

OUTDOOR EDUCATION - A MEANS TO DEVELOP LEADERSHIP QUALITIES

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Abstract:

The purpose of this study was to see the effect of outdoor education on the leadership qualities of physical educationist and to compare the leadership qualities of females and males, after attending the outdoor education programme. The subjects selected for the study were 25 female and 75 male students of Bachelor of Physical Education from Lakshmibai National University of Physical Education, Gwalior, and aged 20.2 ± 2.4 years. For the collection of data, a Questionnaire was used to assess the leadership qualities of females and males. The questionnaire consists of 35 items which covers ten important factors of leadership i.e. Identity exploration; Time management, Emotional regulation; Self perception and team work; Responsibility; Effort; Divers peer relationships; Opportunities for leadership; Confidence & Future implication etc. The data were recorded after the outdoor education programme. In order to analyze the data, descriptive statistics and Paired t-test was employed. The level of significance was set at 0.05. It was evident from the conclusion that there was a significant effect of outdoor education on leadership qualities of physical educationists. It was also evident from the conclusion that the value of calculated t-ratio 1.86 was found insignificant at 98 df with the tabulated 't' value 1.99, thus indicating that there was no significant difference between the leadership of males and females.

KEYWORD:

outdoor education, leadership

INTRODUCTION

Outdoor education is a carefree type of activity. It can be carried out alone, or in company with others. It is healthy, and it can be very cheap. There is no age limit. There is the inherent desire in the peoples to enjoy an outdoor life, to savour the delights of nature, to live simply. The benefits of outdoor education are obvious: a healthy open-air holiday and the inculcation of a spirit of independence and self-reliance. But the benefits are not confined to the person himself, for a good person is essentially a good citizen. A good person helps and assists his fellow, appreciates his native countryside, and combines a freedom of mind with a self-imposed discipline. These qualities in themselves make outdoor education worthwhile. Leadership in sports is one of the deciding factors for the success of the plan as envisaged by the sports planner. Leadership has been defined as an activity of influencing people to strive willing in group objectives. Another definition of leadership is influencing people to follow the achievement of a common goal.

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AIMS AND OBJECTIVES

The objective of the study was to see the effect of outdoor education on leadership qualities of physical educationists. And also to compare the leadership qualities of females and males, after attending the outdoor education programme.

METHODOLOGY

Selection of subjects: The subjects selected for the study were 25 female and 75 male students of Bachelor of Physical Education from Lakshmbai National University of Physical Education, Gwalior, and aged 20.2 ± 2.4 years.

Collection of data: For the collection of data, a Questionnaire was used to assess the leadership quality of females and males. The Questionnaire was especially designed for the young peoples. It consists of 35 items which covers ten important factors of leadership i.e. Identity exploration; Time management, Emotional regulation; Self perception and team work; Responsibility; Effort; Divers peer relationships; Opportunities for leadership; Confidence and Future implication etc. The subjects had responded to the 5 point scale such as Not at all; A little; Average; Quite a bit and Yes, Definitely. The data were recorded after attending the outdoor education program.

Statistical Analysis: In order to see the effect of outdoor education, descriptive statistics was used. The response of the subjects was analyzed in percentage by 5 point rating scale. In order to compare the leadership of females and males 'two sample t-test' was employed. The level of significance was set at 0.05

Result and conclusion: The response of the subjects was analyzed by 5 point rating scale namely- Need to change behavior; Opportunities for growth; Average score; Stronger score and Excellent score. The analyses of data pertaining to these are shown in table 1.

Table 1
The responses of the subjects for the leadership in 5 point rating scale.

SCORE	KEYS	RESPONSE (%)
Below 65	Need to change behavior	0
65-93	Opportunities for growth	1
94-122	Average score	36
123-151	Stronger score	53
152 & above	Excellent score	10

Fig. 1
The responses of the subjects for the leadership are presented in pie diagram

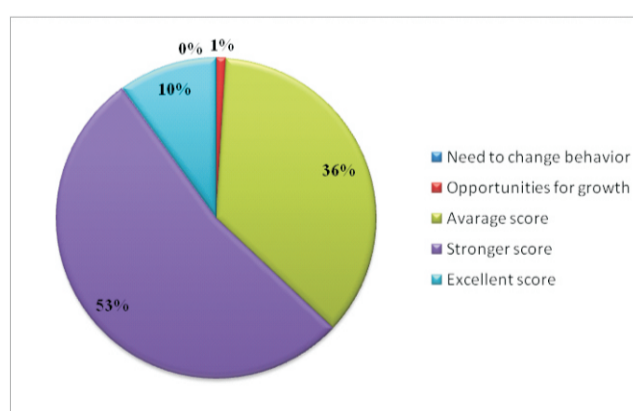


Table 1 and Figure 1 reveals that the leadership score of 10% students was Excellent, 53% students was stronger and 36% students was average. And the leadership score of only 1% students was under the Opportunities for growth and there was not a single score which lying under need to change behavior. The mean of the leadership score was 129.2, which was also lying under the stronger score.

So that we have seen that there was a significant effect of outdoor education on the leadership of physical education students.

In order to compare the leadership of the females and males, the obtained data were analyzed by applying 'two sample t-test' to compare the means of both the groups. The analyses of data pertaining to these are shown in table 2.

Table 2
Analysis of leadership of females and males

Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t
Females	25	123.48	15.95	3.19		
Males	75	131.11	18.28	2.11	98	1.86

Table 2 reveals that the mean and standard deviation of females and males were 123.48+15.95 and 131.11+18.28 respectively. According to the data analysis in the table 2, it was evident that there was no significant difference between the leadership of females and males, as the calculated t- ratio 1.86 is lesser than the tabulated t- ratio 1.99 at 0.05 level of significance.

Conclusion: It was evident that there was a significant effect of outdoor education on the leadership of physical education students. And it was also evident that the value of calculated t- ratio 1.86, were found insignificant at 98 df with the tabulated 't' value 1.99, thus indicating that there was no significant difference between the leadership of males and females.

Discussion of findings: The analysis of data has revealed that there was a significant effect of outdoor education on leadership quality of Physical Educationists and there was no significant difference in leadership between females and males. Outdoor education is a program which gives numerous opportunities for an individual to try to do things and opportunities for participating in various activities. It was seen that an individual is able to learn how his good emotions will improve the work performance whereas bad emotions can result in deteriorating relationships and as a result no work will be done. An individual develops an understanding of non-verbal communication and is able to understand the group dynamics. The individual is able to make action plans within the stipulated time with added responsibilities in order to ensure that the community vision can be achieved. Since the individuals live together they learn how to speak out what is on their minds and also are able to do what they say they will do. During outdoor education people improve peer relationships. As a result of outdoor education individual develops self confidence and learns to make decisions which affect him. An individual develops confidence in the capabilities of others and is able to influence others to produce the results. Hence, it was seen that outdoor education was one of the best means through which leadership can be built.

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