The Moving Well-Being Well Project:
Exploring components of Physical Literacy in Irish children
Cameron Peers, Dr. Sarahjane Belton, Stephen Behan, Prof. Noel O'Connor, Dr. Johann Issartel

- Children’s physical literacy journey does not necessarily progress in a strictly linear manner, but rather the focus should be on the relationship and the development that exists among the constructs of physical literacy.

- It is important to empirically understand how the constructs are connecting to develop a physically literate individual

- 860 children assessed across 30 schools (47.7% female, 10.9 ± 1.16 years)

- The TGMD-3 ( Ulrich, 2017) was implemented to evaluate FMS. With the pictorial scale of PMSC for young children administered to align (Barnett et al., 2015)

- Quality of motivation was measured using the BREQ adapted, meanwhile physical self efficacy was measured using the 8-item PASES (Sebire et al., 2013; Bartholomew et al., 2006)

- Physical activity was measured via self-report (Prochaska et al., 2001)

Quality of Motivation as a Predictor of Fundamental Movement Skills

This study looked at the relationship between motivation quality and fundamental movement skills.

- Male’s fundamental movement skills showed a significant association with identified, introjected and external motivation.

- Female’s fundamental movement skills only significantly associated with external motivation.

- Hierarchical multiple regressions were employed to analyse the relationship between motivation and FMS proficiency (overall, object control, and locomotor) for males and females.

Contribution of Competence to the Physical Self-Efficacy - Physical Activity Relationship

- This study looked at whether fundamental movement skills and perceived movement skill competence mediates the relationship between physical self-efficacy and physical activity in children.

- The results from a bootstrap mediation analysis yielded a statistically significant mediation effect for both fundamental movement skills and perceived movement skill competence

- The indirect effect through perceived movement skill competence was significantly larger than the indirect effect through fundamental movement skills.

The confidence interval for the indirect effect is a BCa bootstrapped CI based on 10,000 samples. * p < 0.05 ** p < 0.001