



ISSN: 2456-0057

IJPNPE 2020; 5(2): 111-113

© 2020 IJPNPE

www.journalofsports.com

Received: 10-05-2020

Accepted: 19-06-2020

Dr. Hitesh D Rathod

B.P.Ed., M.P.Ed., Ph.D.

Principal, Saket College of
Physical Education, Gondia,
Maharashtra, India

Assessment of leadership skills and inter personal relationship among elementary school children

Dr. Hitesh D Rathod

Abstract

Play provides opportunities for children to learn social interaction, and all parents aspire for their children to be successful in these interactions. This success is a measure of the children's social wellbeing and is marked by the ability of children to develop and sustain friendships, to cooperate, to lead, and to follow. The aim of this study was to find out the influence of play and movement activities in developing leadership skill and interpersonal relationship of elementary school children. The investigator formulated suitable play and movement activities consisting of minor games and movement activities. The 12 weeks play and movement activities approach significantly improved leadership skill and interpersonal relationship of the children as assessed through Personality Index developed by Kaliappan (1996). It was concluded that the experimental protocols tried in this research can be implemented among the elementary school children which would be helpful for the all-round development of the children right from their early ages in developing leadership skills and interpersonal relationship.

Keywords: Play and movement approach, leadership skill, interpersonal relationship

Introduction

Play provides opportunities for children to learn social interaction, and all parents aspire for their children to be successful in these interactions. This success is a measure of the children's social wellbeing and is marked by the ability of children to develop and sustain friendships, to cooperate, to lead, and to follow. Unstructured active play with others, including with parents, siblings, and peers, is a major opportunity to cultivate social skills, especially leadership and inter personal relationship. This is because all play with others requires solving some form of a leadership problem, such as deciding what to play, who can play, when to start, when to stop, and the rules of engagement. Solving these dilemmas and conflicts that arise in play encourages children to compromise and to cooperate. This process can cultivate a range of leadership skills and inter personal relationship capabilities such as empathy, flexibility, self-awareness, and self-regulation. Such capabilities, sometimes referred together as "leadership skills," are essential for successful inter personal relationship in adult life. Thus, leadership skills and inter personal relationships contribute to success in the workplace, and it is the foundation for success in the intimate social relationships, such as between parents, that become the primary models for children's development.

Physical activity or movements throughout the school day is necessary for children to reenergize themselves and to be able to maintain focus on their school work. Being involved in movement positively affects children both cognitively and physically. Movement activities can be initiated by teachers throughout the day and especially during classroom transitions. Using songs and rhymes that reinforce lessons improve children's listening and memory skills. Activities, games, seat-changes, role plays, and dance actively contribute to children developing basic timing, balance, coordination and concentration. The elements of physical activities which are pivotal for the optimal health, growth and development of children contribute to the children to develop their leadership and inter personal relationships. While play is game centered and group centered among elementary school children, movement education or physical activities are structured activities focusing on individuals' or group's specific fitness levels. The "Journal of Adolescent Education" recommends extracurricular activities for teaching leadership skills. Part of leadership is the interaction between leader and follower, according to a 2012 article in the journal.

Corresponding Author:

Dr. Hitesh D Rathod

B.P.Ed., M.P.Ed., Ph.D.

Principal, Saket College of
Physical Education, Gondia,
Maharashtra, India

Coaches and players, directors and actors, band leaders and band members fall into the leader and follower relationship. Children will pick up the leadership skills shown to them by their own leaders. Through extracurricular activities, children learn how to be leaders and how to be part of a team. Young children are physically active in different ways than older children, adolescents, or adults. Because most physical activity in young children is equivalent to gross motor play, we suggest that the term "play," not the terms "physical activity," "exercise," or "sports," be used to promote movement in young children. As preschoolers play, they have brief bouts of varied activities with frequent rest periods. Compared with exercising adults, children at play have more spontaneity and less interest in sustaining a single activity. These differences may result from differing needs of the developing brain to provide itself, through activity, with a pattern of varied stimulation from the environment that sub-serves its own optimal development.

Although it is simple to compile a list of play activities, it is much more difficult to define play. Scales, *et al.*, (1991) called play "that absorbing activity in which healthy young children participate with enthusiasm and abandon". Csikszentmihalyi (1981) described play as "a subset of life, an arrangement in which one can practice behavior without dreading its consequences". Garvey (1977) gave a useful description of play for teachers when she defined play as an activity which is: (1) positively valued by the player; (2) self-motivated; (3) freely chosen; (4) engaging; and (5) which "has certain systematic relations to what is not play". These characteristics are important for teachers to remember because imposing adult values, requirements, or motivations on children's activities may change the very nature of play. Even though there are number of researches proving the usefulness of play activities among school children, there was further scope for research find out the influence of play and movement approach on school children, especially on selected psychological variables leadership skills and inter personal relationship. Hence, the investigator undertook this research.

Methodology

To achieve the purpose of the study, the investigator randomly selected 40 elementary school children, 20 girls and 20 boys who were studying in Meerut, Uttar Pradesh. The randomly selected subjects were asked to undergo twelve weeks programmed play and movement activities as experimental treatment. The play and movement activities consist of ten minor games and nine movement activities. The play and movement activities were provided to the subjects on alternate days and allowed to participate voluntarily under the supervision of the investigator. The subjects' leadership and interpersonal relationship abilities were determined using Personality Development Index. The personality index is aimed at measuring ten distinct personality characteristics of early adolescents. Among the 85 statements developed to measure ten characteristics, 6 statements (Statement Nos. 5, 15, 25, 35, 45 and 55) were devoted to measure leadership and 7 statements (Statement Nos. 9, 19, 29, 39, 49, 59 and 65) were devoted to measure interpersonal relationship of the subjects. Pre and Posttest randomized group design was used in this study. The selected subjects were measured of their pre test scores in leadership and interpersonal relationship and post test scores after the treatment of play and movement. The obtained data were statistically analyzed using 't' test.

Results

The obtained data on leadership among elementary school

children due to 12 weeks play and movement approach was statistically analyzed and results presented in Table 1.

Table 1: Effect of Play and Movement Approach on Leadership of Elementary School Children (Boys and Girls)

Boys – Leadership					
Test	Mean	MD	SD	't' Value	
				Obtained	Significance
Pre Test	19.4	2.05	2.54	3.6*	0.05
Post Test	21.45				
Girls – Leadership					
Pre Test	20.75				
Post Test	23.1	2.35	3.43	3.05*	0.05

The pre and post test data on the influence of play and movement approach on interpersonal relationship was analysed using 't' test and the results are presented in Table 2.

Table 2: Effect of Play and Movement Approach on Interpersonal Relationship of Elementary School Children (Boys and Girls)

Boys – Interpersonal relationship					
Test	Mean	MD	SD	't' Value	
				Obtained	Significance
Pre Test	23.95				
Post Test	27.8	3.85	3.86	4.45*	0.05
girls – interpersonal relationships hi p					
Pre Test	21.2	4.15	4.47	4.14*	0.05
Post Test	25.35	2.35	3.43		

Discussions

The results presented in Table 1 proved that the play and movement approach among the elementary school children significantly improved leadership skill of the boys (MD: 2.05) and among girls (MD: 2.35) as the obtained 't' values 3.60 and 3.05 respectively were significant at 0.05 level. The results presented in Table 2 proved that the play and movement approach among the elementary school children significantly improved interpersonal relationship of the boys (MD: 3.85) and among girls (MD: 4.15) as the obtained 't' values 4.45 and 4.14 respectively were significant at 0.05 level. The observation of the investigator proved that at the elementary school students were not provided with any physical education programme and the supervised play and movement approach experimented in this research helped them to involve in these activities very enthusiastically and it was proved that the elementary school children improved their leadership skill and interpersonal relationship as the obtained 't' values were greater than the required table values to be significant at 0.05 level and the improvement was found to be significant. Participation in experimental treatment enabled the children's relationships with peers, and teachers, and identifies some interpersonal relationships and development and the interventions suggested in this study enhanced relationship building. The improvements in leadership skills are attributed to the fact that as children develop and mix with other children at play and movement situation they develop a range of leadership and interpersonal skills that will become the foundations of their personality in their life. The findings of this study are in agreement with the findings of R. Steve McCallum, and Bruce A. Bracken who found that physical as well as play activities give psychological advantage.

Conclusion

The experimental protocol suggested in this study was well received by the elementary school children experimented and the children participated enthusiastically and the play and

movement approach developed their overall personality as assessed through leadership and interpersonal relationship of the children. It was suggested that the experimented protocols can be implemented among the elementary school children which would be helpful for the all-round development of the children right from their early ages.

References

1. Coakley J. Sport in society: Issues and controversies (6th ed.). Toronto, Canada: Times Mirror/ Mosby 2000.
2. Csikszentmihalyi M. Larson, Reed; Prescott, Suzanne. The Ecology of Adolescent Activity and Experience. *Journal of Youth and Adolescence* 1977;6(3):281-94.
3. <http://www.skillsyouneed.com/ips/ips-children.html#ixzz2fLGP94cV>
4. Kaliappan KV. Personality Development Index as cited by Usha Krishna, Adolescents' Delinquent Behaviour and Personality, *Indian Journal of Criminology* 1993;21(2):90-93.
5. McKenzie TL, Sallis JF. Physical activity, fitness, and health-related physical education. In S. J. Silverman & C. D. Ennis (Eds.), *Student learning in physical education: Applying research to enhance instruction*. Champaign, IL: Human Kinetics.
6. Osit M. *Generation Text: Raising well-adjusted kids in an age of instant everything*. New York: AMACOM Books 2008.
7. Steve McCallum R, Bruce Bracken A. Interpersonal relations between school children and their peers, parents, and teachers, *Educational Psychology Review* 1993;5(2):155-76.