Situational Activity on Children's Leadership Behaviours

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ABSTRACT

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This qualitative research study aims to gain an insight into the leadership behaviours of children. Leadership development starts from young. Humans are social beings and we grew up gaining social skills interacting and communicating with people around us. Therefore, development of leadership should be built on continuously throughout one's life because our social experiences begin from birth (Murphy & Reichard, 2011).

This study was conducted in a day-care with a situational activity designed and conducted to observe children's leadership behaviours through children's social and emotional reactions. A total of nine children between the ages of three to six years old were involved in the study. The data was collected using digital video recordings and was analysed using theory-driven video analysis of episodes.

The findings in the study indicate the coexistence of social and emotional skills through children's leadership behaviours. Social and emotional skills in leadership is universal to both children and adult, only in different contexts.

Twelve episodes of interactions have been identified and categorised into social capabilities and emotional intelligence. Each category illustrates the different leadership behaviours children display through their social capabilities and emotional intelligence in a mixed-age activity.

This research provided an initial understanding of children's leadership behaviours and more research needs to be done to further develop leadership development in early childhood education.

Keywords: children's leadership, children's leadership behaviours, prosocial behaviours, social skills, emotional skills

CONTENTS

1   INTRODUCTION

"Leadership is multidimensional, complex and distinct" (Soffler, 2011, p. 26). A common understanding of leadership is difficult to be defined due to a broad range of leadership styles, including but not limited to authoritarian leadership, participative leadership, delegative leadership, transformational leadership, transactional leadership, and situational leadership. Despite various differences in the aspects of leadership between these leadership styles, there are some similarities. For example, all leadership styles mention/include the ability to exert social influence on others to attain a shared objective (Murphy & Johnson, 2011). Having the ability to exert social influence on another requires certain qualities of an individual that are manifested through learning experiences at different stages of a person's life (Murphy & Reichard, 2011). In other words, social skills in leadership also applies to children as young as two years old. Children's leadership occur in children's daily interactions with others, although in different contexts. As social experiences begin from birth, development of leadership should be built on continuously based on the experiences throughout an individual's life. Murphy & Reichard (2011) further highlighted that, "the systematic study of leadership and leadership development appears to be confined to adult leadership" regardless of any job industry. Little emphasis has thus far been placed on youth or even children's leadership despite the extensive research about leadership.

One of the difficulties in identifying leaders is the lack of clarity in the definition of a leader (Bisland, 2004), and this has restricted the improvement in leadership education. As society is switching the focus into a more collaborative society, Bisland (2004) also identified that it is essential to recognise upcoming leaders based on their potential and develop them accordingly through skills training. If these leadership behaviours can be identified in children, educators will be able to give children more exposure earlier in life so as to develop leadership in them.

Children display leadership skills and qualities despite their young age, although they display them in different contexts compared to older leaders. For example, the behaviour of a child taking the lead in a group to solve a question involves qualities such as confidence, empathy and ability to inspire others through social skills. Children develop these skills through their everyday exposure with people and their environment which form their identity. Early childhood education provides learning experiences to develop children physically, cognitively, emotionally and socially, which have the potential to influence leadership later in their life. Leadership education should start from early childhood, and it should focus on developing children's skills in creative drama, group play, stimulation, collaborative work, and modelling to lay the foundation for future leadership skills (Karnes & Stephen, 1999).

Therefore, it is extremely important to understand the phenomenon of children's leadership in order to help devise a more comprehensive model for individuals' leadership development throughout their life (Murphy & Reichard, 2011). Unfortunately, children's leadership is still an under researched field based on the research done by several researchers (Barthold, 2014; Lee, Recchia, & Shin, 2005; Mawson, 2011; Murphy & Johnson, 2011; Murphy & Reichard, 2011; Soffler, 2011) and the limitation of journal articles available on the topic. Therefore, this study aims to help gain an insight into the leadership behaviours of young children. Researching on children's leadership will contribute to understanding the dynamics of leadership and how to incorporate development in early childhood education (Soffler, 2011).

2 THEORETICAL BACKGROUND

This chapter introduces the research done on children's leadership. The qualities and skills identified by previous researchers were mentioned and studied for connections to children's leadership behaviours. The significance of the settings in promoting children's leadership behaviours are discussed with relations to the importance of social and emotional development.

2.1 Children's Leadership Skills and Qualities

Leadership is the use of specific skills and qualities to attain personal or shared success (Murphy & Reichard, 2011). Theories of skills and qualities indicative of children's leadership is still lacking therefore, this study will focus on building on previous researches done in exploring children's leadership.

An increased understanding of the tasks and skills children might experience in their preschool years and possible leadership qualities would provide the baseline for this study to identify children's leadership behaviours. A combination of skills and qualities of young children is required to produce leadership behaviours (Murphy & Reichard, 2011).

Exploring the hypothesized leadership tasks and skills in *Figure 1* by Murphy and Johnson (2011, p. 9), provided an overview one may experience from two to twenty-two years old.

Leadership tasks and skills for youth

Age Range	New Leadership Tasks and Skills
Preschool years (ages 2-5)	▪ Influencing others ▪ Getting others to like you ▪ Communicating wishes ▪ Increased need for emotional intelligence with others (reading the emotions of others, and delaying gratification)
Elementary school (ages 6-11)	▪ Coordinating others in teams ▪ Earthy school leadership tasks (e.g., classroom monitor, or teacher's helper) ▪ Fundraising (e.g., selling candy, etc.) ▪ Public speaking to express ideas ▪ Increased need for social intelligence in interactions with others (understanding social situations and acting appropriately)
Middle school–early adolescence (ages 12-14)	▪ Coordinating teams for fundraising or student projects ▪ Self management (e.g., goal setting, self-observation & evaluation) ▪ Serving in elected office and other student government activities ▪ Public speaking as a leader to gain support for a cause
High school–late adolescence (ages 15-19)	▪ Organizing complex projects ▪ Motivating team members ▪ Organizational skills required by after school or summer jobs ▪ Working with others to complete a work product in after school or summer jobs
College–young adulthood (ages 19-22)	▪ Establishing grassroots organizations ▪ Complex supervisory skills required during internships ▪ Serving as a leader with multiple constituents

The tasks important at an earlier age are still appropriate at older ages. The tasks listed for older ages are those more unique to that developmental stage.

Figure 1: Reprinted from: *The benefits of a long-lens approach to leader development: Understanding the seeds of leadership,* by Murphy and Johnson (2011, p 9).

It detailed the different stages an individual goes through till young adulthood to effectively learn the skills of leadership. Most importantly, the building of the skills starts from early childhood years and it builds on from the skills previously learnt.

As indicated in the preschool years (ages two – five), the abilities to *influence others, getting others to like you, communicate wishes and increased need for emotional intelligence with others* are the social skills children perform to navigate their ways to influence others and create relationships in social settings.

Children learn about social expectations and values by observing social norms. They will also learn about the art of making friends, and how to build a friendship with a peer that they like or how to work with someone they might not like (Dunn, 2002; Tucker & Updegraff, 2009). With these social skills, children gain the capacity to exhibit leadership behaviours, which is "largely characterized by influencing behaviours" (Murphy & Reichard, 2011, p. 19).

Influencing behaviours is the desire to be socially accepted in a social setting. Unpacking the tasks and skills mentioned by Murphy and Johnson (2011) would serve to uncover the leadership behaviours of children.

Influence others is the ability to communicate one's view and have others be convinced and agree with one. A leader also has the power to bring positive influence on people or situations and to inspire others to improve their behaviour or situation. Hallenbeck, (2017, p. 38) highlighted that, "without the capacity to influence others, your ability to make what you envision a reality remains elusive because, after all, no one can do it alone". In early childhood settings, children use this ability to secure toys, attention, affection, or decision in their favour.

Getting others to like you emphasises a need to make friends and gain support from the people around us. A leader needs to be likable in order for people to be receptive towards him/her. This stage starts in early childhood as children learn how to make friends and maintain friendships. Lillemyr, (2009) agrees that, "early experiences with peers are of great importance for children's ability to interact well, and this makes preschools important arenas for social development, learning, and building friendships". Children might carry out favours for friends, and display prosocial behaviours to improve their friendship or popularity in class.

Communicate wishes is a two-way interchange of thoughts, feelings, information, and having the ability to express them effectively. Early childhood settings provide the ideal environment for children to practise communication skills through interactions with their peers. Children require this skill to express themselves through play, and activities where they experience ways to manage differing ideas through negotiation, discussion, or compromisation held by peers (Rubin, Bukoski, & Parker, 1998).

Increased need for emotional intelligence with others includes the abilities to read emotions of others and delaying gratification (resisting an immediate reward for a later reward). Children with the capacity to delay gratification were found to develop into more competent individuals, cognitively and socially (Nisan, 1976), and were shown to portray positive social behaviours such as

sharing and cooperation among peers (Stromer, 2000). Emotional intelligence is an important ability for children to learn as it helps them to identify and manage one's emotions as well as others. Children who are able to recognise their feelings, and understand where and how to deal with them would be able to be sensitive to the needs of self and others through their behaviours. It allows them to gain awareness of what they are experiencing while experiencing them, and by learning how to label, feel and be with these emotions, children will be able to learn and then form connections with others (Sterrett, 2000).

According to another research done by Lee, Lee, Mullarkey, Shin, & Recchia (2004, p. 303), "socially competent children engage in positive leadership behaviours". *Strong social skills* are prerequisite for young leaders to express themselves through their behaviours while qualities are enhanced as a result of social interactions.

Strong social skills allow young leaders to hold meaningful and interesting interactions with peers which in turn boost their popularity. For example, a confident and creative individual (**qualities**) led (**behaviour**) a problem-solving discussion (**skill**) within a group which in turn influence people to like them.

Social skills include social awareness which is the ability to understand and respond to the needs of others. Being aware of others' social and emotional needs can be displayed through prosocial behaviours. Whiting and Whiting (1975) conclude that prosocial behaviour is the ability to tune in to the needs of another person or, in psychological terms, to take the perspective of another (as cited in Logue, 2006). Prosocial behaviour comprises different forms of assistance to another person, be it through physical assistance or emotional support. The importance of these skills is further emphasized by Fu et al., (1982); Hensel, (1991); and Perez et al., (1982) (as cited in Lee et al., 2004) stating that social and cognitive capabilities and sensitivity to the needs and concerns of peers are characteristics of leadership.

Prosocial behaviours and leadership qualities are intertwined with each other and will complement each other perfectly if both are developed well. This view is aligned with researchers such as Edwards (1994) and Trawick-Smith

(1988) (as cited in Lee et al., 2004) as they described leadership as a pro-social process, which encompasses social skills like negotiating, compromising, and other pro-social behaviours to achieve their goal.

In addition to the research, two unique types of children's leadership include qualities of, 1) dynamic and powerful personality; and 2) high level of awareness were derived during the study. *Figure 2* illustrates the types and qualities of children's leadership identified.
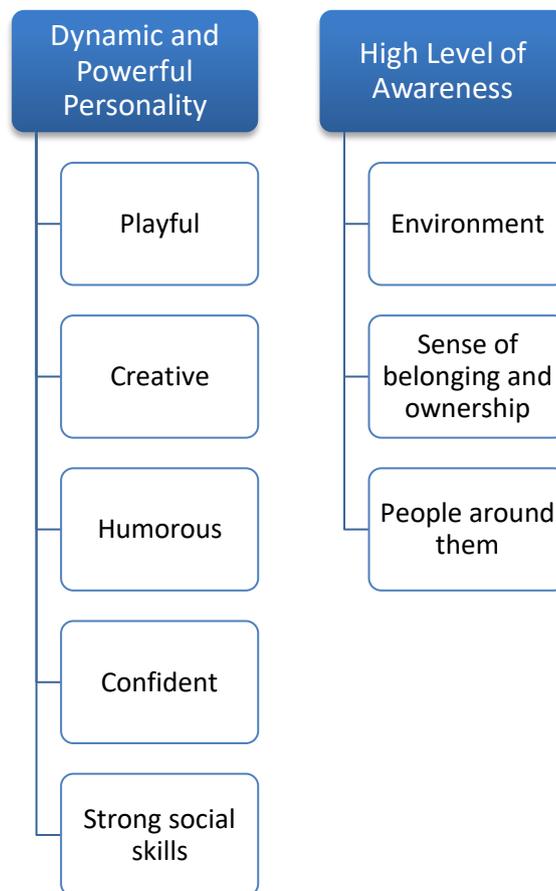
Figure 2: Types and qualities of children's leadership identified by Lee et al., 2004).

The two types of children's leadership found in the research identified several qualities of young leaders which allow them to have power, influence, and sometimes dominance over their peers (Lee et al., 2004). Personal qualities such as *playful*, *creative*, and *humorous* are qualities that made children stand out from each other, especially in a group setting (Lee et al., 2004). Children who

possess these qualities would tend to draw attention to oneself and have higher tendency to influence their peers.

Children with high level of awareness towards others and their environment could be observed to make their presence known within the classroom by moving around freely (Lee et al., 2004). They would also be able to sense the happenings of the people around them. As a result, they can be seen to be comfortable in their environment with a strong sense of belonging and ownership that might take place in different areas of the classroom.

These qualities work in relation to their social and emotional skills, therefore, in order to exhibit leadership behaviours, children need to have the ability to relate to people and understanding social situations. Social and emotional intelligence are huge factors influencing leadership behaviours. Riggio and Reichard (2008) stated that, "Extending emotional and social skill research to the domain of leadership will allow a deeper understanding of the specific processes leaders use to influence and affect followers" (p. 177).

In the next part, the importance of social capabilities and emotional intelligence will be explored further together with the settings that promote leadership behaviours.

2.2   Promoting Leadership Behaviours

Opportunities and experiences should be created for children to recognise and practise social and emotional skills. "Social skills are learned, composed of specific behaviours, include initiations and responses, maximize social reinforcement, are interactive and situation specific, and can be specified as targets for intervention" (Merrell & Gimpel, 2014, p. 5). These skills contribute to behaviours essential to create harmony within groups, especially among peers (Lindon, 2011). Children learn behaviours such as problem-solving, turn-taking and cooperation skills in group experiences. Through these experiences, children will enhance positive communication behaviours to listen to others, and expressing their own views (Lindon, 2011).

Acquiring these social behaviours make interaction among children easier in their social life and for their adulthood (Kanoy, 2013). These behaviours are connected with a pro-social pattern and would help children understand the feelings and needs of other people. Therefore, identifying the social capabilities of children will be helpful in recognising their leadership behaviours. According to Riggio and Reichard (2008), social skills contribute to leadership development and ultimately lead to outcomes as public speaking, coaching, effective listening, and impression management in the future.

In addition, it is important to note that children require an emotionally nurturing environment in order to provide additional energy and motivation to cater to the needs of others (Kanoy, 2013).

Emotional intelligence is a vital part of human interactions as emotions affect our actions. Emotional intelligence comprises a wide range of skills in understanding and expressing emotions in ways to gain self-awareness, greater confidence, more effective coping, stronger relationships, better decision-making and more life success (Kanoy, 2013). These skills are developed through observation and imitation of the behaviours of their parents or other important adults in their life. "Children are not born with (without) emotional intelligence skills", said Kanoy (2013, p. 21). Therefore, it is possible and essential to develop a child's emotional intelligence.

Henniger (1999) wrote:

> Emotional development in young children consists of a gradual growth in the ability to recognize, label and appropriately respond to their feelings. Each of these steps is important to their emotional health and must be learnt through repeated interactions with others. (p. 340)

An increased understanding of children's emotional intelligence will further develop children's emotional skills and result in their ultimate success. Children with high emotional intelligence are able to understand and regulate their emotions, be involved in more effective and empathic relationships, make wiser decisions, and be resilient and adaptive when facing different life

situations. These will ultimately result in leadership behaviours such as "encouraging and inspiring followers, understanding followers' needs and feelings, and regulating inappropriate emotions", said Riggio & Reichard (2008, p. 177).

As play is a significant part of childhood, creating the environment for children to be meaningfully engaged in play situations are crucial to their development. Play is a form of social activity and is the most natural activity to engage children as it stimulates learning through their desire to play. According to Lillemyr (2009), "Play satisfies important needs for the child, such as the need for activity, security, excitement, curiosity, aesthetic expression, etc." (p. 12). In addition, children develop emotional competence as they learn to understand oneself and develop trust and respect for others in relation to oneself (Lillemyr, 2009). Therefore, creating meaningful play experiences to develop children's social and emotional skills are ideal in promoting leadership behaviours.

Meaningfully planned play experiences will elicit behavioural responses such as sharing, cooperation, and reciprocity through interacting with others in social play situations (Burriss & Tsao, 2012). These exchanges during play situations would produce negotiation and reciprocity behaviours. This includes learning how to respond when faced with awkward or difficult situations such as disagreement, and discussions rather than reacting impulsively (Yogman, Garner, Golinkoff, Hirsh-Pasek, & Hutchinson, 2018). Children should be given a range of play situations at different social stages so they increase social interactions with their peers (Harrist & Waugh, 2002).

Activities devised to provoke a range of responses in a controlled environment (Eisenberg & Mussen, 2010) by introducing different play situations are beneficial in enhancing children's social and emotional development. Meaningfully devised play activities achieve children's enjoyment and engagement, which in turn enhance learning.

The importance of planning children's activities should include the interests of children, and their immediate environment. Understanding children's interests would increase their engagement level, and controlling their

environment would influence their responses. For example, Urberg & Kaplan's (1986) study found that children in mixed age settings have a higher level of social skills than those in same age settings. Mixed age settings benefit all children as behaviours are visible for everyone to imitate and learn. Children are prone to imitate the behaviour they have witnessed within the classroom regardless of it being a good or a bad behaviour. For example, the older children possess a higher capacity of self-control in waiting for their turn. By allowing their younger peers to go ahead of them, a learning opportunity is created for all children.

In a study conducted by Whiting and Whiting (1975), older children given responsibility caring for young children were more prosocial than children without such exposure (as cited in Logue, 2006). This further proves the point that children require the environment and opportunity to practise social and emotional skills.

Therefore, the main aim of this study is to identify children's leadership behaviours based on their social and emotional skills in a controlled setting. Using the theories of children's leadership by Murphy, Johnson (2011) and Lee et. al. (2004), a synthesis of social and emotional skills is analysed to identify children's leadership behaviours.

3   RESEARCH AIM AND OBJECTIVE

The leadership tasks and skills created by Murphy and Johnson (2011) indicated the building blocks to children's leadership development. These tasks and skills mentioned include a combination of social and emotional skills preschool (ages two – five) children would experience. Riggio and Reichard (2008) stated that exploring social and emotional skill research will gain deeper understanding to leadership. Likewise, Lee et al. have identified strong social skills as a prerequisite for children to display leadership behaviours.

Therefore, identifying the social and emotional skills of children would lead to the discovery of leadership behaviours. Leadership behaviours are multifaceted and can be expressed through verbal or non-verbal behaviours. Doh (2011) indicated that, "leadership is both a skill and a behaviour that exhibits that skill" (p. 54). Thus, leadership skills are expressed through behaviours which are then observable through interactions.

This study aims to gain an insight into the leadership behaviours of children. The objective is to promote children's leadership behaviours using a situational activity and observe children's social and emotional reactions with the following research question:

- What leadership behaviours are manifested in a mixed age group activity?

4   IMPLEMENTATION OF THE STUDY

This is a qualitative research study using digital video recording to observe children between the age of three to six during a situational activity that I have conducted in November 2018. This chapter describes and explains the research process where the participants, research methods, and situational activity are also mentioned. Then, the data analysis process, and trustworthiness of the study are discussed.

4.1   The Research Process

This study aims to gain an insight into the leadership behaviours of children. Ideally, naturalistic observations that allow children to be in their "natural" environments such as their homes, schools, frequent play areas are recommended. A familiar environment would provide the most authentic data as children need to feel safe and comfortable during the observation. However, due to language barrier, it might not be an ideal method as I would not be able to fully understand the conversations amongst children which would hinder the whole observation process and that would invalidate my whole research.

To work around the language barrier, a situational activity within the children's natural environment is considered instead. Although a situational activity would only provide us with a glimpse of a child's day-to-day behaviour, the child's behaviour and reaction during the activity is reflective of the child's thought processes and capacity to exhibit leadership behaviours. This means that it is likely to be the child's usual or default way of responding in similar situations.

The research was done in a private day-care that I was previously doing my internship hence the staff and children are familiar with my presence. The principal of the day-care has agreed for me to conduct the research in the day-care. For the purpose of this study, ethical considerations include informed consent from parents and anonymity. Consent form can be found appendix 1 and

2. Although children might not be able to fully understand the context of the study or personally give consent to the research, I seek the assistance of the teacher to explain the observation that I am conducting so children would be aware of the cameras around them and they have the right to deny participation at any point in time should they feel uncomfortable.

Ten children from four different classes were selected after a discussion with their teachers. Thereafter, consent forms explaining the purpose and format of the research were sent to the parents of the ten children selected in October 2018 seeking their permission to participate in the study. One of the child's family decided not to participate in the research study, and the rest agreed to participate. After obtaining permission from the children's families, a digital video recording of a situational activity was designed and conducted for nine children from three to six years old in a Finnish day-care centre in November 2018.

Two cameras were set up at the opposite ends of the classroom, with one camera facing the main area and the other, a wide lens camera capturing the entire classroom. In order to ensure all moments were captured, the cameras were turned on five minutes prior to the start of the activity and were only turned off five minutes after the end of the activity.

After the video recording, I systematically reviewed all manifestations of the children's responses during the specified observation period. In order to prevent language misinterpretation, I conducted the review process together with a friend who has lived in Finland and been speaking Finnish for the past five years. After which, the videos were transcribed and analysed using video analysis of episodes. The analysis process was supported by the theories and two categories: social capabilities and emotional intelligence emerged (detailed in data analysis).

4.2   Participants

Prior to conducting the observation, I did my internship at the day-care for two months and it provided me a basic understanding of the children's behaviours.

The day-care separates children according to their age for their main lessons, however, they are in a mixed age environment at least six hours a day, including; morning assembly, outdoor time, group story time, lunch time, sleeping time, and indoor free play time. Therefore, the participants selected are familiar with one another despite coming from four different classes.

In order to select the participants for this study, I had a discussion with the respective class teachers from four different classes from three to six years of age. A total of ten participants were selected based on the following considerations; age, genders, prosocial behaviours, leadership behaviours, and comfortability with mixed age peers and cameras.

Age – Four participants were selected from the oldest age group (six years old) and two participants each from the remaining three age groups so that every age group is represented from three to five years of age. This is to ensure every participant has a same age peer within a mixed age environment which allowed the possibility to observe any difference in their behaviours towards a same age peer and a younger/older peer.

Gender – A equal number of participants were selected based on their gender to create balance dynamic within the environment. Therefore, five female and five male participants were selected.

Prosocial behaviours – Teachers shared their observations of participants' regular behaviours in the day-care and recommended participants based on their prosocial behaviours towards their peers. Discussion on possible participants who were frequently not observed to display prosocial behaviours were considered too, so as to create a typical class setting.

Leadership behaviours – Teachers shared their observation of participants' leadership behaviours in the day-care and were encouraged to recommend participants who were seen to display leadership behaviours.

Comfortability with mixed age peers and cameras – Participants selected has to be comfortable in a mixed age setting and cameras to ensure the smooth recording of the activity.

With the above considerations, ten participants were selected, however, one participant did not give consent, and there was insufficient time to seek consent for another participant. Hence, there were only nine participants observed during the activity. Table 1 summarises the age and gender breakdown of the participants. The names of the participants have been changed to maintain anonymity.

Table 1. Summary of participants

	3 years old	4 years old	5 years old	6 years old
Name (Gender)	Jay (Male)	Elli (Female) Calvin (Male)	Olivia (Female) Frank (Male)	Olli (Male) Cindy (Female) Janet (Female) Ryder (Male)

4.3   Research Methods

This qualitative research is done with a situational activity as method of data generation. The day-care was selected as the context of my study, as it was an environment which the participants are familiar with. Observing children's actions and interaction in their familiar environment would reduce the possibility of anxiety that may be caused by unfamiliar environment or people and hence, provide a close to natural reaction from children.

With considerations to my language barrier, I was careful in devising an activity that would encourage data in the form of children's interactions and reactions, through verbal and non-verbal behaviours. Hence, a situation activity was chosen. According to Eisenberg and Mussen, "Situational tests involve controlled settings designed to elicit a range of prosocial (or selfish) responses", (2010, p. 14). The designed activity allowed children to work independently and also in groups. This was to ensure a range of opportunities to observe the

differences in their behaviour towards their peers and how they complete the tasks. Most importantly, digital video recording was chosen as the method of data collection because of its ability to generate data and the simplicity of converting raw data into data record (Hatch, 2007).

Furthermore, digital video recording provides an option for closer investigation as it can reveal the overlooked details that might have happened in a spilt second (Erickson, 1992) (as cited in Hatch, 2007). Children are constantly on the move and even the most observant researcher can miss details by writing fieldnotes. In line with this understanding, Shrum, Duque and Brown (2005) identified that researchers chose video recording as a tool for data collection and analysis to capture unnoticed details of daily life. Therefore, digital video recording provided vital advantages over fieldnotes written in the field. In addition, digital video recording can be viewed repeatedly, in different speed, and can be paused and played back endlessly (Hatch, 2007) which would help shade light on tiny differences in patterns of social interactions that might provide huge differences in qualitative characteristics of social relations in a setting (Erickson & Wilson, 1982) (as cited in Hatch, 2007). As children react differently to different people in different situations, these interactions are crucial especially in a situational activity with a mixed age setting.

Last but not least, digital video records are easily stored and could be retrieved for future use or research (Hatch, 2007). The manual data will be stored in the project's dedicated secure lockers and the digital data will be stored in my password protected storage drive in the University of Jyväskylä IT system.

4.4   Situational Activity

Nine children were sat down by the teacher prior to the start of the activity. The teacher explained to the children that they will be playing a treasure hunt game designed by the researcher. The teacher went on by explaining the instructions of the activity, whereby it is separated into 5 stages as listed below:

Stage 1: The children will have to search around the room for individual letters to form their name. The names of the children are colour coded hence they will be finding letters of the same colour. After which, the children will stick the letters to form their name on the word wall.

Example of the individual letters in the name:
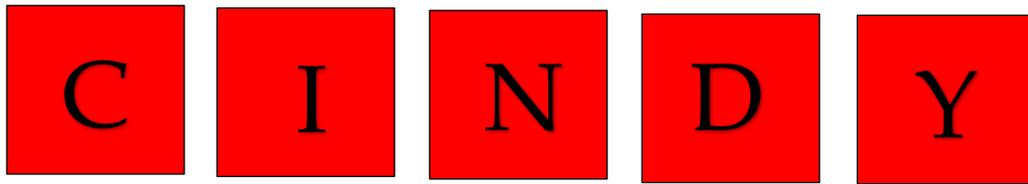
The word wall:
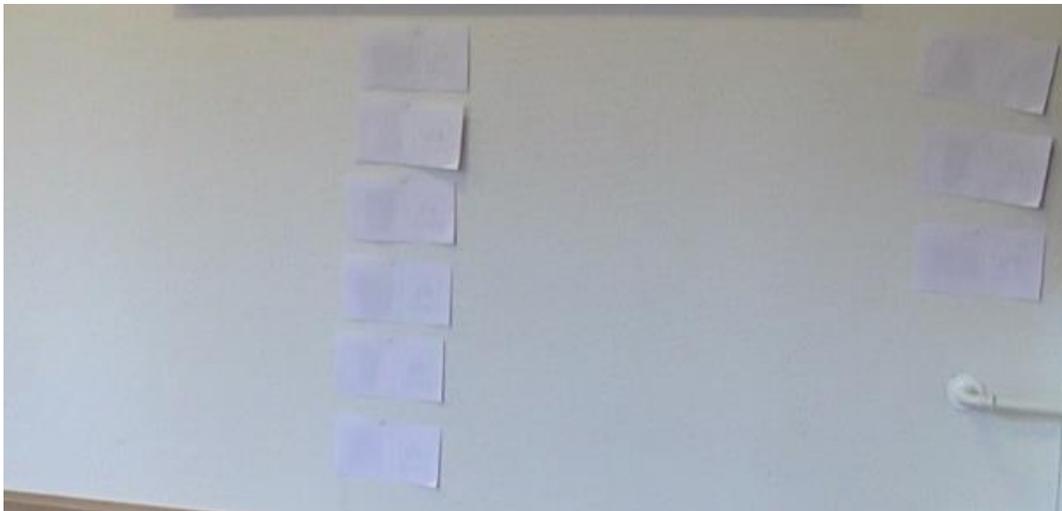
Children can choose to form their name beside any of the papers shown above. Children can flip the papers over when everyone completes their name on the word wall.

Stage 2: Children will have to flip the paper and proceed to find the item indicated on the clue. An example of the clues is shown below:
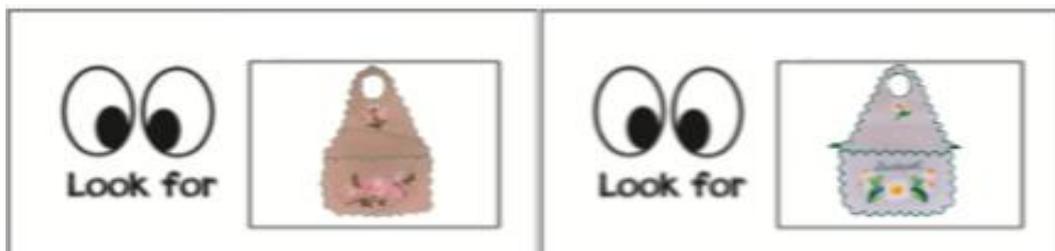
After children acquire the item, they will find a piece of the puzzle hidden inside. Seven of the items contain a puzzle piece each. The remaining two items contain two puzzle pieces and a set of keys respectively.

Stage 3: Children will complete the puzzle by combining all their pieces that they have found. Below is an example of the nine-piece puzzle.
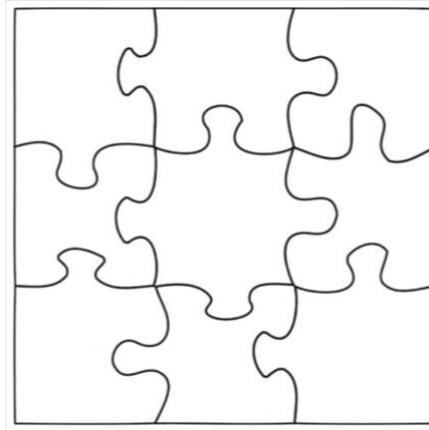
The puzzle, which is the picture of the owl bag guides the children to the next stage.

Stage 4: Children will search for the owl bag, which is locked. They will unlock the bag with the keys found in stage 2.

Stage 5: After unlocking the bag, children will acquire their reward of two big chocolates.

4.5   Data Analysis

A qualitative video analysis of episodes was done to uncover the interactions between the participants. After conducting the activity, I went back and reviewed the video recordings immediately to ensure the quality of the recordings. Hatch (2007) emphasised the importance of logging the tape as soon as possible by identifying the summary and key events of the recordings. Therefore, I went through two different camera views of the observations, each consisting of 50 minutes of recording and listed down the key events.

The first step in this study was to watch and re-watch the entire video at a regular speed with a focus on individual child's behaviours and interactions with their peers. Riggio and Reichard (2008) highlighted the importance of social and emotional skills in leadership. Therefore, key events where children displayed social and emotional skills to assist or care for their peers were listed down. The attention was placed on one child at a time for each viewing from different camera views to get a better understanding of the situation.

The second step was to list down the timing of those key events by each child. After which, I reviewed all the interactions of the video recordings with a Finnish speaking friend whom translated the situation and conversation of the children to me in English while I wrote the transcripts for all the key events identified.

After writing the transcripts for all the interactions, my Finnish speaking friend reviewed the transcripts against the video recordings to ensure an accurate illustration of the interactions. I went through the transcripts numerous times and identified twelve interactions that stood out throughout the identified key events, ranging between 10 seconds to 2 minutes. This interaction selection process is crucial because a transcript is created to represent the phenomena in the study (Ramey et al., 2016).

A video analysis of episodes was then written down with descriptions of the children's verbal, non-verbal expressions explaining the whole interaction. "Video uncovers a wide range of interactional modalities; people use talk, gesture, gaze, body position, facial expression, movement, and material objects

to exchange ideas and information (Goodwin, 2013; Hall, 1999) (as cited in Ramey et al., 2016). This was made possible by constant reviewing and playback of the selected interactions, from different camera views and focusing only on one child's point of view at a time. This research process allowed me to develop interpretations of children's actions and piece together their reasons behind their behaviours.

Looking through all the episodes by analysing the children's actions, and understanding how the interactions are connected provided new informative contexts of the episodes. I tried finding common themes or patterns that might have surfaced, but it was difficult because there were a whole range of behaviours that surfaced from the activities. I scrutinised the behaviours of children according to their actions and tried to categorise them into a quality, or skill. But as I was doing that, I realised there were insufficient data to support any claims of the child possessing a particular quality therefore, I switched to categorising the skill that exhibit the behaviour. At this point, I had two options: either to 1) create another situational activity to collect more data or to 2) work with what I had and re-design my research question. I decided to choose the latter, as it would take a longer process in seeking consent from the participant's family again.

At this point, I decided to use the skills and qualities done by previous researchers mentioned in the literature review in the hope to find commonalities with my data. Murphy and Johnson (2011) listed the tasks and skills consisting of the abilities to *influence others, getting others to like you, communicate wishes and increased need for emotional intelligence with others.* In addition, Lee et al. have listed qualities such as *playful, creative, humorous, confident,* and *high level of awareness* seen in children with leadership behaviours. I read the analysis of episodes repeatedly with different thematic lens and decided to note down the actions and behaviours that falls under the skills and qualities mentioned.

A table was drawn out to see any patterns or themes that might surface in this process. This left me with overwhelming information because every

interaction chosen consisted of a combination of behaviours that comprised of all three domains.

Therefore, I revisited the data for the purpose of identifying fragments of themes and the core story of the interaction (Kelly & Howie, 2007). This allowed me to establish the main highlight of each selected episode by identifying the leadership behaviour that surfaced from the interaction.

Leadership behaviours were identified by studying the context of the interaction and intentions of the children involved through their behaviours. Each of the twelve episodes were studied, derived from the skills and qualities creating eleven main titles in Table 2 below:

Table 2. Categorising main titles of leadership behaviours

Leadership Behaviour	Skills and Qualities
Communicating right from wrong	The ability to express themselves, influence others and communicate wishes.
Motivating behaviours	Having sense of awareness to people around them and motivating others get people to like them.
Prosocial behaviours	Having sense of awareness to people around them and helping others to get people to like them.
Cooperation	Having sense of belonging by cooperation with people around them to get people to like them.
Lead through problem-solving	Being confident in taking ownership to influence others through communicating wishes.
Respectful of one's emotion	Having sense of awareness to people around and displayed emotional intelligence with others.

Empathy	Having sense of awareness to people around and displayed emotional intelligence with others.
Regulating one's emotion	Having sense of awareness to people around and displayed emotional intelligence with others.
Considerate to needs of others	Having sense of awareness to people around and displayed emotional intelligence with others.
Intention to encourage	Having sense of awareness to people around and displayed emotional intelligence with others.
Perseverance	Having sense of belonging, ownership and confident.

Eleven main titles were created using twelve episodes. Prosocial behaviours have been merged into one title due to combination of behaviours observed fell under the category of prosocial behaviours.

By listing down the leadership behaviours observed, the importance of social and emotional skills stood out. Thereafter, eleven main titles were placed into two different categories: Social capabilities and emotional intelligence. The classifications are shown in Table 3 below:

Table 3. Rationale for classifying leadership behaviours

Social Capabilities	Rationale
Communicating right from wrong	Communication skills
Motivating behaviours	Communicated their thoughts as motivation
Prosocial behaviours	Provided help through actions
Cooperation	Working together
Lead through problem-solving	Taking charge to find solutions

Emotional Intelligence	Rationale
Respectful of one's emotions	Understanding emotions of others
Empathy	Understanding emotions of others
Regulating one's emotions	Understanding of one's emotion
Considerate needs of others	Understanding emotions of others
Intention to encourage	Understanding of one's emotion and the emotions of others
Perseverance	Ability to stay on tasks

While categorising the behaviours, the need to differentiate motivating behaviour and intention to encourage arose. According to Cambridge Dictionary online (retrieved 2.5.2019), the definition of the word motivate "is to make someone eager to do something" while that of encourage "is to make someone more likely to do something". The outcome of the behaviours would therefore determine the categorisation of the behaviours. Motivating behaviours are placed under social capabilities when motivation led to the completion of tasks. On the other hand, intention to encourage was placed under emotional intelligence in cases when a child showed encouragement but failed to get a peer to participate. Episodes were then reviewed again based on this distinctions in outcomes of the behaviours.

4.6   Trustworthiness of the study

Trustworthiness in qualitative research is a critical process required to validate the reliability of a research study. Lincoln and Guba (1985) listed the following four criteria: credibility, transferability, dependability, and confirmability to ascertain the trustworthiness of a research study.

Credibility is crucial in establishing the trustworthiness of a research study. It requires researchers to reveal and present the entire study of the phenomenon to determine its credibility (Shenton, 2004). In addition, scrutinising how the data was interpreted and analysed enhances the validity of the findings (Kettunen &

Tynjälä, 2017). Utilising video recordings as my main data collection method enables the possibility of reviewing and cross-examination by other researchers if needed.

During the data analysis process, credibility was achieved by revealing authentic observations of the video recordings and by consulting with a Finnish speaking friend to ensure accuracy in translating. However, observing manifestations of children's leadership behaviours are different from adults due to the differences in context and abilities. Children express themselves through verbal and non-verbal communication, which is hugely dependent on their social and emotional development. Therefore, the data need to be reviewed meticulously through repetition of children's interactions on the video recordings during data analysis in order to identify significant moments. I put on different lenses while looking through the data from each child's point of view in order to present an accurate understanding of children's interactions. Looking through the same data from different child's angles and lenses helped me to be the voice of these young children and discover the potential of their behaviours. An in-depth analysis of those significant moments allowed the researcher to analyse the intentions and skills of the children by referring back to the theories to gain understanding of their leadership behaviours.

Moreover, in line with Lincoln and Guba's (1985) criteria, the participants in the research are identified and described accurately. Formal permissions were also sought from the participants, who have the right to refuse participation at any point in time without giving explanation. This is to ensure honesty towards the informants (Shenton, 2004). The pre-selection of participants is crucial in order to create a typical class setting where children of different needs and abilities are present. It created the opportunity for children to perform prosocial and leadership behaviours towards their peers. This increased the chances for the researcher to observe those behaviours in a single session of observation which is the main objective of this study. However, teachers' selection of the participants might have influenced the result as a combination of children who were seen to display prosocial and leadership behaviours were selected together

with children who were not frequently seen to display prosocial behaviours were selected for the study. Therefore, the display of prosocial behaviours might be centered around three of the children in the group, when given the opportunity during the situational activity. It is possible in this study for no observation of prosocial behaviours with the other children as they are overshadowed by the three. However, it is important to note that this is not indicative of these children's ability to display prosocial behaviour. Given a different setting or different mix of children, these children might display prosocial behaviour as well.

In addition, the study was conducted using a single situational activity due to time and language constraint, which could have restricted the quality and quantity of data collected for a more thorough study. As the study was conducted based on a single situational activity, it is insufficient to conclude children's leadership development on the basis of one observation. Further research will be necessary to improve the validity of the study. However, this study is sufficient for the purpose of bringing to light several leadership behaviours of children through their interactions. This study serves as a beginning process of recognising children's leadership.

Transferability is to allow the possibility of applying the study's finding into other contexts. Therefore, Lincoln and Guba (1985) suggested the importance of providing sufficient information about the entire research to enable the reader to make such a transfer. In this current study, the contextual details of children's leadership and how leadership behaviours can be promoted were explained. Furthermore, the situational activity, and data collection process were being described.

Dependability is attained by providing "evidence that the research process has been logical, traceable and clearly documented" (Kettunen & Tynjälä, 2017, p. 7). To achieve that, throughout explanation of the implementation of the research process, from participant selection, situational activity, data collection through video recordings, to data analysis were written. Therefore, readers are able to follow the entire research process through each stage of the study.

Last but not least, confirmability is achieved when the researcher displays the findings objectively from the data with the absence of researcher biasness (Shenton, 2004). Confirmability is exhibited in most stages of this study. The research process of the phenomenon and rationale behind the chosen method were carefully explained in justifying this study. During data collection, intervention was minimised to ensure neutrality of the children's behaviours for an authentic depiction. However, the presence of the researcher and the teacher might have impacted the study result as children might be dependent on the facilitation of the teacher during the activity. In an ideal envisioned situation, the observation should be conducted without intervention from a teacher. Due to the young age of the children and nature of the observation, the presence of teacher is required for the safety of children. With teacher facilitation, it allowed the activity to proceed as planned as the stages of the activity might be difficult for children to follow through. At times, teacher intervention was needed to maintain order within the class when behavioural problems occurred. Otherwise, the teacher and researcher tried to remain neutral and allowed children to freely express themselves.

However, teacher facilitation at some points during the activity might have directed the children's reactions which could have hindered the result. In one example, the teacher suggested all of them to work together when finding the last letter. Also, the presence of cameras and I might have contributed to some disengagement from children because of unfamiliar object and people within the enclosed environment.

Furthermore, a fellow Finnish speaking friend was involved during the translating and transcribing process to ensure the accuracy of the data collected. Although data was analysed individually, it was done carefully with reference from theories to reduce own prejudices. In this regard, direct quotes and children's actions were presented in the findings.

5   COEXISTENCE OF SOCIAL AND EMOTIONAL SKILLS IN LEADERSHIP BEHAVIOURS

This study shows the qualitatively varying ways children exhibit leadership behaviours in a mixed age activity. The findings consist of two categories indicating the presence of social and emotional capabilities when children display leadership behaviours.

Based on the data analysis, several leadership behaviours were exhibited by the children throughout the activity. The behaviours were seen more prominently among older children, especially when they interacted with the younger children within the group. The tables below show an overview of the interaction episodes identified by highlighting the children who were seen displaying the behaviour. Based on the tables 4 and 5, it is evident the behaviours were mainly displayed by the oldest children of the group, mainly Janet, Cindy and Olli, in comparison to the other six children of the group.

Table 4. Overview of social capabilities interactions

Social Capabilities								
Age	3	4		5		6		
	Jay	Elli	Calvin	Olivia	Frank	Olli	Cindy	Janet	Ryder
Communicating right from wrong						✓		✓	✓
Motivating behaviours							✓	✓	
Prosocial behaviours		✓				✓	✓	✓	
Cooperation				✓	✓		✓	✓	
Lead through problem-solving							✓	✓	

Table 5. Overview of emotional intelligence interactions

Emotional Intelligence								
Age	3	4		5		6			
	Jay	Elli	Calvin	Olivia	Frank	Olli	Cindy	Janet	Ryder
Respectful of one's emotion						✓			
Empathy						✓			
Regulating one's emotion							✓	✓	
Considerate needs of others								✓	
Intention to encourage				✓					
Perseverance							✓		

Most importantly, children displayed different leadership behaviours when faced with different situations. According to the observations, leadership behaviours are interlinked and children expressed their leadership behaviours through their social capabilities and emotional intelligence.

Although these situations might not sufficiently identify leadership qualities in children. A detailed analysis of the data, however, uncovered the importance of social and emotional development that are present in children's leadership behaviours.

5.1   Social Capabilities

The findings in this study brought forth the importance of social capabilities for children even starting from a very young age. Social capabilities such as *communicating right from wrong*, *motivating behaviour*, *prosocial behaviours*, and *problem-solving* abilities are some of children's way of expressing themselves

while interacting with their peers. These social behaviours will contribute to their leadership development as "Riggio and colleagues (Riggio & Lee, 2007; Riggio & Reichard, 2008;Riggio, Salinas, Riggio, & Cole, 2003) have written extensively about the role of social skills in leader processes and outcomes" (as cited in Wright et al., 2011, p. 484). Therefore, it is necessary to delve into the potential of such behaviours and how we could develop them further in expanding their leadership potential.

Children who displayed leadership behaviours seemed to exhibit various social capabilities verbally, cognitively, and/or physically. First, they possessed social skills to communicate right from wrong while sharing their reward as exemplified below.

> All children except Frank and Calvin sat around the table waiting for the chocolate.
> Teacher brings the chocolate (2) over and places them on the table.
> Janet, Cindy and Ryder are banging their hands against the table in excitement.
> Teacher: "So now, share them." (walks away from the table)
> Janet and Olli immediately take the chocolate from the table and open the package.
> Olli breaks the chocolate into pieces and passes it to Elli, then Ryder.
> Olli: "Cindy!" (slides a piece to Cindy, who is sitting across him) (left the last piece for himself.)
> Janet breaks the chocolate into half, places it on the table, then breaks the other half into half and gives a piece to Olivia (who is sitting beside her).
> Janet: "Jay!" (stands up and passes a piece to Jay, who sits diagonally across her)
> Janet gives the remaining little broken pieces of chocolate to Olivia as it broke from her piece.
> Janet holds up a remaining piece of chocolate and looks towards the boys, Calvin and Frank.
> Janet: "This is for Calvin."
> Ryder and Olli notice that Janet has an extra piece of chocolate.
> Olli: "Why does Janet has two?" (asked teacher)
> Teacher: "Janet, how did you share?"

Janet: "There should be 9 pieces, we need to split the chocolate, I
spilt….(pauses) I don't know how to plan."
The children ate their share of chocolate and left, leaving the extra chocolate
behind.

(Excerpt 1. Communicating right from wrong).

In this excerpt, Ryder and Olli were observed to notice the extra chocolate and had courage to communicate their concerns while Janet was able to explain her actions through reasonings. The children's ability to share their reward is also illustrated. Janet and Olli took up the responsibility of splitting the chocolate among the children. They were able to make decisions on who to give it to, and how to split it equally among all children.

Communicating right from wrong involve being able to express right from wrong using their communication skills, which are vital skills expected of leaders. It allows one to articulate their thoughts, needs, feelings, or any other information to make themselves heard and influence people. According to the study done by Murphy and Johnson (2011), the ability to influence others and communicate wishes are two of the leadership skills that children can acquire during their preschool years from two to five years old. Moreover, another study conducted by Lee et al. (2004) also postulated the importance of young leaders possessing strong social skills to express themselves and hold meaningful interactions. Young children express these skills differently from an adult because of the context, however it does not undermine the skills they are practicing. Children voicing their views in a classroom could go on leading a team convincing and influencing people to attain their goal. This is supported by the study done by Riggio et al. (2003) where they mentioned interpersonal communication as a key factor in predicting an emerging leader and the effectiveness of a leader.

Secondly, an act of showing concern and motivating a friend through their physical and verbal social skills can be seen in excerpt 2 below.

Janet: (walks around the room and approaches Cindy)

Janet: "How are you doing?"

Cindy: "My name is not ready, I need to find one more letter."

Janet: (holds on to the arms of Cindy and looks at the letters on the wall)

(points to individual letters of Cindy's name and then checks back on her own

name) "I need another 'a' too."

Both look at each other and speed off to find the letters.

(Excerpt 2. Motivating behaviours).

Both the children were concerned about each other's progress and communicated their thoughts which acted as motivation for them to continue the activity. Sterrett (2000) stressed the power of motivation, stating that it is one quality that differentiate a good leader from a great one. Children display motivating behaviours to their peers build and enhance their relationships, as they help their peers complete their tasks by showing support through social behaviours. Motivating behaviour is the influence that causes us to act in a certain way and is crucial in a leader's ability to convince and influence others in order to instil the drive and direction needed in future work environment (Gilley, Gilley, & McMillan, 2009).

Thirdly, excerpt 3 below happened after excerpt 2 and it showed the helping behaviour between the Janet and Cindy.

Cindy: (was searching at the corner of the classroom and she saw a letter)
She looks towards Janet as Janet was walking to the wall with a letter in her hand.
Cindy: (Brought the letter to Janet) "Here it is!" (jumps excitedly repeatedly) "Yours is ready!"
Janet: (rearranges her name) "My name is ready."
Both Cindy and Janet looked at the wall and check the letters by pointing to determine the missing letter.
Cindy pointed to the missing letter on the wall in her name
Cindy: "Red N"
Both of them spilt up to find the letter.
(Excerpt 3. Helping behaviours, prosocial behaviours).

In excerpt 2 and 3, Janet and Cindy were looking out for each other by motivating and helping each other complete their name. Through communication, Cindy knew what letter Janet was missing and was ecstatic when she found the right

letter for Janet. In addition, excerpt 5 illustrates prosocial behaviour such as caring during the study. Elli noticed Jay searching for something away from the group while Olli was protective of Jay's safety when Elli came running. The children shared a quiet moment illustrated below in excerpt 4.

> Jay walks and searches around the room while everyone was surrounding the word wall, arranging Calvin's name.
>
> Jay got on all fours, and looked under the sofa.
>
> Elli: (runs toward Jay) "What is Jay missing?"
>
> Olli steps in, breaking her run.
>
> Elli smiles and walked around Olli to get to Jay.
>
> Elli: "What is Jay missing?"
>
> Olli: "Nothing"
>
> Elli: "What is Jay missing?"
>
> Olli: "He is missing nothing."
>
> Olli kneels down in front of Jay with hands in his pocket, and spoke softly to Jay. Elli is patting Jay's head with her right hand continuously throughout the moment.
>
> **(Excerpt 4. Caring behaviours, prosocial behaviours).**

Jay is the youngest of the lot, and Elli was concerned if he was still searching thus she ran towards him. However, Olli, who was near Jay at the point broke the run of Elli by blocking her way as Jay was kneeling down on the floor. Both Elli and Olli cared for Jay in their different behaviours.

Next, cooperation as a group allowed children to work towards the same goal and allowed confident and motivated individuals to respond in the group activity. In excerpt 5, Janet, Frank, Cindy and Olivia worked together to help Calvin fix his name.

> Calvin: "Where is it?"
>
> Elli: (touches Calvin's shirt) "I don't know."
>
> Teacher: "Everybody, let's help Calvin to find the last "v"."
>
> Calvin: (shouts) "No! Don't have, this is really boring!"
>
> Calvin went to open the cupboard door and looked inside it.

Frank came over and stood beside Calvin by the cupboard.

Calvin: "I am missing a 'v' in my name."

Frank: (holds the hands of Calvin) "V…" (walk and look around the corner with Calvin)

Teacher: "Frank, you are getting close to the letter 'v'.

Calvin lets go of the hand and stomped off with arms crossed facing the wall.

More children are crowding over the corner to help find the missing letter.

Teacher: "Janet is getting closer, and closer and closer."

Janet: "V…"

Janet: "Here!"

Teacher: "Good job!" (notices Calvin was playing with the cupboard door next to the corner, observing the ongoing search)

Teacher: "Okay now, Calvin, let's arrange your name."

Teacher: "Okay now you see, don't play with those (indicating to the door), you can't participate in the treasure hunt if you start taking other items."

Calvin whines and walks away.

Janet: (sticks the letter 'v' on the wall)

Teacher: "Let's help put Calvin's name in the right order."

Janet: (steps forward immediately) "Ca…Ca….Ca…" (rearranges the letters)

Frank, Cindy and Olivia crowd around Janet to help.

Janet leaves after fixing "Cal…" while Frank, Cindy and Olivia stayed to help.

Frank fixes the name with Olivia helping to put the blue tack on the back of the paper.

Calvin came by at this moment.

Frank: (passes the last letter to Calvin for him to stick it on the wall)

(Excerpt 5. Cooperation, prosocial behaviours).

Prosocial behaviours: cooperation, sharing, caring, and helping are being able to be in tune in the needs of other person and offer the necessary assistance is part of children's social skills. These prosocial behaviours allow children to gain social interaction skills through social understanding (Dunn, 2002). Most importantly, children who displayed prosocial behaviours are on their path to making more friends and getting people to like them. Cooperation skills are essential for children as they learn how to work together and be more aware of others' point of view. In addition, it created opportunities for them to learn how to resolve and manage conflicts during interactions (Yogman et al., 2018). Studies

have shown that "effectively managing teams and structuring work groups in ways that support collaboration are two leadership abilities necessary for achieving organisational goals" (Gilley et al., 2009).

The evident prosocial behaviours displayed by the children in this study reiterated the learning stage mentioned by Murphy and Johnson (2011) where *getting others to like you* is one of the leadership skills children between two to five years old will experience. Certo (2011) has reported that student's social and leadership skills can improve by helping, taking turns and getting along with each other. Thus, facilitating and providing prosocial behaviours opportunities within the environment should be factored in for identifying and developing future leaders.

Lastly, the willingness to lead through problem-solving was shown in group activity where individuals offered to take charge of a situation to find solutions. For example, Janet and Cindy rose to the challenge when they found the final bag and had to figure the right key in order to unlock the reward. Janet and Cindy did not shy away from the problem in excerpt 6.

> Cindy, Olli search around the dresser closet.
>
> Janet: Cindy is close.
>
> Cindy and Olli are taking out all the clothes and cloths to search the area.
>
> Olli walks away.
>
> Teacher: "Cindy is really close."
>
> Olli: "Great!" (turns back, trying to search for it)
>
> Cindy: (found the bag) "What bag is this?"
>
> Olli: "Open."
>
> Janet comes over and Cindy handed the bag over to her.
>
> Olli: "Janet and Cindy will open."
>
> Teacher: "Let's open it over here."
>
> Children walk towards the teacher, Cindy is looking at the keys in her hand.
>
> Janet holds on to the lock while Cindy tries to find the right key. Elli, Olivia, Olli and Ryder crowd around to see.
>
> Teacher: "Jay, we found it! Now we are finding the key, which key is the right key?"
>
> Jay: (looks on at his friends)

> Janet stood in the middle as her friends form a circle around her.
>
> Cindy manages to figure out the right key and unlocks it.
>
> Jay: "Yes!" (thumbs up)
>
> Janet tries to open the bag but it is too tight hence she struggles for a few seconds. (All her friends watch on quietly.)
>
> Janet: (opens the bag) "Oh, it's chocolate."
>
> Janet: "Yeyyyy!" (all of them squeak in happiness)
>
> **(Excerpt 6. Lead through problem-solving).**

Janet and Cindy displayed a strong indication to lead during the activity, while others were seen contented to follow and await their discovery.

Leading through problem-solving is developed through play situations. Soffler (2011) has found in her study that children who demonstrated more diverse problem-solving skills were able to undertake and attain leadership role more frequently, as these skills contributed to fit and flexibility. Children rising to undertake leading roles in problem-solving are confident in their abilities.

5.2   Emotional Intelligence

In addition to social capabilities, the significance of emotional intelligence should not be undermined in leadership development as it is becoming increasingly important in all works of life. "Emotional intelligence is the most fundamental dimension of leadership today and in the foreseeable future, and the higher we aspire to or rise in leadership positions, the more important it becomes" according to Sterrett, (2000, p. 5). The emotional intelligence behaviours mentioned in the findings further support the importance of emotional intelligence in children identified by Murphy and Johnson (2011). An *increased need for emotional intelligence with others* is one of the leadership skills that children go through between the age of two to five years old. As having intention without emotion lacks action, emotion and intention on the other hand would create the drive to carry things forward, which is essential of a leader in an organisation (Sterrett, 2000).

The findings of the study showed some of the ways in which children presented emotional intelligence through their behaviours. Being *respectful of others' emotion, regulating one's emotion, and considerate of others' needs* are the emerging emotional skills of children and awareness of these behaviours would increase educators' ability to promote these within their classrooms.

Emotional intelligence was displayed by children through their leadership behaviours when interacting with their peers during the activity. Children were seen to be able to understand the feelings their peers were going through and tried to make them feel better.

Each of the children used different styles to manage the situation by relating to their friend's needs. Children may express them verbally, cognitively, and/or physically. Firstly, they were respectful of one's emotion as illustrated below in excerpt 7, where Olli was seen to be seeking for permission before offering help to Jay.

> Janet continues looking around for more letters, she is seen putting her hands on her head while scanning through her environment
>
> Janet: "Who is having orange "A"? (places it on the wall for Jay)
>
> Janet: "Jay, your name is ready!"
>
> Olli starts looking over for Jay.
>
> Jay walks over, but was unsure of the situation.
>
> Olli: "How is your name spelt?"
>
> Teacher: You can help him (Olli kneels down immediately to help rearrange his name for Jay.)
>
> Teacher: "Jay, you can go and put your name in the right order."
>
> Jay watches while Olli is helping him rearrange his name.
>
> **(Excerpt 7. Respectful of one's emotion).**

Olli waited for permission before helping because he was aware that Jay might want to complete his name on his own. Therefore, he waited and asked out of respect of Jay's emotion. On top of that, Olli displayed empathy when he noticed Frank's frustration when he couldn't find his letter. In excerpt 8 below, Olli observed the situation and guided Frank tactfully to the letter he has found.

Olli saw a letter sticking on a pillar, looks over to the word wall.

Olli: "Frank" (and he walks to the word wall to double check the letter)

At the exact moment, Frank was standing in front of the word wall, holding a letter belonging to another friend.

Teacher: "Isn't this the same colour? Why don't you put it on the wall?"

Frank: "Yes, but where are the others?" (he walks away from the teacher)

Teacher: "We are collecting people's names, and letters, you have to put it back."

Frank: "Yes, but where is 'F'!"

At the same time, Olli was standing near Frank and he directed him to the pillar and points to the letter.

Frank: "Thank you!"

(Excerpt 8. Empathy).

Olli observed the situation quietly and he was aware the frustration Frank was feeling. Hence, he took a soft approach in guiding Frank to the letter that he had found. *Empathy* is being aware of another person's feeling by placing themselves in their experience and showing empathy towards them. It could be expressed non-verbally (communication without words) through body language, facial expression and tone of voice. Sterrett (2000) indicated that a leader needs empathy to understand how others feel in order to manage people, leading change so as to get the job done. Most importantly, empathy builds trust among people and it creates a safe environment for people to work collaboratively. Therefore, the ability to empathise is essential of all leaders in order to garner support and lead in a team.

Being able to regulate one's emotion is also observed in the children. This can be seen from Janet's reaction in excerpt 9a below as she was seen defusing her feeling alone after being hurt by Frank rather than throwing a fuss about it.

Janet moves away from the circle of puzzle fixing, and Frank stepped on her finger while trying to have a look at the puzzle.

Janet: "Aiya!" (in pain and looked up at Frank)

Frank was not aware of it, Janet holds on to her finger and walks away from the group. She sat there quietly, away from her friends for about 2 minutes being by herself.

(Excerpt 9a. Regulating one's emotion).

In addition to this, Cindy was unhappy that Janet took her key from her but she was able to be patient and waited for the right opportunity to get it back to prevent any argument.

Janet is discussing her puzzle piece found with Ryder on the mat.

Cindy finds her item and happily swings it, showing it to her friends.

Cindy takes out the keys in the bag and shakes it repeatedly with a smile on her face. Janet opens her mouth wide in awe.

Ryder is fixing the puzzle on his own.

Janet takes the key from Cindy and have a look at it, Cindy tries to take it back but Janet stands up and walks away with the key in hand.

Teacher: "We need to fix the puzzle to find the treasure. Fix the puzzle on the mat."

Janet, Cindy, Elli and Frank sit around in a circle, organizing the puzzle pieces found.

Janet still has Cindy's keys in her hand, Cindy is seen repeatedly reaching out for her keys but Janet avoids her hand.

Janet and Cindy try to fix the puzzle but realise that they only have 2 pieces with them. Olivia at this moment turns around to get more puzzle pieces from the boys and hands it over to the Janet and Cindy.

Olli, Frank and Ryder join in with their puzzle pieces.

Janet, Cindy and Olli work on fixing the puzzle.

Cindy manages to finally take her key back from Janet's hand.

Cindy refocuses and takes the lead in fixing the puzzle.

(Excerpt 9b. Regulating one's emotion).

In excerpt 10 illustrated below, Janet checked on the progress of her peers and was considerate of the needs of Frank when she noticed the frustration when he could not find the letter he needed. She voluntarily helped him in order to soothe his frustration.

Janet: (walking side by side with Cindy, and sees Frank as she is walking)
"How is your thing?"
(Frank turns around by swinging his arms wide with incomprehensible
response, and then walks away looking frustrated)
Frank: "green letter L"
Janet: (continues searching for the letters by getting down on her knees, looking
under the table) "green letter L…."
Cindy: (joins in the search for Frank's name by looking around as she walks)
"There is green letter L there…."
Frank follows them around as they look for the letter missing in his name.
Janet returns to the wall and as she found other letters for her friends. She then
looks at the wall and realized Frank's name is missing a K.
Janet: (turns around) "here!" (she found it at the edge of the cupboard and
immediately sticks it on the wall)
Janet: "done!"
Frank is standing behind her all along and stood at the wall for next 20 seconds
rearranging his name in the right order.
(Excerpt 10. Considerate needs of others).

Being aware of peers' emotions and encouraging them is what an inspiring leader would do. Olivia had the intention to encourage Calvin to participate in the activity when she noticed that he was sitting alone on the table. However, she did not succeed.

Calvin is roaming around the classroom, showing no interests in the activity
and he goes to sit on a table.
Olivia walks past Calvin, and suddenly turns around and bends down to
Calvin's eye level.
Olivia: "Did you hear what Teacher said?"
Calvin does not response.
Olivia: "We have to find our names" (pointing to the wall)
Calvin shakes his head and crosses his arms.
Olivia continues to find other letters around the room.
(Excerpt 11. Intention to encourage).

In excerpt 11, Olivia knew Calvin was not interested in the activity as he was not participating. So, she tried to explain the instructions of the tasks to encourage him to make sure he understood the whole situation.

Encouraging another individual requires understanding of one's emotion and the emotions of others. It is a critical skill for leaders because it will ultimately lead to leadership behaviours in encouraging and inspiring followers, understanding followers' needs and feelings, and regulating inappropriate emotions (R. Riggio & Reichard, 2008). Caruso, Mayer, and Salovey (2002) also highlighted that emotional intelligence is critical for leaders because leaders need to understand their own emotions and the emotions of others in order to encourage their creativity (as cited in Riggio et al., 2003).

Last but not least, perseverance is the key to success. Cindy went on her task unaffected even when her peers had all found their items. In spite of not finding her item yet, she was seen calmly looking out for her peers while searching for her item.

> Cindy flips her paper around and starts looking for the item shown on the clue.
> Cindy: (carefully examines the shelves)
> Elli walks past her with the clue in hand.
> Cindy takes a peep at her clue, turns around, walks forward and pats her on the arm to have a closer look on her paper.
> Both Cindy and Elli walk in different directions, and Cindy points to the shelves with her right hand (indicating to Elli the location of her item).
> Cindy turns around but Elli is no longer near her as she was looking for her item in another direction. She then continues searching for her own item.
> Cindy walks behind Elli, and realises that she is still finding her item. She stands behind her and looks at her clue again, walks by her side and holds her hand.
> Cindy holds Elli's hand and leads her to the shelves, Cindy looks at her and points the item to her.
> Elli has found her item and Cindy continues looking for hers with a smile on her face.
> Cindy then walks up to Frank, touches his arm and looks at his clue.

Cindy: "Errr..,I think yours is there" (smiling and pointing to a high spot) "I think yours is there."

Cindy: (walks toward the item and points up) "It seems like it could be there."

Frank: (reaches for it)

(Excerpt 12. Perseverance).

In excerpt 12, Cindy was unperturbed when she could not find her item. She continued her search while helping her friends as much as she can. Besides persevering in her task, she found joy in helping others. "*Perseverance* is the foundation that keeps a leader going", Marques (2007, p. 646) mentioned in his study. Being able to face challenges and conquer obstacles to attain their goals is one main factor of successful leadership. Children who are able to stay on tasks and have a greater capacity to maintain perseverance. This will result in higher leadership potential in children.

In all, social capabilities build on emotional intelligence and emotional intelligence expressed through social capabilities. Emotional intelligence is knowing, but social capabilities is doing. These capabilities were multifaceted and were exhibited verbally, cognitively, and/or physically by different children. Children do not have to possess all of the leadership behaviours at the same time. The findings in this study aligns with existing research on children's leadership.

6   DISCUSSION

"From the leadership perspective, social and emotional intelligence represent in "people skills" possessed by effective leaders" (Bass, 2002; Zaccaro, 2002) (as cited in Riggio et al., 2003, p. 87). The findings in the study indicate the presence of numerous social and emotional behaviours displayed by children in their secure environment. This has brought up the importance of social and emotional skills in leadership development.

During the study, they were given stimulating experiences as they interacted with the environment and their peers while solving the activity. In reference to Leach, Howe, and Dehart (2015), children exposed to different social situations would enhance their social skills in coping with those situations and their emotional skills to manage relationships. For example, a child who is new to a social situation might not be comfortable in a group setting but with relevant scaffolding and assistance from the school and teacher, the child would gain confidence in making friends, playing, sharing ideas and cooperating with friends. These are the skills which are important in a child's developmental stage. On the other hand, if a child is not exposed to the situation, he/she would never have the opportunity to learn and practice those skills which might cause difficulty as the child gets older. Socialising in a group introduces a variety of social situations which might not be familiar to the child. They are able to hone their skills through repetitive practices present in social situations, thereby, forming their identity.

Social and emotional skills are vital to effective communication in social situations and are among the most complex and critical characteristics of effective leaders (Riggio et al., 2003). It is important to highlight that arguments and misunderstandings are common occurrences in one's life and these social situations are huge learning opportunities for children too. During interactions, "Children consider the costs and benefits associated with reinforcements and punishments administered by others when deciding whether to act in a prosocial manner or selfish manner", as mentioned by Eisenberg and Mussen, (2010, p.

144). Therefore, they will learn that being rude or mean to their peers might not be beneficial for both parties and they will learn other more appropriate measures to resolve misunderstandings. By learning how to resolve misunderstandings, children practise social and emotional skills to interact and working with people. Moreover, these social situations typically involves understanding and navigating the situation, which includes negotiation and cooperation when they are facing challenging situations with their peers (Yogman et al., 2018).

Without these social and emotional skills, children would find difficulty blending in with other peers and lack the skills to interact with others because children practise their social understanding through interactions with friends and families (Dunn, 2002). This might impact their social and emotional well-being moving to adulthood, and face obstacles in their personal and working life. Cultivating leadership is not just about creating leaders, it is about transferring those skills to express and understand oneself, build relationships with others, being aware of one's and others' emotions, and creating a healthy and respectful environment for all.

With the rise of dual working families, an increased number of young children are attending day-cares. Broadening knowledge about children's leadership behaviours will allow educators to enhance these behaviours through planning meaningful activities within the classrooms and create meaningful interactions among the children and people around them. Creating the environment for children to be engaged in meaningful social situations is critical to their development. It would aid in their holistic development through the different experiences and is significant to children's development (Lillemyr, 2009).

Furthermore, environment and relationships play a huge role in developing social and emotional skills in children. More emphasis should be placed on providing the right environment and people to develop leadership skills.

Relationships affect children's social and emotional development. Children grew up interacting and communicating with people of different ages in public,

within our family circles, and among our friends. Many a times, children benefitted from the exchanges of information and learned behaviours by observing people. Logue (2006) discussed the irony of how children spend time in mixed age environment in families and neighbourhoods where they can learn and teach one another, whereas in schools or childcare settings, children are typically segregated by age. Is there a need to do so when one is always surrounded by people of different ages within our natural environment?

In the study conducted by Urberg & Kaplan, (1986, p. 413), they found that "young children in the mixed age rooms received more prosocial behaviour and expressed more affection than those in same age rooms". This was evident in the findings of the study where most of the prosocial behaviours were displayed from an older peer to a younger peer.

In a typical same age group, teachers might be able to better cater to children's academic progress but may face challenges in addressing their social-emotional needs as all children are at the same social - emotional development stage. Same-aged children develop their social and emotional skills at a similar pace, hence they might face difficulty in understanding and empathising with the emotional needs of their same-aged peers due to social hierarchy and competition mentality. Social hierarchy among children is primarily age based and it often causes arguments and behavioural problems when disagreements occur. Thus, the responsibility of inculcating positive social behaviours in a same-aged group lies mainly with the teacher to guide and scaffold their learning. Therefore, the learning of prosocial behaviours might not be maximised in a same-aged classroom. It would be interesting to experiment the exact same study in a same age environment and study the differences.

According to Bronfenbrenner ([1979] 2005), people whom we spend time with influence how we behave (as cited in Logue, 2006), therefore, it is important to consider the classroom atmosphere that is most conducive for the children. With constant battle of attention and acknowledgments in a same-aged classroom, it might be a struggle for both the teacher and children to maintain a healthy learning environment for all.

However, the scenario in a mixed age setting would be slightly different with the presence of older children. For example, it is inevitable that conflicts happen during social settings. The younger child would benefit by observing how the older child manages the situation and learn from it. If a younger child snatches a toy from an older child, the older child would try to negotiate waiting of turn, request the toy back, or if all fails, the teacher could step in to help mediate the situation. On the other hand, if the same scenario happens in a same-aged classroom, the first initial reaction would likely to be the use of physical aggression to get the toy back due to symmetrical behaviour among peers. In addition, a research done by Logue (2006) further revealed that aggressive behaviours due to dominance feelings were significantly reduced in mixed age groups compared to behaviours in same-age groups; children shared objects more often in mixed age groups, and mixed age groups resulted in a higher rate of language acquisition and conversing activities.

Mixed age settings do not only benefit the younger children. Older children benefit by practicing prosocial behaviour toward the younger children which are behaviours that younger children can learn from observing. A research done by Rouse (2015), identified the following positive learning that resulted as a consequence of the Mixed-Age approach – "the learning about relationships, the learning of empathy, caring for others and the way the older children mentor the younger children, and the younger children engage in risk taking and develop resilience" (p. 750). Developmentally, older children possess more self-control and have higher awareness of the consequences of physical aggression. However, they might have less opportunity to practise prosocial behaviour when they are in same-aged grouping due to the same competitiveness level within the class.

This further proves the point that children need to be given the environment and opportunity to practise social skills that are essential for adulthood. Being in a mixed-age group environment would create a three-way benefit for the teacher, younger children and older children. Conducting the study in a mixed age activity brought up the potential of developing children's leadership in a mixed

age environment. The significance of environment in developing children's leadership should be further studied to gain insights into children's leadership.

Leadership is a multifaceted phenomenon where an ideal leadership style is hard to define. There is hardly a one size fit all guide for leaders because different leadership styles work in different environment. Ultimately, it is dependent on the skills, perspectives and personalities of individuals to perform their responsibilities. Skills are teachable and can be enhanced through learning, perspectives can be broaden through exposure to new experiences, however it is impossible to teach one's personalities as it is closely linked to their genes and upbringing (Doh, 2011). Therefore, focus should be placed on teaching skills and expanding experiences throughout one's life.

Skills and experiences are gained through the interactions with people and learning through education. The importance of building relationships and the quality of educators who nurture young children should be equipped with the knowledge and skills to support their leadership development.

7 IMPLICATIONS OF THE STUDY

This section will examine the implications this study has on actual practice, training of educators, and future research. Firstly, the discussion above explains the importance of social and emotional development of children. Educators can make meaningful planning into their everyday environment by understanding and observing the leadership behaviours of children. A heightened awareness of children's leadership behaviours would allow educators to nurture children and enhance their skills socially and emotionally.

Secondly, equipping educators with relevant information on children's leadership development and behaviours, would increase their knowledge on inculcating those behaviours within their classrooms. Children need support and experiences from their environment, peers and other adults in their lives to practise those skills for their future. Training educators on the behaviours, skills and tasks in expanding children's leadership potential would provide the foundation for the children's future in life and work.

Thirdly, this study revealed some interesting aspects of leadership that are worth exploring. Based on the findings of children's leadership behaviours, there were elements of risk-taking, growth mindset and vulnerability present in the children. Those children who were frequently seen to display leadership behaviours were more open to making the first move, making themselves seen and heard. They were not afraid to speak up, offer help and get involved in uncertain situations. They trusted in their own abilities and have a curious mind to keep learning.

Lastly, current research on children's leadership are limited because it is a multifaceted phenomenon. There are so many layers within the behaviours and potential of children that make the research such a complex topic to study. This present study fulfils its aim in bringing out the leadership behaviours of children in a mixed age activity. With such stimulation, children could feel more empowered to lead due to a natural inclination when faced with younger peers. Going forward, future research examining children's leadership in a same age

environment and a mixed age environment over a period of time might uncover more manifestations of leadership behaviours and a better environment to cultivate future leaders.

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APPENDICES

Appendix 1 Information Sheet and Consent Form (English)

UNIVERSITY OF JYVÄSKYLÄ

CONSENT FOR SCIENTIFIC RESEARCH

Dear Parents/Guardians

Your child has been invited to participate in the research study *Mixed-Age Play: How It Contributes to Leadership Development in Pre-schoolers*. The aim is to examine how mixed age play enhances the prosocial behaviours of pre-schoolers which leads to the development of leadership qualities in them. The research will be conducted by Janelle Wong, a student in the Master's Degree Programme in Educational Leadership with University of Jyväskylä. The research data will be collected at your child's day-care centre mainly during the month of November 2018.

The main data will be collected through video observations of children during their play activities as designed by Janelle and conducted by the class teacher. The data collection period will be done within the month of November 2018. I will observe the interactions among the children, their teamwork and problem-solving skills. A maximum of 2 video observations will be done within the month.

The aim of this study is to describe the prosocial behaviours observed in pre-schoolers and how it impacts their leadership development. I am interested in the benefits for the older peer in a mixed-age group environment during child's play and learning situations, and how it impacts their social-emotional development. Data collection will focus on the interactions among children, and how they work together during activities. The study allows children to be meaningfully engaged throughout the observation.

The usage, treatment and storage of the research data

The research data will be used for the research study described above. The manual data will be stored in the project's dedicated secure lockers and the digital data will be stored in the researcher's password-protected storage drive in the University of Jyväskylä IT system. While transcribing the digital data into a written form, the data will be treated so that the people or the day-care centre cannot be identified. After the project is finished, both the manual and digital data will be stored and might be used for my PhD studies on similar topic.

Benefits and risks for the participants

There are no particular risks involved in participating in this research. The research will be carried out as part of the daily life in the day-care centre, and no tasks will be given to the participants. The benefits of this research will be visible through the research results: by investigating the leadership qualities in children through prosocial behaviours and how being in a mixed-age group environment benefits all children.

The usage and publication of the research results

The results of this research will be published in academic Master's and PhD theses along with being presented in seminars and conferences and used in teaching. The reporting of the results will be anonymous and will begin in 2020. After that the theses will be published online on University of Jyväskylä or you can receive information about the results personally if you so wish.

Informed consent for research participation

My child has been invited to participate in the research study *Mixed-Age Play: How It Contributes to Leadership Development in Pre-schoolers*. I have been given information on the aim of the research, its content and the use of the collected research data as well as on participants' rights. I am free to refuse to participate, or to withdraw or interrupt my child in the study at any time. The research results will be reported in such a way that an individual's identity will not be revealed.

My child _____

       (name)

☐   has permission to take part in the research project.

☐   does <u>not</u> have permission take part in the research project.

Research videos and photos about my child

☐   may be shown at conferences and in teaching.

☐   may <u>not</u> be shown at conferences and in teaching.

Further use of the research material

After the Master's thesis research, the data will be deposited in the researcher's password-protected storage drive in the University of Jyväskylä IT system and is only accessible for the above mentioned researcher's used on a similar topic for PhD.

☐   I allow the video recordings and manual transcriptions, to be deposited for future research and teaching

☐   I do <u>not</u> allow the video recordings and manual transcriptions, to be deposited for future research and teaching

_____

Date   Signature and name of parent or guardian (Please use BLOCK CAPITALS)

Phone number: _____ E-mail: _____

The rights of the research participants

Your participation in this research is voluntary. You have the right to refuse to participate or to withdraw or interrupt your child's participation in the study at any time. There are no consequences if you decide to do so. The research arrangements and your information will remain confidential. Your information and that of your child will be available to the research group only, and the research results will be reported in such a way that an individual's identity will not be revealed to other people. You have the right to receive more information about the research from the research group members at any point in time.

It is important for us that participation in the study is meaningful for your child. Therefore, we will also ask for verbal research consent from your child at the day-care centre. We will negotiate the data collection situations with the children during the whole field work period. For example, if your child does not want researchers to videotape him/her in certain situations, this request will be respected.

Please complete the attached form by 9th November 2018 and return it to the day-care centre in the envelope that you received.

We are happy to tell you more about the research and answer all your questions!

Sincerely,

Janelle Wong, Master's Student, Researcher
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Appendix 2 Information Sheet and Consent Form (Finnish)

UNIVERSITY OF JYVÄSKYLÄ

SUOSTUMUS OSALLISTUMISESTA TIETEELLISEEN TUTKIMUKSEEN

Hyvät vanhemmat/huoltajat,

Lapsenne on kutsuttu osallistumaan tieteelliseen tutkimukseen. Kyse on tutkimusaiheesta *Mixed-Age-Play: How it Contributes to Leadership Development in Pre-schoolers.*

Tietoa tutkimuksesta

Tutkimuksen päämäärä on selvittää miten lasten leikkiminen eri ikäisistä lapsista koostuvissa ryhmissä edistää heidän myönteistä sosiaalista käytöstään ja toimintaa toisten kanssa. Tämän taas oletetaan edesauttavan johtajuusominaisuuksien kehittymistä lapsissa.

Tutkimuksen suorittaa Janelle Wong, Jyväskylän Yliopiston kansainvälisen kasvatustieteiden maisteriohjelman opiskelija (Master´s Degree Programme in Educational Leadership). Tutkimusaineisto kerätään marraskuun aikana siinä päiväkodissa, missä lapsenne on.

Tutkimusmenetelmät

Tutkimusmenetelmänä tulee olemaan pääsääntöisesti videointi, jonka tarkoituksena on dokumentoida ja selvittää positiivisen kanssakäymisen luonnetta ja määritellä se. Lasten osallistuessa leikkeihin, jotka tutkija suunnittelee ja ryhmien ohjaajat toteuttavat, on tarkoitus selvittää havaitun positiivisen kanssakäymisen suhdetta lasten johtamistaitojen kehittymiseen. Tutkimuksen tekijä on erityisen kiinnostunut ryhmässä toimivien, iältään vanhempien lasten rooleista leikissä, ja mitä hyötyä heille on siitä, että he leikkivät yhdessä nuorempien kanssa. Miten he toimivat yhdessä ja tiiminä, miten heidän emotionaaliset ja sosiaaliset taitonsa kehittyvät, ja miten he ratkaisevat ongelmia. Korkeintaan kaksi videointia tehdään marraskuun aikana ja lapset ovat niissä luontevalla tavalla mukana.

Tutkimusaineiston käyttö ja säilytys

Tutkimusaineistoa käytetään edellä kuvattuun tutkimukseen. Paperimuodossa olevat tiedot säilytetään tarkoitukseen varatuissa lukitussa tilassa ja digitaalinen materiaali säilytetään tutkijan salasanalla turvatussa Jyväskylän Yliopiston tietokoneosaston luomassa asemassa. Siinä vaiheessa kun videoitu aineisto siirretään kirjalliseen muotoon, tutkija pitää erityisen huolen siitä, että päiväkodin lapset tai henkilökunta ei ole tunnistettavissa. Tutkimuksen päätyttyä aineisto säilytetään mahdollista, samaa aihepiiriä koskevaa tohtorin väitöskirjaa varten.

Lapsille koituvat riskit ja hyödyt

Tähän tutkimukseen osallistumiseen ei liity erityisiä riskejä. Tutkimus suoritetaan päiväkotien normaalissa arjessa eikä lapsille anneta erityisiä tehtäviä. Lapsille koituva hyöty nousee tutkimustuloksista, joilla pyritään selvittämään lasten johtamistaitojen kehitystä positiivisen kanssakäymisen kautta eri-ikäisistä lapsista koostuvassa ympäristössä. Tutkimus pyrkii selvittämään tällaisten ryhmien hyödyn kaikille lapsille.

Tutkimustulosten julkaisu ja käyttö

Tutkimustulokset julkaistaan akateemisina tutkimuksina (Pro-Gradu tutkielma ja mahdollinen väitöskirja), joita tullaan käyttämään luentomateriaalina seminaareissa, konferensseissa ja opetuksessa. Tulokset pyritään julkaisemaan vuodesta 2020 alkaen. Tutkimuksen julkaisemisen jälkeen se on saatavilla internetistä Jyväskylän Yliopiston sivuilta ja tutkimukseen osallistuvien lasten vanhempien/huoltajien on mahdollista saada tutkimuksesta tietoa myös henkilökohtaisesti.

Tutkimukseen osallistuvien oikeudet

Tutkimukseen osallistuminen on vapaaehtoista. Voitte kieltää lapsenne osallistumisen siihen, ja voitte lopettaa lapsen osallistumisen missä tutkimuksen vaiheessa tahansa. Mitään seurauksia ei tule lopettamisesta. Kaikki kerätty aineisto on luottamuksellista. Teidän antamanne tiedot sekä lastenne tiedot jäävät ainoastaan tutkimusta tekevän ryhmän käyttöön. Tulokset julkaistaan siten, että lasten henkilöllisyys ei paljastu lainkaan. Teillä vanhempina /huoltajina on oikeus saada lisätietoa tutkimuksesta sen jokaisessa vaiheessa.

Meille tutkimuksen tekijöinä on tärkeää, että lapsi osallistuu siihen mielellään ja kokee sen mielekkääksi. Siksi pyydämme myös lapsilta suullisen suostumuksen. Otamme lapset mukaan siihen, miten ja missä videoimme. Jos lapsenne ei esimerkiksi halua tulla kuvatuksi tietyssä tilanteessa kunnioitamme hänen toivomustaan.

Pyydämme teitä täyttämään alla olevan lomakkeen ennen marraskuun 9. päivää. Voitte silloin palauttaa saamanne kuoren lomakkeineen siihen päiväkotiin, missä lapsenne on.
Vastaamme mielellämme mahdollisiin kysymyksiinne ja annamme lisätietoa!

Ystävällisin terveisin,

Janelle Wong

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Suostumus lapsen osallistumiseen tutkimukseen

Lapseni on saanut kutsun osallistua tutkimukseen nimeltä *Eri-ikäisten lasten yhdessä leikkiminen: Miten se kehittää leikki-ikäisten lasten johtamistaitoja*

Lapsen nimi _____
                            (nimi)

☐   saa osallistua tutkimukseen
☐   ei saa osallistua tutkimukseen

Tutkimukseen liittyviä videoita ja valokuvia, joissa lapseni esiintyy

☐   saa esittää konfersseissa ja opetustilanteissa
☐   ei saa esittää konfersseissa ja opetustilanteissa

Tutkimusmateriaalin jatkokäyttö

Tutkimuksen päätyttyä kerätty aineisto on tarkoitus tallentaa suojatulle asemalle myöhempää käyttöä varten. Materiaali käsitellään niin, että yksittäisiä henkilöitä tai päiväkotia ei voi tunnistaa.

☐   Kerätyn aineiston saa tallentaa myöhempää tutkimuskäyttöä varten
☐   Kerättyä aineistoa ei saa tallentaa myöhempää opetus- ja tutkimuskäyttöä varten

_____

Päiväys ja allekirjoitus

Nimenselvennys

Puhelinnumero : _____   Sähköposti: _____