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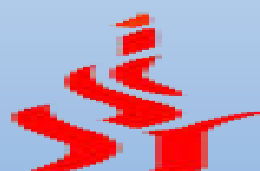
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**HAVE PRIMARY SCHOOL STUDENTS ACHIEVED LEARNING OUTCOMES OF PHYSICAL EDUCATION?**

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**ABSTRACT:**

*Background: Learning outcomes plays crucial role in fostering student-centered education. In Physical education it is very much important to assess learning outcomes as it clearly defines whether students achieving the learning goals. The assessment results can act as guiding principles to physical educators to construct their teaching strategy. In the field of research it needs to focus on assessment of learning outcomes of school physical education programme. Objective: The study aims at assessment of learning outcomes of physical education related to physical fitness based on physical fitness tests and verifying levels of achieving learning outcomes of primary school students. Material and method: Physical fitness tests of five components are administered on 7th grade primary students (N= 105, Age= 13 to 14 years). Based on the norms of the tests participants are given scores as per guidelines of the school curricula. Result: 59 % students found at average and below average level, 35% students achieved satisfactory level and only 6 % students were found at good and excellent category. Conclusion: It is concluded that majority of students fails to achieve learning outcomes and improvement in teaching style and strategy is very much needed.*

*Keywords: Learning outcomes, physical education, learning objectives*

**INTRODUCTION:**

Physical education plays a vital role in the holistic development of children. It helps in improving physical fitness and developing motor skills. Besides this it promotes teamwork, discipline and creates awareness about healthy lifestyle. In the developmental phase, physical education has a crucial role for building a strong foundation for lifelong physical activity of the child.

In the process of teaching and learning, it is very important to see whether there is fulfillment of learning objectives or out comes. Learning outcomes plays crucial role in fostering student-centered education. Learning outcomes are nothing but learning goals. Learning outcomes are written statements of what the successful student/learner is expected to be able to achieve at the end of the programme/module/course/ unit or qualification (Adam, 2004). Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning (ECTS Users' Guide, 2005).

Primary school Physical Education is designed to develop fundamental movement skills, physical fitness, positive attitudes toward physical activity and healthy lifestyle habits. While many students demonstrate improvement in coordination, strength, and teamwork, the full achievement of PE learning outcomes is often limited by factors such as inadequate facilities, lack of trained instructors, and insufficient instructional time. Therefore, although PE contributes significantly to child development, learning outcomes may not be uniformly achieved across most of the primary schools. However, in many schools; especially in developing countries like India—students do not fully achieve these learning outcomes because of lack of trained PE teachers (Prajapati et al., 2023), insufficient playgrounds and sports equipment (UNESCO, 2013), limited time given to PE in the timetable (Shirotriya, Sharma and Beighle, 2023), over-emphasis on academic subjects (Jana, 2025). Present study aims to examine whether primary school students have achieved the learning outcomes of Physical Education.

**OBJECTIVE OF THE STUDY:**

To examine whether primary school students achieved the learning outcomes of Physical Education is the main objective of the study.

**Hypothesis:**

**Null Hypothesis (H0):** There is no significant achievement of learning outcomes of physical Education among primary school students.

**Alternative Hypothesis (H1):** Primary School students have significantly achieved the learning outcomes of physical education.

**Material and Methods:**

Sample: For assessment of physical education learning outcomes, 7th grade students (N=105; age between 13-14 yrs.) were selected from five schools in Kolhapur city.

**Method:**

Researcher selected 7th grade students, hence learning outcomes of physical education class was assessed on the basis of the school curriculum guidelines. The researcher delimited the learning outcomes to the domain of physical fitness. Accordingly, students' physical fitness was measured and evaluated using standardized physical fitness tests prescribed in the Physical Education Teacher's Handbook. The test battery included the 9-minute run-walk test, 30-meter dash, sit-and-reach test, 10 m × 6 shuttle run, and standing high jump. Each test was allotted a maximum of five marks. Based on the normative standards provided in the handbook, students were awarded scores ranging from 1 to 5 for each test. The total fitness score for each student was obtained by summing the scores of all five tests, yielding a maximum of 25 marks. On the basis of the total score, students were classified into five performance categories ranging from Excellent to Poor. The distribution of students across these categories was used for analysis and interpretation of the results.

**Result:**

*Table 1 Percentage of students under test score categories of physical fitness tests*

| Test                        | Test Score Categories |                 |                 |                 |                 | Total No. of students |
|-----------------------------|-----------------------|-----------------|-----------------|-----------------|-----------------|-----------------------|
|                             | Excellent             | Good            | Satisfactory    | Average         | Below Average   |                       |
| <b>Standing High Jump</b>   | 0<br>(0 %)            | 4<br>(3.81 %)   | 9<br>(8.57 %)   | 36<br>(34.29 %) | 56<br>(53.33 %) | 105<br>(100 %)        |
| <b>Sit &amp; Reach</b>      | 3<br>(2.86 %)         | 3<br>(2.86 %)   | 9<br>(8.57 %)   | 25<br>(23.81 %) | 65<br>(61.90 %) | 105<br>(100 %)        |
| <b>Shuttle Run</b>          | 2<br>(1.90 %)         | 16<br>(15.24 %) | 28<br>(26.67 %) | 22<br>(20.95 %) | 37<br>(35.24 %) | 105<br>(100 %)        |
| <b>9 min run &amp; Walk</b> | 0<br>(0 %)            | 6<br>(5.71 %)   | 23<br>(21.90 %) | 29<br>(27.62 %) | 47<br>(44.76 %) | 105<br>(100 %)        |
| <b>30 m dash</b>            | 3<br>(2.86 %)         | 15<br>(14.29 %) | 27<br>(25.71 %) | 19<br>(18.10 %) | 41<br>(39.05 %) | 105<br>(100 %)        |

The above table shows, in each of the fitness test majority students fails to achieve excellent and good score. About 40 to 45 % students could score satisfactory and average score in all the five fitness tests.

*Table 2 Percentage of students as per overall fitness category*

| Fitness Category     | No. of Students | Percentage |
|----------------------|-----------------|------------|
| <b>Excellent</b>     | 02              | 1.90 %     |
| <b>Good</b>          | 04              | 3.81 %     |
| <b>Satisfactory</b>  | 37              | 35.24 %    |
| <b>Average</b>       | 52              | 49.52 %    |
| <b>Below Average</b> | 10              | 9.52 %     |
| <b>Total</b>         | 105             | 100 %      |

Table no. 2 represents fitness categories on the basis of total score of test battery. Only 5.71 % students come under Good and Excellent fitness category, 35.24 % students achieved satisfactory level indicating while 49.52

% students comes under average category and 9.52 % students fall under below average level and need to improve their fitness.

**DISCUSSION:**

The findings presented in Table No. 2 reveal important insights into the level of physical fitness and achievement of physical education learning outcomes among the students. The results indicate that only 5.71% of the students fall under the Good and Excellent fitness categories, suggesting that a very small proportion of students have fully achieved the expected physical education outcomes. This highlights a significant gap between the intended learning outcomes of the physical education curriculum and the actual physical fitness levels attained by the majority of students.

A considerable proportion of students (35.24%) achieved a satisfactory level of fitness, indicating moderate attainment of learning outcomes. While these students demonstrate a basic level of physical fitness, their performance suggests that the current physical education programme may not be sufficient to promote optimal fitness development. Nearly half of the students (49.52%) were classified in the average category, reflecting only partial achievement of physical education outcomes. This suggests that although students are exposed to physical education activities, the quality, intensity, or regularity of physical training may be inadequate to bring about meaningful improvements in physical fitness.

Furthermore, 9.52% of the students were found to be in the below-average category, indicating failure to achieve the minimum expected physical education outcomes. This group of students is particularly concerning; as low levels of physical fitness are associated with increased health risks, poor motor performance, and reduced participation in physical activity. The presence of such a group points to the need for targeted intervention, remedial physical training, and closer monitoring by physical education teachers.

Hence, The researcher accepted null hypothesis (H<sub>0</sub>), 'there is no significant achievement of learning outcomes of physical Education among primary school students' and rejected research hypothesis.

The overall trend observed in the results suggests that physical education in schools may not be receiving adequate emphasis, time allocation, or systematic planning. Factors such as limited class periods, lack of trained physical education teachers, insufficient facilities, and academic pressure may be contributing to the suboptimal fitness levels of students. These findings are consistent with previous research, which reports that school-based physical education programmes in many developing regions often fail to provide sufficient physical activity to achieve desired fitness standards.

Therefore, the results underline the need for strengthening physical education programmes through increased instructional time, structured fitness-oriented activities, regular fitness assessment, and greater institutional support. Implementing scientifically designed training programmes and ensuring effective delivery of physical education could significantly enhance students' physical fitness and help them achieve the intended learning outcomes.

**CONCLUSION:**

The present study assessed the physical fitness of school students to determine the extent to which physical education learning outcomes were achieved. The results revealed that only a small percentage of students attained good or excellent fitness levels, indicating full achievement of learning outcomes. A large proportion of students were found to be in the satisfactory and average categories, reflecting moderate to partial achievement, while a notable number of students failed to meet the expected standards of physical fitness.

These findings suggest that the existing physical education programme is not fully effective in promoting optimal physical fitness among students. There is a clear need for greater emphasis on fitness-oriented physical education, improved instructional time, and systematic training approaches. Strengthening physical education in schools will not only enhance students' physical fitness but also contribute to their overall health, academic performance, and well-being. Effective implementation of structured physical education programmes can play a vital role in achieving the holistic development of students as envisioned in modern education policies.

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