

Impact of Skill Training on Behaviour, Performance & Grooming of Children

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Abstract

Childhood is a precious stage in human life span. It is believed that childhood is the storehouse of habit formation and value integration. It is the right time to develop a strong character among children. It is no less than mandatory to identify the capabilities and potentials of the child at the early times. In early life, children must get the opportunity to explore themselves and ameliorate their lives to make it more impactful and enriching. Life is a science that provides an equivalent chance to all individuals; however utilizing these chances to accelerate the overall development among children is more of an art. The in-hand research study was conducted on a sample of 339 children. Sample was divided into two groups: control and the experimental group. The pre test and pre survey was conducted on the subjects of both the groups, following which the intervention was taken-up only with the experimental group members. Primary and secondary data were analyzed through the apt statistical methods. Eventually the post test and post-survey was conducted on the entire sample. It was found that the subjects in the experimental group excelled in all the areas of intervention. However, a minimal change was observed among those in the control group. Consequently, it can be ascertained that the factors in question, i.e. competitive edge, family bonding, maturity, scientific temperament, self confidence, manners and etiquette, knowledge of science behind how the things work, memory, personality, mathematics and innovation bent of mind are the vital aspects of child development.

Keywords: Competitive Edge, Family Bonding, Manners and Etiquette, Personality, Scientific Temperament, Self Confidence

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I. INTRODUCTION

Everyone wants children to grow and develop at a desired pace. Children are expected to meet the developmental tasks as they grow and develop across each stage of their lives. There are no boundaries to the learning and development of mental capacities. Probably owing to the stated fact, the range of milestones keeps on elevating. This leads to the surging expectations from parents, family, peers and formal as well as informal social institutions. No doubt, children realize the changing trends as they widen their horizons of actions and interactions. Certainly, every individual being a unique product of heredity and environment explores himself and his vicinity through the modes and means available to him.

Competitive edge refers to the possession of advantage over one's competitors. It can help children develop healthy attitudes about winning and losing. Children become competitive as they refine and practice skills. They also develop coordination and cognitive abilities. Competition can encourage growth and push a child to excel. Children also benefit as they learn about their abilities and limitations. They set goals, handle loss, develop skills, enhance their popularity and develop competence in an area. They also develop problem-solving skills, try out different roles and learn to perform before a group. As competition among children has always been a matter of balanced concern, a

study conducted by Greenberg (1932) investigated the competition among children. It was an experimental study and found that competition and competitive spirit among children leads to better performance in most of the situations. In a study conducted by Upoff (1972) around five decades back, competitive edge was investigated among children. Children were found to be involved in competitive activities and various forms of competitions in an enthusiastic manner. Dennison (1989) has expressed the importance of competitive edge for the pupils. According to the research study, the pupils are attracted towards the competitive edge. It is also stated that this competitive edge would make a difference in their achievements. Nicholls (1989) highlighted the prevalence of competitive ethos and democratic education. Davison (2012) found that the competitive edge in the form of an examination of music competition, art education and leadership showed that the children were involved in a healthy competition leading to a higher competitive edge among them. In a similar research study, Butler-McConneaughey (2017) found that it is possible for sustaining a competitive edge through transforming an organizational culture in a K-12 setting. Grande (2020) studied the impact of competition for learning through the process of imitation, learning, competition and innovation. Rezaei et. al (2021) found the effect of deliberate

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practice and play deliberate and organized competition on the fine motor skill and creativity of children. The subjects in the said research were 9 to 10 year old children. Interestingly, children were found to be engaged in creative activities involving the fine motor skills which led to the development of fine bones and muscles leading to better performance. Therefore, it seems more of a necessity to make children aware of the need to balance their competitive spirits. In addition, it's equally vital to keep their competitive edge marinated with healthy and justified approach. Being competitive involves quick decision-making, self-control, discipline and maturity.

Family bonding time is the quality time that children spend with their families, doing things that they love. Spending quality family time together can benefit both the parents and children in improving educational and literary outcomes, development of social skills and creating meaningful relationships. Rossi and Rossi (2018) studied the aspects of human bonding specifically the parent child bonding across the life course. Ambert (2020) emphasized the importance of parent child relations and the development of children in this context. Kotlaja (2020) studied the cultural contexts of individualism and collectivism in order to explore the relationships between family bonding, supervision and deviance. Krauss et. al (2020) studied the family environment and self-esteem development in a longitudinal study. Pham (2020) carried a study to find the aspects of the parent and child bonding and mental health among students. In the same context, Welch (2020) studied the family life. Gesell (2021) studied the relevance and importance of family relationships in the development of children. Family bonding time could help children form meaningful relationships with people outside the family as well. It also improves communication, fosters unity and resolve conflicts. It also improves behavior and self-esteem.

Maturity mindset is the ability to deal effectively and resiliently with experience and to perform satisfactorily in developmental tasks and characteristic of one's age level. Once children establish a robust awareness of themselves, they are better positioned to exert a degree of self-control. Mature people are able to accept themselves for who they are. They practice kindness even in the face of their shortcomings. Becken (2020) studied the effects of growth mindset on a student's educational experience. Limeri et. al (2020) studied and analyzed aspects of growing a growth mindset, in particular, the characterizing of reasons and influences of the mindsets of undergraduate students. Sudarsana et. al (2020) found the correlation of socio-cultural education foundation with increased social child development. Buchanan and Greig (2021) also studied the shifting mindsets. The studied aspects included the transformation of self, school and society. Alongside acceptance of self comes a sense of gratitude for all of the wonderful things that exist in their lives. They develop the ability to see the immense benefits and value of both big and the small. Maturity breaks down the mental barriers and unlocks a sense of liberalism in an individual.

Scientific temperament refers to an individual's attitude of logical and rational thinking. An individual is considered to have scientific temper if he employs a scientific method of

decision-making in everyday life. There is a surfeit of knowledge in the form of reading material. It is important to advise extra reading to improve their analysis of information. Chess is an excellent game to help children develop logical sequencing and strategic skills. Reading comprehension exercises for various levels of tasks help nurture scientific temper among children. Singh (2014) conducted a study on the science communication in India for the policy framework. Kumar and Singh (2018) studied the aspects of science education in India and the possible directions for the future were analyzed. Bardapurkar (2019) also studied the scientific temper and education, as the aspects of virtues of science. Bardapurkar (2020) studied the impacts and aspects of teaching scientific temper. Sharma et. al (2020) conducted the influences of science education in India as a misnomer for scientific temper. Roy (2021) emphasized on teaching the next generation and enabling them to become science aspirant. Parents must teach their children regarding the critical thinking skills to upgrade their problem solving skills and life skills. Parents should not halt their child's evaluation processes. They must steer the children away from finding answers on the internet. They must make some of the learning application based.

Self confidence is an attitude about skills and abilities. Kids with self-esteem feel liked and accepted. They are confident and proud of what they can do. They think good things about themselves and believe in themselves. It can start when a baby gets positive attention and loving care. As babies become toddlers and young children, they're able to do some things all by themselves. They feel good about themselves when they can use their new skills. Their self-esteem grows when parents pay attention, let them try, give smiles, and show they're proud. When kids have self-esteem, they feel confident, capable, and accepted for who they are. Every child is different. Pajares (1996) studied the self-efficacy beliefs in academic settings. Linnenbrink and Pintrich (2003) analysed the role of self-efficacy beliefs in student engagement and learning in the classroom. O'Malley et. al (2020) studied the importance and application need of self confidence. Arziyevich and Toshmamatovich (2021) emphasized the importance and techniques to develop and increase the self-esteem and self-confidence among children. Ram and Madan (2021) carried a research study to trace the adjustment and self confidence among secondary school students. Self-esteem may come easier to some kids than others. And some kids face things that can lower their self-esteem. But even if a child's self-esteem is low, it can be raised. Self-esteem grows when kids get to see that what they do matters to others. Kids can help out at home, do a service project at school, or do a favor for a sibling. Helping and kind acts build self-esteem and other good feelings.

Manners and etiquette go hand in hand, but are not the same. Etiquette is a set of rules dealing with exterior form. Manner is personality, the outward manifestation of one's innate character and attitude toward life. Manners are common sense, a combination of generosity of spirit and specific know-how. Rules of etiquette are the guiding codes that enable us to practice manners. Proper etiquette is meant to help people get along with each other and avoid conflict. Bardsley and Miller (2011) studied manners and mischief

among children. Eberly, S. (2011) conducted a study and analysis of manners kids should know. Games, activities, and other fun ways were used to help children and teens learn etiquette. Jonca, M. (2019) emphasized the importance of fun with good manners including selected examples of contemporary etiquette guides for children. Tangsripairoj et. al (2019) studied the mannerism in children through a game based mobile application for children for learning social etiquette. Rukwaru, M. (2020) also studied the importance of social etiquette and manners in children. Respect, kindness, and consideration form the basis of good manners and good citizenship. Rules of etiquette cover behavior in talking, acting, living, and moving.

The information regarding **how things are made** along with the **brand knowledge** motivates children to think in a unique manner. Budding scientists and inventors can research how various appliances, cameras, and even automobiles are made with knowledge. Children wonder how a plane stays up in the air; they are keen to know why does a mobile phone need charging. These are just some of the fascinating questions that must be dealt in a detailed way. Besides, general knowledge is an important aspect of education, as it helps kids to perceive, analyze and understand the world around them and also improves their social and general awareness. It is rewarding in many ways: it enriches the minds of children by improving their analytical and thinking abilities, widening their knowledge base and preparing them for life ahead. Bozorboevna (2020) studied the teaching applique for older preschool children. Hamidovna (2020) studied and analyzed the preparation of children in schools by making technological techniques in preschool education. General knowledge helps kids perform well in school examinations, class debates, entrance tests, group discussions and interviews, and also boosts their conversational skills by allowing them to speak on a variety of topics with ease. This raises their confidence level and puts them one step ahead of others.

Memory is the process of storing experiences in the brain and recalling them later. People use their memories during every moment of their lives. They must remember words and ideas to speak or to write. Even to walk or to eat, people remember the movements they learned as children. Having a strong memory helps children perform better in school, do well in exams and secure better grades. Not everyone, however, is born with a sharp memory; this skill expands and enhances the more it is used. Ornstein and Haden (2001) studied the memory development among children. Bauer et. al (2011) emphasized on the importance of early memory development. Troller Renfree et. al (2020) carried a research study to trace that the changes in working memory influence the transition from reactive to proactive cognitive control during childhood. Fandakova and Gruber (2021) found that the states of curiosity and interest enhance memory differently in adolescents and in children. Sipe and Pathman (2021) studied memory at play by examining relations between episodic and semantic memory among children. To master the art of memory, it is of utmost importance that a child is routinely working on his memorization muscles, as practice makes one perfect.

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. While there is no

generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with one's environment. One's personality is something that he always takes with himself; it affects his thinking, feelings and behavior, where and with whom he is, in any situation at any time. Personality helps individuals to adjust. One's personality helps him to survive and deal with the daily challenges surrounding him. In a sense, personality is in part psychological but also physiological. In this context, Thomas et. al (1963) studied the importance of behavioral individuality in early childhood to understand personality. Caspi et. al (2005) studied and found the important aspects of personality development, including stability and change. McAdams and Olson (2010) studied the personality development, continuity and change over the life course. Bissoli (2014) studied the aspects of the development of children's personality. The role of early childhood education was analyzed and emphasized to groom personality. Herzhoff et. al (2017) also studied the importance of personality development in childhood. Abbott (2021) emphasized the aspects of social and personality development. Jackson et. al (2021) studied the personality interventions. Smidt and Embacher (2021) studied the relationship between personality of children and interaction quality in preschools. Research suggests that personality is also influenced by all kinds of biological processes and needs.

Mathematics and pace help to understand the world and provide an effective way of building mental discipline. Math encourages logical reasoning, critical thinking, creative thinking, abstract or spatial thinking, problem-solving ability, and even effective communication skills. Mathematics is a study of measurements, numbers, and space, which is one of the first sciences that human work to develop because of its great importance and benefit. These functions require a strong mathematical background, and scientific experiments by scientists need mathematical techniques. Tikhomirova et. al (2020) analyzed the relationship between academic achievement and cognitive abilities. Costa et. al (2021) studied the development of math attitudes and math self concepts among children considering gender differences, implicit-explicit dissociations, and relations to math achievement. Cvencek et. al (2021) studied the various aspects of child development in relation to learning, pace and understanding. Hornburg et. al (2021) studied and found that the earlier understanding of mathematical equivalence in elementary school predicts greater algebra readiness in middle school. Nogues and Dorneles (2021) emphasized and analyzed the systematic review on the precursors of initial mathematical performance. Mathematics helps in analytical thinking and helps to develop the ability to think.

Innovative brain is the key to success through a fast pace. Every child is bright and capable of thinking logically and analytically. The most important aspect of innovation is to nourish this inner ability by providing a conducive environment. Innovation is the direct route to economic growth. New businesses create new jobs. Innovation is necessary for human well being. If there had been no innovation, we would not have moved ahead from the stone-age. Our requirements lead to innovations. Piya-Amornphan

.et. al (2020) examined and portrayed the importance of physical activity and creativity of children and youths. Tracey and Francesca (2020) traced the significance of educational research and innovation education in the digital age that impact the innovation and creative activities. Wallach and Kogan (2020) emphasized the importance of creativity and intelligence in children. Karim et. al (2021) studied the aspects of children's stationeries and the innovative design and development of innovation and creativity. Mirzayeva (2021) signified the importance of innovative approaches to teaching and upbringing in pre-school institutions. Onyinyechukwu et. al (2021) found the strategies for fostering creativity and innovation in public primary schools. Rawlings and Legare (2021) studied toddlers, tools, tech and the cognitive ontogenesis of innovation. As knowledge is transformed into new product and services, it provides employment and economic well-being for those directly associated with them and for persons employed in supporting industries.

II. MATERIALS AND METHODS

The present research study was carried to study the impact of skill training on the behaviour, performance and grooming among children. It was conducted on a sample of 339 children between 8 and 15 years of age. Random sampling method was undertaken to select the subjects. Primary as well as secondary data was analysed. Primary data was collected through the tests and assessments taken by children. Besides, secondary data was collected by the survey intended to gather information related to the behaviour, performance and grooming of children through their parents. Sample was divided into two groups: control and the experimental group. In the first phase, rapport was built followed by conducting a pre test series. After this, the pre-survey was conducted. Later, the students were enrolled purposefully to the short courses. After these intervention programmes of varied durations, specifically designed for the research study, the post test and post surveys were conducted. Data was collected, analysed and presented to trace the impact of the intervention programmes.

III. RESULT AND DISCUSSION

Once the data was collected, the results were analysed by considering the subjects who completed the process and participated in all the phases. The data of the participants who missed even a single required phase was excluded before compiling and tabulating the results.

Table 1: Comparison of Primary Data among 8-11 year old subjects (mean values)

8 to 11 years (n=210)	Control Group		Experiment Group	
Survey	Pre	Post	Pre	Post
Competitive Edge	6	6	6	9
Family Bonding	7	7	6	9
Mindset Maturity	6	6	6	8
Scientific Temperament	3	4	3	10
Self Confidence	4	4	4	10

It was observed that the average score of Competitive Edge among those between 8 and 11 years of age in the control group was 6 in the pre survey done through their parents. The score remained unchanged in the post survey. In contrast, the score of Competitive Edge rose by 3 points in their experimental group counterparts. It was witnessed that the average score of Family Bonding among this age group in the control group was 7 in the pre survey. A similar pattern was seen and the score remained unchanged in the post survey. In contrast, the score of Family Bonding rose by 3 points in their experimental group counterparts. It was seen that the average score of Mindset Maturity among this age group in the control group was 6 in the pre survey. The score remained unchanged in the post survey. In contrast, the score of Mindset Maturity rose by 2 points in their experimental group counterparts. It was observed that the average score of Scientific Temperament among this age group in the control group was 3 in the pre survey. The score rose minimally in the post survey. In contrast, the score of Scientific Temperament rose by 7 points in their experimental group counterparts. It was observed that the average score of Self Confidence among this age group in the control group was 4 in the pre survey. The score remained unchanged in the post survey. In contrast, the score of Self Confidence rose by 6 points in their experimental group counterparts.

Table 2: Comparison of Secondary Data among 8-11 year old subjects (mean values)

8 to 11 years (n=210)	Control Group		Experiment Group	
Assessment	Pre	Post	Pre	Post
Etiquette and Manners	6	6	5	9
GK of Brands	5	5	5	9
Memory	7	7	7	10
Personality	6	6	6	10
Speed Math	8	8	8	10

It was observed that the average score of Etiquette and Manners among those between 8 and 11 years of age in the control group was 6 in the pre test. The score remained unchanged in the post test. In contrast, the score of Etiquette and Manners rose by 4 points in their experimental group counterparts. It was observed that the average score of GK of Brands among this age group in the control group was 5 in the pre test. The score remained unchanged in the post test. In contrast, the score of GK of Brands rose by 4 points in their experimental group counterparts. It was observed that the average score of Memory among this age group in the control group was 7 in the pre test. The score remained unchanged in the post test. In contrast, the score of Memory rose by 3 points in their experimental group counterparts. It was observed that the average score of Personality among this age group in the control group was 6 in the pre test. The score remained unchanged in the post test. In contrast, the score of Personality rose by 4 points in their experimental group counterparts. It was observed that the average score of Speed Math among this age group in the control group was 8 in the pre test. The score remained unchanged in the post test. In contrast, the score of Speed Math rose by 2 points in their experimental group counterparts.

Table 3: Comparison of Primary Data among 12-15 year old subjects (mean values)

12 to 15 years (n=129)	Control Group		Experiment Group	
Survey	Pre	Post	Pre	Post
Competitive Edge	6	6	6	9
Family Bonding	6	7	6	9
Mindset Maturity	6	6	6	9
Scientific Temperament	4	4	4	10
Self Confidence	6	6	6	10

It was observed that the average score of Competitive Edge among those between 12 and 15 years of age in the control group was 6 in the pre survey done through their parents. The score remained unchanged in the post survey. In contrast, the score of Competitive Edge rose by 3 points in their experimental group counterparts. It was observed that the average score of Family Bonding among this age group in the control group was 6 in the pre survey. The score rose minimally in the post survey. In contrast, the score of Family Bonding rose by 3 points in their experimental group counterparts. It was observed that the average score of Mindset Maturity among this age group in the control group was 6 in the pre survey. The score remained unchanged in the post survey. In contrast, the score of Mindset Maturity rose by 3 points in their experimental group counterparts. It was observed that the average score of Scientific Temperament among this age group in the control group was 4 in the pre survey. The score remained unchanged in the post survey. In contrast, the score of Scientific Temperament rose by 6 points in their experimental group counterparts. It was observed that the average score of Self Confidence among this age group in the control group was 6 in the pre survey. The score remained unchanged in the post survey. In contrast, the score of Self Confidence rose by 4 points in their experimental group counterparts.

Table 4: Comparison of Secondary Data among 12-15 year old subjects (mean values)

12 to 15 years (n=129)	Control Group		Experiment Group	
Assessment	Pre	Post	Pre	Post
GK of Brands	6	6	6	10
How Things Are Made	5	5	5	9
Math Skill Speed	7	7	7	9
Personality	7	7	7	10
Innovative Brain	6	6	6	9
Memory	6	6	6	9

It was observed that the average score of GK of Brands among those between 12 and 15 years of age in the control group was 6 in the pre test. The score remained unchanged in the post test. In contrast, the score of GK of Brands rose by 4 points in their experimental group counterparts. It was observed that the average score of How Things Are Made among this age group in the control group was 5 in the pre test. The score remained unchanged in the post test. In contrast, the score of How Things Are Made rose by 4 points in their experimental group counterparts. It was observed that the average score of Math Skill Speed among this age

group in the control group was 7 in the pre test. The score remained unchanged in the post test. In contrast, the score of Math Skill Speed rose by 2 points in their experimental group counterparts. It was observed that the average score of Personality among this age group in the control group was 7 in the pre test. The score remained unchanged in the post test. In contrast, the score of Personality rose by 3 points in their experimental group counterparts. It was observed that the average score of Innovative Brain among this age group in the control group was 6 in the pre test. The score remained unchanged in the post test. In contrast, the score of Innovative Brain rose by 3 points in their experimental group counterparts. It was observed that the average score of Memory among this age group in the control group was 6 in the pre test. The score remained unchanged in the post test. In contrast, the score of Memory rose by 3 points in their experimental group counterparts.

IV. CONCLUSION

Childhood is the most flexible stage of life, in a sense that the values can be inculcated, modulated and eradicated in a swift manner. It is believed that most of the personality traits are developed during this stage. It is the foundation for the overall development of children. Competitive edge distinguishes an individual through his ability of identifying and exploiting potential in an efficient manner. Another important aspect is the family bonding time that could include doing activities together, going on a picnic, watching a movie together, having meals together, helping each other out, playing a game, and much more. Besides, maturity grows from a seed of awareness, building up an understanding of your personality, its strengths and weakness, its potential and limitations, and every little nuance. Equally important is the scientific temperament for bringing forth a progressive society that is free of superstitions and irrational practices. Interestingly, self confidence can start as early as babyhood. It develops slowly over time. It can start just because a child feels safe, loved, and accepted. Consequently, manners are an expression of inner character along with the etiquette which becomes the language of manners. In addition, it is important for children to know the science behind how the things we see and use every single day. It improves their thinking ability. Memory also plays a major role in establishing a solid base for learning, both in the school and beyond. Personality is the overall make of the individual and his behaviour. Personality may be referred to as the characteristic sets of behaviors, cognitions, and emotional patterns that evolve from biological and environmental factors. In daily life, mathematics plays a vital role in all aspects, whether in everyday matters such as time tracking, driving, cooking, or jobs such as accounting, finance, banking, engineering, and software. Simultaneously, innovation is the development of new products through transformation or making changes in the existing product so that the same can be utilized for better services. Keeping all this in view, it can be well understood that the soaring competition standards have again laid multiple landmarks in all the fields including academics as well as non-academics. This has led to zeal in the generation that occupies the mind of youth and elders thinking on the patterns seeking recognition and accomplishment in their

tasks and behaviour. To an extent, this line of pattern takes them closer to their destination. However, non-accomplishment, delay in achievement or lack of ambitions may hamper their self-esteem. Thus there may be fluctuations in the behaviour patterns that are expected to be defined by the perception of success and appreciation by the external stimuli. Thus, to streamline the child behaviour and ensure grooming, it is essential to update and upgrade children's skills and potentials at the right time.

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