



A Study of the Effect of the Sporty Kids Fundamental Skills Program on the Self-Confidence of Primary School Students

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ABSTRACT

Self-confidence is an important psychological factor contributing to the overall development of students. Participation in sports and physical activities plays a significant role in enhancing self-confidence, social skills, cooperative attitude, and a positive outlook among children. The Sporty Kids Fundamental Skills Program is specifically designed to develop fundamental movement skills such as running, jumping, balancing, and coordination among young children.

The purpose of the present study was to examine the effect of the Sporty Kids Fundamental Skills Program on the self-confidence of primary school students. An experimental research design employing a pre-test and post-test method was used for the study. A total of 33 students were selected as samples through the convenient sampling technique.

The Self-Confidence Observation Questionnaire was used as the tool for data collection. The findings revealed that the mean score of students in the pre-test was 7.48, whereas the mean post-test score increased to 19.18, indicating a significant improvement in the self-confidence levels of the students after participation in the program.

The study concluded that the Sporty Kids Fundamental Skills Program is effective in enhancing the self-confidence of primary school students.

Keywords : Self-confidence, Sporty Kids Program, Fundamental Skills, Physical Activities, Primary School Students



Introduction

Sports and physical education play a vital role in the overall development of children. Education is not limited only to academic achievement but also includes physical, mental, emotional, and social development. Participation in sports and physical activities helps students develop physical fitness, discipline, cooperation, leadership qualities, social adjustment, and self-confidence. Regular participation in physical activities contributes positively to children's personality development and emotional well-being (Singh, 2018).

Among the various psychological benefits of sports participation, self-confidence is considered one of the most important. Self-confidence refers to an individual's belief in his or her own abilities and capacity to perform successfully in different situations. Children with higher self-confidence participate more actively in sports, classroom activities, and social interaction, whereas children with low self-confidence often show hesitation, fear, anxiety, and reduced participation (Vealey, 2001). Therefore, developing self-confidence during childhood is essential for healthy personality development.

The primary school stage is a crucial period for the development of motor skills and psychological qualities. At this age, many children experience shyness, fear of failure, lack of confidence, and hesitation while participating in sports and group activities. Such psychological barriers may negatively affect their participation, performance, and social interaction. Structured sports programs can help children overcome these barriers by providing enjoyable and supportive learning experiences.

Fundamental movement skills are considered the foundation for participation in sports and physical activities. These skills include running, jumping, balancing, coordination, agility, hopping, throwing, and catching. Development of these skills during childhood is important because they form the basis for advanced sports skills and lifelong participation in physical activity (Gallahue & Ozmun, 2006). Children who develop good movement skills are more likely to participate confidently in sports and recreational activities.

The *Sporty Kids Fundamental Skills Program* is a specially designed program aimed at developing fundamental movement skills among young children through structured games and physical activities. The program includes activities that improve locomotor skills, balance, coordination, agility, and body control. Along with physical development, the program also promotes social interaction, teamwork, enjoyment, and confidence among children.



Participation in structured movement programs provides children with opportunities to experience success and achievement. When children successfully perform physical tasks and receive encouragement from teachers and peers, their confidence and motivation improve. According to Bandura (1997), successful experiences and positive reinforcement play an important role in developing self-confidence and self-belief among children.

Several studies have highlighted the positive relationship between physical activity and psychological development. Bailey (2006) reported that physical education contributes significantly to emotional and social development, including self-esteem and confidence. Similarly, Eime et al. (2013) found that participation in organized sports positively affects psychological and social well-being among children and adolescents.

In the present educational environment, increasing academic pressure and reduced opportunities for outdoor play have limited children's participation in physical activities. Many children spend more time using digital devices and less time engaging in active play. As a result, there is a growing need for structured physical activity programs that support both physical and psychological development.

Therefore, the present study attempts to examine the effect of the Sporty Kids Fundamental Skills Program on the self-confidence of primary school students. The findings of the study may help teachers, coaches, schools, and parents understand the importance of structured movement skill programs in enhancing children's confidence and overall development.

Objectives of the Study

1. To assess the level of self-confidence among primary school students before participation in the Sporty Kids Fundamental Skills Program.
2. To assess the level of self-confidence among primary school students after participation in the Sporty Kids Fundamental Skills Program.
3. To determine the effect of the Sporty Kids Fundamental Skills Program on the self-confidence of primary school students.

Hypotheses

Null Hypothesis (H0)

There will be no significant difference in the self-confidence levels of primary school students before and after participation in the *Sporty Kids Fundamental Skills Program*.



Alternative Hypothesis (H_1)

There will be a significant difference in the self-confidence levels of primary school students before and after participation in the Sporty Kids Fundamental Skills Program.

Methodology

Method

The present study was conducted using the experimental method of research. The experimental method was considered appropriate as the study aimed to examine the effect of the Sporty Kids Fundamental Skills Program on the self-confidence of primary school students.

Research Design

The study employed a **pre-experimental one-group pre-test and post-test design**. In this design, the self-confidence levels of the students were assessed before the implementation of the Sporty Kids Fundamental Skills Program (Pre-Test) and again after the completion of the program (post-test) to determine the effect of the intervention. The Sporty Kids Fundamental Skills Program was conducted for a duration of **6 weeks**, with **three sessions per week**, and each session lasted for **45 minutes**.

Sample and Sampling Technique

A total of 33 primary school students were selected as the sample for the study. The participants were selected using the purposive sampling technique, as the students were chosen based on their suitability and availability for participation in the Sporty Kids Fundamental Skills Program.

Tool for Data Collection

For the purpose of data collection, the *Self-Confidence Observation Questionnaire* was used as the research tool. The questionnaire consisted of 8 items related to students' self-confidence, participation, interaction, confidence during activities, and willingness to perform tasks. The responses were recorded through systematic observation before and after the implementation of the program.

Statistical Technique

The collected data were analysed using appropriate descriptive and inferential statistical techniques. Mean and standard deviation were used for descriptive analysis,



while the paired t-test was used to determine the significance of differences between pre-test and post-test self-confidence scores.

Data Analysis and Interpretation

Descriptive Statistics of Self-Confidence Scores Before and After the SportyKids Fundamental Skills Program

Table No. 1.1 : Descriptive Statistics

Test	N	Mean	Standard Deviation
Pre-test	33	7.48	1.52
Post-test	33	19.18	2.16

Table 1.1 presents the descriptive statistics of students' self-confidence scores before and after participation in the Sporty Kids Fundamental Skills Program. The mean score of the students in the pre-test was 7.48 with a standard deviation of 1.52. After the implementation of the program, the mean score in the post-test increased to 19.18 with a standard deviation of 2.16. The findings indicate that there was a considerable improvement in the self-confidence levels of the students after participation in the Sporty Kids Fundamental Skills Program.

Comparison of Pre-Test and Post-Test Scores Using Paired Sample t-test

Table No. 1.2 : Comparison of Pre-Test and Post-Test Scores (Paired t-test)

Variable	Mean Difference	T-value	p-value
Self-confidence scores	11.70	39.42	<0.001

Table 1.2 shows the comparison between pre-test and post-test self-confidence scores using the Paired Sample t-test. The mean difference between the two tests was 11.70, and the obtained t-value was 39.42. Since the obtained p-value was less than 0.001, the difference was found to be statistically significant. Therefore, it can be concluded that the Sporty Kids Fundamental Skills Program had a significant positive effect on the self-confidence of primary school students.

Findings

1. The pre-test results revealed that the self-confidence level of the students was comparatively low before participation in the Sporty Kids Fundamental Skills Program.



2. The post-test results indicated an improvement in students' participation during physical activities after the implementation of the program.
3. The students showed greater readiness and willingness to learn new skills after participation in the program.
4. The self-confidence levels of the students during physical activities improved significantly after the completion of the Sporty Kids Fundamental Skills Program.
5. Improvement was observed in social interaction, cooperation, and participation among the students during group activities.

Conclusion

The findings of the present study indicate that the Sporty Kids Fundamental Skills Program was effective in enhancing the self-confidence of primary school students. The comparison between pre-test and post-test scores showed a statistically significant improvement in the self-confidence levels of the students after participation in the program.

The study further suggests that structured fundamental movement skill programs positively contribute not only to physical development but also to the psychological and social development of children. Therefore, the implementation of such programs in schools may help promote confidence, participation, cooperation, and overall personality development among students.

Recommendations

1. Fundamental movement skill programs such as the Sporty Kids Fundamental Skills Program should be implemented regularly in primary schools.
2. Students should be encouraged to participate actively in sports and physical activities from an early age.
3. Physical education teachers should focus not only on physical fitness but also on the development of students' self-confidence and social skills.
4. Schools should provide adequate sports facilities, equipment, and opportunities for structured physical activity programs.
5. Regular sports activities, competitions, and training programs should be organized to enhance students' confidence, participation, and overall development.



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