

# Tryout Development and Validation of Physical Literacy Charting Progressed Tool Developed by Nigel Green

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## ABSTRACT

*The main purpose of the study is to pilot test Nigel Green's Physical Literacy Progressed Charting Tool and to validate Nigel Green's Physical Literacy Progressed Charting Tool on students of Muktangan English School by the applicability of the tool with the help of teacher's observation and self-observation and remarks. In this study, 80 students from Muktangan English School were selected with the help of a non-random that is purposive sampling technique out of which 42 students were from grade III and 38 students were from grade IV. Two Physical Literacy tools were prepared on the basis of four Physical Literacy components which are Engagement in physical activity, Motivation and confidence, Physical competence and Knowledge and understanding. Out of which one was given to students to do their self-assessment whereas another tool was given to the teacher to assess the students. Nominal data in the form of remarks was analysed and frequency was counted. It was found that there was no correlation between Physical literacy's students self-reported assessment tool and Physical literacy's teacher's assessment tool.*

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**Keywords** : Development, Physical Literacy, Charting, Progressed, Tryout, Assessment.

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## Introduction

There are various definitions for physical literacy. Long-Term Athlete Development features five of these, but we've picked out three of the most well-known. Understanding the definitions can help fight childhood obesity and the rising inactivity among children.

This problem needs to be addressed if we're to prevent the current generation of children from growing up unhealthily. Research has also shown that without physical literacy, children can withdraw from physical activity and sport. This can lead them to more inactivity and unhealthier choices during their lives (Kirk, 2005). People need to feel confident in activity settings to enable them to be physically active in later life. This mainly comes from learning fundamental movement and sport skills as a child. Physical literacy learning that integrates participant choice provides children with the opportunity to take ownership over their learning. It also encourages engagement in learning that matters most to them. (Ellerton, 2018)

Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyse different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment. The development of physical literacy is now a reality for educators and recreational leaders within programming requirements and many physical education curricula identifying the development of physically literate students as the major outcome of physical education programs.

## Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. This study was conducted in Mukhtangan English School primary section students to collect data. The researcher followed the descriptive survey method to carry out the study. The researcher selected a non-random which is a purposive sampling technique for selecting students. 80 students from grade III and grade IV were selected for research.

**Procedure of data collection :** Students were given Physical Literacy's self-reporting tool and they were told to assess themselves based on the remarks given (Very much like me, Quite like me, Neutral, Not really like me, Not at all) which was then converted into the category for analyses.

**Analysis and Interpretation of Data :** In this present study data was collected through Nigel Green's Physical Literacy tool and every student was assessed on the basis of four components of physical literacy. After the assessment of each student frequency of remarks was counted and it was interpreted. After the assessment of each student remarks were counted and it is interpreted as given in Tables 1,2,3 and 4.

**Table 1 :** Summary of Frequency Analysis of The first Physical Literacy Component Engagement in Physical Activity

Responses	ENGAGEMENT IN PHYSICAL ACTIVITY					
	The child wants to take part in physical activity		The child likes to challenge himself in different PA		PA is a part of a child’s everyday life	
	Self-Reporting	Teacher’s Assessment	Self-Reporting	Teacher’s Assessment	Self-Reporting	Teacher’s Assessment
Very much like me	32	64	32	52	45	50
Quite like me	22	9	25	11	13	15
Neutral	2	5	4	7	4	10
Not really like me	17	2	15	9	14	5
Not at all	7	0	4	1	4	0
N	80	80	80	80	80	80

As we can see in Table no 1 that from the students’ self-reporting tool and teacher’s assessment tool it is found that out of 80 students, the ratio of students’ self-reporting tool was not similar to the teacher’s assessment tool. Either the students under-assessed themselves or the teacher has over-assessed the students.

**Table 2 :** Summary of Frequency Analysis of The second Physical Literacy Component Motivation and Confidence in Physical Activity

Responses	MOTIVATION AND CONFIDENCE					
	Child feels confident in taking part in PA		Feels confident to take part in lot of PA		The child is confident when trying new PA	
	Self-Reporting	Teacher’s Assessment	Self-Reporting	Teacher’s Assessment	Self-Reporting	Teacher’s Assessment
Very much like me	34	58	30	59	42	57
Quite like me	16	4	26	6	13	9
Neutral	5	16	4	9	3	2
Not really like me	21	2	17	6	14	10
Not at all	4	0	3	0	8	2
N	80	80	80	80	80	80

As we can see in Table no 2 that in second component of Physical Literacy from the students' self-reporting tool and teacher's assessment tool it is found that students have rated themselves less compared to teacher in Motivation and Confidence.

**Table 3 :** Summary of Frequency Analysis of The third Physical Literacy Component Physical Competence in Physical Activity

Responses	ENGAGEMENT IN PHYSICAL ACTIVITY					
	The child is good at many different PA		The child likes to challenge himself in different PA		The child believes that he has a lot of skills to perform different PA	
	Self-Reporting	Teacher's Response	Self-Reporting	Teacher's Response	Self-Reporting	Teacher's Response
Very much like me	63	53	55	56	47	52
Quite like me	6	5	1	10	12	11
Neutral	3	5	2	6	6	7
Not really like me	6	15	15	4	10	9
Not at all	2	2	7	4	5	1
N	80	80	80	80	80	80

As we can see in Table no 3 that in third component of Physical Literacy, in some areas students have assessed themselves similarly to teacher's assessment but still not equal to teacher's assessment.

**Table 4 :** Summary of Frequency Analysis of The fourth Physical Literacy Component Knowledge and Understanding in Physical Activity

Responses	ENGAGEMENT IN PHYSICAL ACTIVITY					
	The child knows why PA is good for him		The child knows why PA is good for him		The child knows why PA is good for him	
	Self-Reporting	Teacher's Assessment	Self-Reporting	Teacher's Assessment	Self-Reporting	Teacher's Assessment
Very much like me	47	65	42	50	50	53
Quite like me	9	7	14	10	8	8
Neutral	5	5	3	9	8	3
Not really like me	11	3	13	11	9	14
Not at all	8	0	8	0	5	2

N	80	80	80	80	80	80
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As we can see in Table no 4 that in the fourth component of Physical Literacy, students have under-assessed themselves compared to the teacher's assessment. This could be because students have not understood the tool or the teacher have over-assessed them.

## Discussion:

Different researches on Physical Literacy have been done but almost all of them mainly target only one factor which is Engagement in Physical Activity. In this research, the researcher is trying to assess all four components (Affective, Physical, Cognitive, and Behaviour) of Physical Literacy on the students of Muktangan English School Primary Section of grade III and grade IV. This research study is a try-out of the tool created by Nigel Green to access all four factors of Physical Literacy.

## Conclusion:

It is concluded that the students self-assessment was not similar to teacher's assessment therefore there is no correlation between them.

## Recommendations:

- Similar tool can be made for parents to assess their children with teacher and self-reporting tool.
- Similar study can be made on higher-grade students since it will be a little easy because they will understand the tool better than lower-grade students.

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