 5 (Fox, C., Zhu, W., Park, Y., Fiset, J.L., Graber, K.C., Dyson, B., Raynes, D., 2011). PE Metrics were created taking after six stages: (a) deciding test diagram, (b) composing appraisal undertakings

and scoring rubrics, (c) building up substance legitimacy, (d) guiding evaluations, (e) leading thing investigation, and (f) changing the evaluations in view of examination and master conclusion. A team, made out of specialists, estimation and assessment specialists, instructor teachers, K–12 physical training educators, and instruction executives, was detailed. The team at that point decided a test diagram for Grades K, 2, and 5 and created relating evaluations to survey the guidelines. The substance legitimacy proof was set up by a board of specialists looking at how much the substance of the evaluations coordinated the substance of the national measures, particularly Standard 1. An aggregate of 30 evaluations (Kindergarten = 8, Grade 2 = 11, and Grade 5 = 11) were produced. They were steered to an aggregate of 773 understudies (Kindergarten = 232, Grade 2 = 268, and Grade 5 = 273). Distinct insights (e.g., M, SD, recurrence) were processed for every appraisal. Over half of the methods were in the vicinity of 2.2 and 2.8 (on a 4-point scoring rubric). Evaluation reactions were very much disseminated; just 2.2% had a SD of 0, which shows that appraisals were all around created. With some publication changes, the evaluations were prepared for the last alignment of PE Metrics development ( Fox, C., Zhu, W., Park, Y., Fiset, J. L., Graber, K. C., Dyson, B., ... Raynes, D, 2011).

### 3. Result

**Table 1:** Articles related to physical education assessment

S. No	Journals / Papers	Methodology
1	Development of an instrument to assess fourth and fifth grade student attitudes towards Physical Education.	<ul style="list-style-type: none"> <li>• Firm purposeful Test Blue Print</li> <li>• Writing Assessment Task and Scoring Rubrics</li> <li>• Setting up (establishing) Content Validity</li> <li>• Piloting Assessment</li> <li>• Item Analysis</li> <li>• Analysis and Expert Opinion</li> </ul>
2	Development of PE metrics Elementary Assessment for National PE standards 1.	
3	Description of Knowledge structures within a concept based curriculum framework.	

**Table 2:** Research papers with standards developed

S. No	Journals/Papers	Standards/ Publication	Content	Assessment Task And Scoring Rubrics	Experts Opinion
1	Measurement in PE and Exercise Science	NASPE	✓	✓	✓
2	Developing Quality PE Through Student Assessment	NASPE	✓	✓	✓
3	International Standards for PE and Sports for School	ICHPER*SD	✓	✓	✓
4	The SPRK Programs: A Public Health Model of PE Research	Journal of Teaching in Physical Education	✓	✓	✓
5	Strategies to improve the quality of PE	U.S Department	✓	✓	✓

**Table 3:** Curricular aspects covered by existing curricular structures

S. No	Parameter Continent	Bloom Taxonomy	Policy and Environment	Curriculum	Appropriate Instruction	Student Assessment	National Standards And Grade level outcomes K-12 PE
1	American Curriculum	✓	✓	✓	✓	✓	
2	Antarctica Curriculum	✓	✓	✓	✓	✓	
3	Asia- Specific Curriculum	✓	✓	✓	✓	✓	
4	Australian Curriculum	✓	✓	✓	✓	✓	
5	European Curriculum	✓	✓	✓	✓	✓	

#### 4. Discussion

From the studied writing 1995-2016, Table no – 1: demonstrates that the result of three global diaries work depends on norms of physical instruction. They all are utilizing a similar procedure for reinforce the educational modules. (a) Determining the test blue print, (b) Writing evaluation errand and scoring rubrics, (c) Establishing content legitimacy, (d) Piloting appraisal thing examination and (e) Analyst and master feeling. Table no – 2: comprise the aftereffect of diaries and papers additionally stressing the Content, Assessment Task and scoring rubrics with Expert Opinion for reinforce the esteem based educational modules. Table no - 3: Inculcate the summery of five landmass educational programs i.e. (America, Antarctica, Asia-particular, Australian and Europe) takes a shot at same parameters to fortify the educational programs of physical training for accomplishing the benchmark for achieving the coveted results for National Standards.

#### 5. Conclusion

A work is an endeavor to put the way/heading of Physical Education has taken in the quite a while. Outstandingly in 1999 ICSSPE has announced that physical instruction execution around 82% of nations (in Asia just 33%) the physical training educational programs is actualized as per direction. In any case, with reference to India physical instruction has been advanced by the loads up of KVS, CBSE and ICSSE with indicated hours of showing given in the time table and usage of the PEC program begun in the time of 2009. The audit of writing gives that results based physical instruction must be coordinated in future program in India too to give uncommon necessities go for accomplishing the best in Physical Education.

## References

- Blazevic, S., Bilić, Ž., Bonacin, D., Širić, V. & Bonacin, D. (2007). Identification developments in boys in the first grade of primary schools on the basis of changes structure distinct taxon under the influence of treatment. *Sport Science* 1, (2): 59-64
- Bureau for the development of education (2007). Physical education curriculum from first to third grade in nine year primary education, Skopje: Macedonian ministry of education.
- Burra, H. 2007. Value Based Education: A Need of Today. Associated Content. Retrieved from [http://www.associatedcontent.com/article/355207/value\\_based\\_education\\_a\\_need\\_of\\_today.html?cat=4](http://www.associatedcontent.com/article/355207/value_based_education_a_need_of_today.html?cat=4).
- California Department of Education (2009). Physical Education Framework for California Public Schools, Sacramento, California: California Department of Education.
- Fox, C., Zhu, W., Park, Y., Fisette, J.L., Graber, K.C., Dyson, B., Raynes, D. (2011). Development and calibration of an item bank for PE metrics assessments: Standard 1. *Measurement in Physical Education and Exercise Science*, 15(2), 119-137. Doi: [10.1080/1091367X.2011.568366](https://doi.org/10.1080/1091367X.2011.568366)
- Fox, C., Zhu, W., Park, Y., Fisette, J.L., Graber, K.C., Dyson, B., ... Raynes, D. (2011). *Development of PE metrics elementary assessments for national physical education standard 1. Measurement in Physical Education and Exercise Science*, 15(2), 100-118. Doi: [10.1080/1091367X.2011.568364](https://doi.org/10.1080/1091367X.2011.568364)
- Hardman, K. (2005). Global Vision of the Situations, Trends and Issues of Sport and Physical Education in Schools. Paper presented at the International Conference on Sport and Physical Education. Bangkok, Thailand, 30 October-2 November.
- Herrmann, C. & Seelig, H. (2015). MOBAK-3: Basic motor competencies in third grade. Testmanual. Retrieved from <http://www.dsbg4public.ch/custom/upload/docs/i7byrjbq3ms4qczh9b2bdkvqsx1zio21253g.pdf>
- Iyer, D.R. (2013). Value-Based Education: Professional Development vital towards effective integration. *IOSR Journal of Research & Method in Education (IOSRJRME)*,1(1), 17-20. doi:10.9790/7388-0111720
- [Nelli Lyyra](#), [Esko Leskinen](#) & [Pilvikki Heikinaro-Johansson](#), (2015). Factorial Validity and Reliability of the Curricular Goals in Physical Education Questionnaire, *Measurement in Physical Education and Exercise Science*, Vol. 19, Issue 2, Pg- 69-79.
- [Sharon R. Phillips](#) & [Stephen Silverman](#) (2012). Development of an Instrument to Assess Fourth and Fifth Grade Students' Attitudes Toward Physical Education, *Measurement in Physical Education and Exercise Science*, Vol. 16, Issue 4, Pg- 316-322.

- Stephen, V.J. (1985, October 1). A Paradigm for Curriculum Implementation. Retrieved from <http://journals.humankinetics.com/doi/10.1123/jtpe.4.1.57>
- Thomas L. McKenzie & Monica A. F. Lounsbery (2013) Physical Education Teacher Effectiveness in a Public Health Context, *Research Quarterly for Exercise and Sport*, 84:4, 419-430
- [Vincent J. Melograno](#) (2009). Designing a Portfolio System for K-12 Physical Education: A Step-by-Step Process, *Measurement in Physical Education and Exercise Science*, Vol. 4, Issue 2, Pg- 97-115.

### **Web References**

- <http://unesdoc.unesco.org/images/0015/001585/158509e.pdf>
- <http://www.unescobkk.org/index.php?id=76>
- [http://www.anta.canterbury.ac.nz/documents/PCAS\\_13/McFadyen%20E%20Review.pdf](http://www.anta.canterbury.ac.nz/documents/PCAS_13/McFadyen%20E%20Review.pdf)
- [http://www.acara.edu.au/resources/DRAFT\\_Shape\\_of\\_the\\_Australian\\_Curriculum-HPE-FINAL.pdf](http://www.acara.edu.au/resources/DRAFT_Shape_of_the_Australian_Curriculum-HPE-FINAL.pdf)
- [www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf](http://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf)
- [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/150en.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/150en.pdf)
- <https://www.ncbi.nlm.nih.gov/pubmed/1925059>

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Physical Education and Sport Science shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).