



Inter Personal Relationship in Physical Education and Sports

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ABSTRACT

Inter personal relationship in physical education and sport is the physical educator's baby, the nature and care of which is his responsibility, other teachers, administrative and field staff act as a support for it. They hardly initiate any plans and strategies to publicise programmes and achievements of the physical education department except to directly or indirectly carry to others what they see happening around as a routine-good or bad. Since the physical educator is directly in touch with the students, he is the central figure in public relations. The physical education teacher is the only person who comes in contact with the students more than any other member of the staff. At assemblies, physical activity classes, intramurals, extramural, demonstration etc. he is the key figure organizing, directing and controlling all movements and actions. As an instrument of health, fitness, performance and excellence, physical education is an integral part of organized educational effort, its true image does not seem to have been well publicized. Consequently people, in general, know little about its inherent philosophy, ideals, values and objectives. Even physical educators themselves may, perhaps, be not well aware of what people feel and think about physical education. The "understanding and appreciation" of profession-environment interactions and evaluation of the experiences emanating there from will surely make physical education an "effective" instrument of social change. This is possible through good interpersonal relations.

KEYWORDS: Interpersonal Relationship Physical Education and Sports.

INTRODUCTION:

Public relations is a process by which an institution, organization or profession projects its image in the public through channels other than those constituting media, and receive feedback from the external environment about the effectiveness of its policies and programmes. With publicity as the major instrument, “public relations is concerned with all the impression that people receive rather than those obtained only through the various publicity media. Public relations also refer to the entire gamut of “relationships” that various physical education staff have with teachers, parents, students as well as authorities and administrators. People interact within themselves and with the environment. An inherent purpose of public relations is to rectify errors and mistakes, and eradicate antagonistic feeling and attitudes.

OBJECTIVE OF THE STUDY:

To understand the role physical education teacher in interpersonal relations.

REVIEW OF LITERATURE:

According to **Voltmer and ESSlinger (2005)** Public relations help to strengthen the bonds amongst two or more sets of individuals in a spirit of cooperation, understanding and adjustment. The “good work” being performed at the institution must be known to the outside world. Conversely the faculty and authorities must receive information as to how people evaluate programmes and activities carried out at the institution. This institution-environment communicative interaction is extremely important in enhancing the image of institution organization, and improving the quality of programmes and practices. **Davis and walls (2016)** viewed that People are ignorant of the role of physical education in education; they prize academics more than sport. For them, physical activity is a fad, a frill –a sheer “waste of time”. Parents are so seriously concerned about the standing of their children in science, commerce or literature at school but not in physical education. Their mind-set does not allow them to look at physical education beyond the horizons of physicality. Lack of public relations i.e. free flow of information between the institution and the public, is responsible for this state of affairs.

PURPOSE:

Davis & Walls (1961) precisely listed the following purposes of public relations in physical educations.

1. To create goodwill with all pertinent publics (students, parents, teacher, school personnel and public in general).
2. To help (concerned people) to understand the reasons for and values of physical education.
3. To inform (targeted public) of present programmes and planned changes in programmes, policies etc.
4. To inform pertinent publics of services rendered by the department and its willingness to serve.
5. To make the people aware of the events that have occurred and will occur.
6. To encourage participation in suitable activities related to programme and in the use of available facilities.
7. To inform the public's of the expenditure of funds (through special bulletins or annual reports)
8. To enlist assistance in suitable projects and offer help.
9. To encourage and publicize activities that are as self-supporting as possible.
10. To show reasons for greater financial support if needed (and if approved by the school administration).
11. To rectify mistaken ideas, remove misunderstandings, (and) erase negative attitudes.
12. To guide and promote public opinion in favour of worthy programmes of physical education.

PRINCIPLES (GUIDELINES) OF INTERPERSONAL RELATIONSHIP

For effective results, the interpersonal relations must be based upon well-established principles or guidelines

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1. Institutions with limited facilities and programmes but with better interpersonal relations may score over those with better programmes and poor relations with the outside world. Interpersonal relations are an instrument of image projection, progress and prosperity. It solidifies the very foundation of physical education and sport.
2. Interpersonal relations programme must commence with seeking cooperation from the administration staff, teachers and students within the organization/institution. The internal support will strengthen the plea and effort for obtaining external cooperation.
3. Interpersonal relations programme should be carefully planned, outlined, documented and made known to all concerned. The better it is known and understood the less effort would be needed to make it a greater success.
4. The programme must be based on truth, no one can hide truth and mislead public only honest, credible and creditable information should be passed on to public.
5. The interpersonal relations programme should be continuous and consistent. Continuity and consistency in interpersonal relations keep the morale of all concerned high, economized on time and energy, and keep the institution's image bright and beautiful.
6. The interpersonal relations programme ought to be a two-way traffic. It is the reciprocal communication must make everyone in physical education sensitive to the positive, legitimate and genuine criticism of the public and lead to introspection, self-appraisal and analysis of the situation culminating in substantial improvement of the programme.

CONCLUSION:

Interpersonal relations underline a close and warm relationship and understanding “between any group and the public it serves and upon whose goodwill it depends”. No endeavor, much less physical education can exist and prosper unless it has the backing of the “pertinent” people. It is necessary that people should know dynamic policies, programmes, concepts and values of physical education are and how physical educators are sensitive to the changing environs and needs of the society. Public relations is a powerful medium of putting across right

message to right people at right time and in right spirit about innovations in the content and methodology of physical education.

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