ISSN–2278-5655

AMIERJ Aarhat Multidisciplinary International Education Research Journal

Volume–XIV, Special Issues– II(b) Nov – Dec, 2025

OPEN ACCESS Original Research Article

THE ASSESSMENT OF FUNDAMENTAL MOVEMENT SKILL IN SHIVAJI PREPARATORY MILITARY PRIMARY DAY SCHOOL

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Abstract

This study aimed to analyse fundamental movement skills in primary school students. The method used was descriptive, and the sample size was 50. Fundamental movement skill was measured using the Test of Gross Motor Development (TGMD-2) to evaluate their abilities in specific locomotor skills, including the run, jump, and hop tests. The performance criteria for these tests were assessed through direct observation. The data were analysed using the percentage method. The low quality of basic movement in elementary school students stems from the fact that they have not been instructed in multilateral motion. Furthermore, most teachers do not understand the importance of mastering these diverse and fundamental movement skills, which leads them to focus on teaching sports-specific skills in physical education.

Keywords: *Fundamental Movement Skill, Test of Gross Motor Development, Locomotor Skill (Run, Jump, Hop)*

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Introduction:

Mastering fundamental movement skills is essential for participating in sports and recreational activities. Children who do not master these skills are often reluctant to join activities that require them. This deficiency can ultimately limit their involvement in lifelong, health-promoting activities. (Lauren S. Butler, 2020) Child development is fundamentally divided into three areas: psychomotor, cognitive, and affective domains. The psychomotor domain specifically concerns physical and motor abilities, which are shaped by biological growth and functional processes. As explained by Manna, growth and physical maturation are dynamic processes involving numerous cellular and bodily changes. Psychomotor development covers all essential motor skills and is broken down into three components: motor development, perceptual-motor development, and physical fitness. (Didik Rilastiyo Budi, 2018)

Categorized children's developmental changes into early childhood (3–8 years) and later childhood (8–12 years) to better observe growth differences. During these periods, children start developing basic motion skills, such as moving from place to place (locomotor) and handling objects (manipulative movements). Gallahue viewed the overall fundamental movement phase as having distinct but overlapping stages: the initial stage, emerging elementary stages, and the proficient stage. The initial stage involves a child's first goal-oriented attempts at a fundamental skill. (Gallahue D. L., 2012)

A study was conducted at the All-India Shri Shivaji Memorial Society's Shri Shivaji Preparatory Military Primary Day School to assess the fundamental

ISSN–2278-5655

AMIERJ Aarhat Multidisciplinary International Education Research Journal

Volume–XIV, Special Issues– II(b) Nov – Dec, 2025

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movement skills (FMS) of primary school students. This study focused specifically on fourth-grade students from the Lotus and Rose classes. researchers used the Test of Gross Motor Development–2nd Edition (TGMD-2) to evaluate their abilities in specific locomotor skills, including the run, jump, and hop tests. The performance criteria for these tests were assessed through direct observation of the students, and researchers can now analyse descriptive data to understand the students' current FMS proficiency.

Method:

The research participants for this descriptive study were 50 girls enrolled at SSPM Primary Day School. The sampling technique used was purposive sampling, selecting two specific classes to serve as the sample. This method was chosen because the researcher believed it to be the most appropriate approach for this study.

Performance Criteria: The performance of each fundamental movement skill was assessed through direct observation using the following criteria.

Run (25m x 2)

- There is a brief period in which both feet are off the ground.
- The arms move in opposition to the legs, with the elbows bent.
- The foot placement was near or on a line (not flat-footed).
- The non-support leg is bent approximately 90 degrees (close to the buttocks)

Jump (10m x 2)

- The preparatory movement included flexion of both knees, with the arms extended behind the body.
- The arms are forcefully extended forward and upward, reaching full extension above the head.
- Take-off and landing occurred simultaneously on both feet.
- The arms are brought downward during landing.

Hop (10m x 2)

- The foot of the unsupported leg is bent and carried behind the body.
- The non-support leg swings in a pendular fashion to produce the force.
- The arms are bent at the elbows and swing forward on take-off.
- The participant was able to hop on both right and left feet.

The collected data were compiled, analysed, and interpreted to establish the study's conclusions.

Results: To give meaning to the results obtained, the next step was to determine the assessment criteria for interpreting the data using the Performance Criteria Assessment.

Table No.1 Run (25m x 2)

Results of Data Analysis:

Criteria	Girls	Percentage
Very well	1	2%
Good	18	36%
Enough	3	6%
Less	20	40%
Very Less	8	16%

The data from the 25m x 2 run test revealed a varied distribution of fundamental movement skills among the 50 female students. A significant portion of the participants, 40% (n=20), were categorized as performing at a "Less" proficiency level. An almost equally large group, 36% (n=18), demonstrated "Good" performance. A smaller percentage of students were rated as "Very Less," accounting for 16% (n=8), while 6% (n=3) performed "Enough." Only one student (2%) achieved the highest rating of "Very well."

These findings indicate that while a notable subset of students possesses good foundational running skills, more than half of the cohort (56% combined "Very Less," "Less," and "Enough") performed at or below the average level. This suggests a general need for

ISSN–2278-5655

AMIERJ Aarhat Multidisciplinary International Education Research Journal

Volume–XIV, Special Issues– II(b) Nov – Dec, 2025

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improved instruction and practice of fundamental running skills among this sample of students.

Table No.2 Jump (10m x 2)

Results of Data Analysis:

Criteria	Girls	Percentage
Very well	3	4%
Good	11	22%
Enough	5	10%
Less	16	32%
Very Less	15	30%

The data from the Jump (10m x 2) test revealed a varied distribution of fundamental movement skills among the 50 female participants. A large portion of the sample, 32% (n=16), was assessed at the "Less" proficiency level in the jump test, with an additional 30% (n=15) falling into the "Very Less" category. This indicates that a combined 62% of the participants demonstrated low proficiency in fundamental jumping skills. In the middle tiers, 22% (n=11) showed "Good" jumping ability, while 10% (n=5) were rated as having "Enough" proficiency. Only a small percentage, 4% (n=3), performed at the highest level, categorized as "Very well."

These findings indicate that while a notable subset of students possesses good foundational jumping skills, more than half of the cohort (72% combined "Very Less," "Less," and "Enough") performed at or below the average level. This suggests a general need for improved instruction and practice of fundamental jumping skills among this sample of students.

Table No.2 Hop (10m x 2)

Results of Data Analysis:

Criteria	Girls	Percentage
Very well	4	8%
Good	18	36%
Enough	5	10%
Less	15	30%
Very Less	8	16%

The data from the Hop (10m x 2) test revealed a varied distribution of fundamental movement skills among the 50 participants. A large portion of the sample, 3% (n=15), was assessed at the "Less" proficiency level in the jump test, with an additional 16% (n=8) falling into the "Very Less" category. This means that a combined 46% of the participants demonstrated low proficiency in fundamental hopping skills. In the middle tier, 36% (n=18) showed "Good" jumping ability, while 10% (n=5) were rated as having "Enough" proficiency. Only a small percentage, 8% (n=4), performed at the highest level, categorized as "Very well."

These findings indicate that while a notable subset of students possesses good foundational hopping skills, more than half of the cohort (54% combined "Very Less," "Less," and "Enough") performed at or below the average level. This suggests a general need for improved instruction and practice of fundamental hopping skills among this sample of students.

Discussion:

The observed low quality of basic movement can be attributed to students not receiving explicit instruction in "multilateral motion" skills, and most physical education teachers not fully understanding the importance of mastering these diverse fundamental movement skills. Consequently, this lack of proficiency makes children less likely to willingly participate in activities requiring these skills, potentially restricting their engagement in physical activity throughout their lives. The results highlight an urgent need for physical education curricula to focus on targeted instruction for these deficits in running, jumping, and hopping techniques to ensure children achieve a satisfactory level of competence during the initial and emerging elementary stages of movement.

Conclusion:

An analysis of the TGMD-2 test results for 50 primary school girls indicated low overall proficiency in fundamental locomotor skills, with more than half not

ISSN–2278-5655

AMIERJ Aarhat Multidisciplinary International Education Research Journal

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achieving a satisfactory level. Specific weaknesses were observed in jumping (62% below the adequate level), running (56% below the average), and hopping (54% at or below the average). The findings suggest the need for a curriculum focusing on multilateral motion skills and targeted instruction to address deficits in running, jumping, and hopping techniques.

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Cite This Article:

Shri. Salekar A. G. & Prof. (Dr.) Bengle A. (2025). *The Assessment of Fundamental Movement Skill in Shivaji Preparatory Military Primary Day School*. **In Aarhat Multidisciplinary International Education Research Journal**: Vol. XIV (Number VI, pp. 139–142). **Doi: https://doi.org/10.5281/zenodo.18181788**