Chapter – II

Review of Related Literature
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Introduction

It is a crucial part of the research work because it leads the researcher temporally. It exposes the researcher to the studies carried out in the past, makes him to select the studies related to his present research and choreograph the methodology. It is an idea generating device to contemplate on the topic. It helps the researcher to frame the hypotheses.

The title of the related studies are given in the section and other details are shifted to the ‘reference’ section which immediately follows.

Most of the studies were foreign studies. They relate to both teacher and taught, schools and colleges, different curricula, and different sections as appeared in Abstract international. Many sources were searched. ‘But Dissertation Abstract International was found to be the more apt source because most of the studies published were persued with interdisciplinary perspective. Hence it was the vital source.

The related studies were presented as follows.

I Dance Drama related studies – 13 Nos
II Non-verbal communication related studies – 12 Nos
III Class room management related studies – 12 Nos
IV Studies related to teaching through traditional Vs Electronic media - 7 Nos
V Material from Internet sources – 5 Nos
DANCE DRAMA RELATED STUDIES


This study was designed to test the learning of children with and without learning disabilities through Drama-based and non-drama based teaching styles. The study conceived that Drama based teaching seeks to create a milieu that support and encourages affective attunement through mutuality of focus, similarity of emotions and a sense of oneness among class participants.

It was hypothesized that (1) Drama-based teaching increases the amount of affective attunement (2) The students would show greater academic improvement when exposed to drama condition compared to non-drama condition. (3) Children with and without learning disabilities would show greater general satisfaction for drama based teaching than non-drama-based teaching.

24 matched pairs, each pair consisting of children with and without learning disabilities, were exposed to drama based and non-drama based teaching styles. They are subjected to Pre test and post test. The affective attunement of each child was observed, examined along with their academic improvement and their satisfaction scores.

The findings supported the hypotheses and it is ascertained that Drama based teaching is more effective than Non-Drama based teaching.

This study was designed to understand kinesthetic learners’ learning process in the context of learning mathematics. The need for this study arises from the existing studies showing that KLS are able to demonstrate increased academic achievement when instruction incorporated dance activities.

The research of this study contends that KLS currently fail mathematics tests because they are not given the opportunity to explore mathematics through situations that most make sense to them – kinesthetic situations i.e. dance.

A qualitative case study was designed, conducted and analysed to answer the study’s question. It has produced one such strategy – a kinesthetic teaching strategy to assist teachers to teach academic curriculum, specially mathematics, to kinesthetic learners by using dance activities.

Dance potentials, the movement patterns can be incorporated in curricular design. when mathematics teaching could make use of dance why not the humanities teaching make use the other potential of dance – ie. overtly manifested emotional configurations.

(3) Drama in the High school English Class room: Pedagogical theory and practical application 2000

The purpose of this dissertation is to address the limited use of drama in the class room by providing a pedagogical rationale for its use and concrete drama activities for high school English class room.
The study identifies multiple pedagogical advantages for using drama as a method. Drama pushes student’s cognitive learning. Drama offers a balance with affective learning. It also leads to collaborative learning.

This dissertation has developed specific drama activities to facilitate classroom transactions. It also throws open the idea that teachers can also create their own ways of using drama in the classroom.

This study advocates using of ‘using drama potentials in classroom transactions’


This study aims at creating a methodology which bridges the multiple level of significance in dance for resolving the problem of balkanization of methods. A theoretical framework for dance analysis based on the eclectic method of Lawrence Ferra was developed, applied to the analysis of a modern dance work, and assessed.

The study stressed that the elaboration of an eclectic method for analysis requires explication of issues such as expression approaches to dance, the difference between referential meaning and expression.

This study hints out that dance could be approached from communicative behavioural perspective and such behaviours are planted on expressions. It justifies the reference to the Bharatha Sastra and related sources be approached from this perspective to locate expression management potentials.
The developmental experiences of students in a dance programme at a rural middle school (2000)

The purpose of the study was to determine the perceptions of the dance students relative to their experiences in the programme and evaluate the impact of the experiences had on their overall developmental growth.

This study was conducted at a rural middle school in East Central Georgia. 233 students participated in the dance program and 26 students volunteered to be interviewed.

Teacher as a researcher conducted open-end interviews with the students focusing on the purpose. Numerous themes emerged out of the interview.

- Dance program had a profound, positive impact on other areas of students’ lives, such as academia, social relationships, personal development, emotions and physical development.
- Students believed that their academic skills had become more refined and focused, their social relationships had improved, they had become more aware of themselves and their emotional reactions, and they had achieved greater physical control over their bodies.

The result of this study acknowledges the development of human potentials through dance. Such potentials are the prerequisites for effective communicative behaviours. A teacher who has learnt dance would possess those prerequisites. Such potentials of the teacher would be facilitative to learning process. This study has ignited the idea of relating the learning outcomes and the teacher / expressionist behaviours.
It is an experimental study designed to test the whether music and dance like movement have any effect on somatic awareness in the 4th grade children. 40 students were randomly assigned to experimental group and control group.

Children in the control group listened to stories of musicians and dancers. Experimental Group was exposed to music and dance like movement. Before and after the series of classes, all children were assessed for an array of psychophysiological measures. Results were analysed through descriptive statistical tools like ANOVA and Adhoc tests. Analysis showed that there were statistically significant differences between the experimental and control group in the post session recordings as compared to pre-session. Discussion of the research included the implications for enhancing the relaxed and attentive behaviour of children through music and dance education.

This study establishes the role of music and dance behavioural attributes in creating relaxed and attentive behaviours for enhancing class room transactions.

This study opines that Art integration has been touted as a way to reach disenfranchised learners, as well as a way to increase student achievement. It states that much of the art integration literature has overlooked the effect of art
integration on teacher practice and combine art and non-art discipline to teach common concepts.

Study was conducted in an urban elementary school and it explored how art integration has affected teacher practise and students through observations, interviews and Newmann’s Authentic Instruction Rubric.

This case study explored the differences in teacher practise (behaviour) between those teachers involved in an intense co-teaching model of art integration (using dance to teach maths) and teachers who were using more traditional methods of mathematical instruction. It also compared students’ attitude towards school and the arts, as well as their scores on a standardized math achievement test.

The results shows that teachers who use co-teaching model more likely differ with teachers using traditional model in understanding what constitutes learning in the class room, in understanding and using Art integration to meet state and district requirements and practicing changes that affect their large school environment. However no significant difference was found between students in the two teaching models in the attitude toward school or mathematical achievement.

However this study has helped the researcher to ratify the basic idea of integrating art (dance-drama potentials) to teaching a social science aspect in class
and it has facilitated the measurement of learning outcome in art integrated and art non integrated methods.

(8) Probing the depth and direction of Dance: A cross cultural analysis of the effects of ethnic dance on tolerance to cultural differences (2002)

Through a series of case studies, this study describes and evaluates the dynamics of ethnic dance within three frame works: 1) Educational frame work 2) The Artistic frame work 3) The Recreational frame work.

The educational frame work reveals how ethnic dance increases curricular credibility through formal education, representing an effective teaching and learning tool. It describes the developmental influence on cognitive skills and how these influences contribute to increase of tolerance to cultural differences.

The abstracted form throws light that dance can be potential tool to cause effective learning.

(9) A sense of place in danced plays 2002

This research work integrated Aristotle’s six parts of the drama (mythas, ethas, diania, melas, opsis) and Surganne K. Walther’s corresponding structure and resulted in the creation of 3 danced plays from established works.

The research method was a qualitative inquiry which utilized the creative process in the context of critical and reflective descriptive analysis. The major aim of this project was the creation of danced plays in which dancing and acting was fused, together through the use of text play.
This work has provoked the thought process of the researcher further to recollect and ponder over the valid conceptual and operational forms of knowledge regarding Dance Dramas (தொடரிய மற்றும் கால்களிய நூல்). It has also further strengthened the idea to look forward the implications of Dance Drama to classroom transactions.

(10) The effect of instruction utilizing the arts on the academic achievement of fourth grade students (2003)

The purpose of this research was to examine the role of arts used as entry points into academic curriculum and the academic success of students in settings where the arts were inferred into the curriculum. An ex-post facto research design was used. 74 schools under LEAP21 (Louisiana Educational Assessment Programme for the Twenty First Century) participated. Out of this 74, 37 schools had the teachers who had been trained in the Louisiana Institute for Education in the Arts (LAIEA). Other schools served as Comparison group. The study revealed that the students in the schools with LAIEA trained teachers scored significantly higher than the comparison group in the mathematics, language arts and science sections except social studies section.

This study indicates the teachers who have been exposed to arts can perform well than those who have not been exposed to arts and also evidences the role of art exposure to teachers.
This study aimed to find whether the psychological profile of student actors differ from other types of individuals. Separate instruments were used to measure the profiles of student actors and other control groups. It was revealed that students actors are higher self monitors, more interpersonally perceptive, slightly more neurotic and extroverted and much more emotionally sensitive and open to expressions than individuals of other avocations. Three themes of the acting profiles emerged out of this study:

1) Acting profiles are good at interpersonal perception.
2) They have high emotional intensity and
3) active imagination. This study supported the view that actors have a different psychological profile than the individuals who are trained for other avocation.

This study activated the Researcher to look for the concepts and constructs related to Psychic orientations of the actor when he is possessed by the semiotised body. It also showed the influence of art practice in moulding one’s personality. It ratified / researcher’s idea the to develop research design to compare the teaches behaviours of art exposed teacher and non-art exposed teacher.

The purpose of this study was to investigate the effect of participation in class room theater production on psychological development and self esteem of a group of seventh grade students.
The study employed the student generated documents, third party observations, student interview, Coopersmith self-esteem inventory and a teachers’ survey.

Findings revealed that students perceived improvements in reading and language skill development. Pre and post application of teacher surveys also revealed increased mean scores in self confidence, acquiring feedback, reading, listening, speaking and writing skills. Third-party observation also revealed high frequency of self-confidence, co-operation as well as improvement in listening, speaking and reading skills.

This study shows avenues to develop communicative potencies by exposing the individuals to theatrical productions and supports the recontextualisation of Dance Drama potential to class room management.

(13) Towards a theory of conducting motion 2003

This study attempts to conceptualise conductor’s (orchestral) overt motion – performance, a phenomenon separable from sound performance of instrumental and vocal ensembles. It has resulted in motion theory. It comprises a conceptual frame work with the capacity to describe the physical dimensions of gesture and, to an extent, explain its varieties of meaning. The frame work accounts for on three interrelated levels – the descriptive level, at which gesture is conceptualized and described, the functional at which gesture acquires a symbolic relationship to produce sound; and the syntactic level, at which gesture points
meaningfully to its referential object(s) – sound, the music, and/or the human constituency of the conducting environment.

This study emphasized the need and importance to look at and appreciate the gestural components in Dance Drama from the three levels – descriptive, functional and syntactic and promoted this idea to classroom context. Across-cultural analysis of the effects of ethnic dance on tolerance to cultural differences.

NON-VERBAL COMMUNICATION RELATED STUDIES

(1) The effect of non-involvement on dyadic communication (1989)

This research has examined how high and low trait involved subjects use body movement in expression of the state of involvement in dyadic communication and investigated the response to low involvement.

It was stated in the study that previous non-verbal research studies failed to consider that the simultaneous activation of various parts of the body may be an important vehicle of expression of engagement and investment in an interaction.

Bernase system of time series notation was used to allow empirical study of parameters derived from the data matrix. Interaction of homogenous dyads (either high or low involved subject pairs) and heterogenous dyads were studied.

It was found out that in homogenous dyads high involved subject exhibited more non-verbal movement than low involved subjects. In a mixed dyad condition high involved subjects accommodated the low involved interactants by
expressing a low level of involvement similar to that of partner. The simultaneous participation of various parts of the body appeared to be a parameter which is extremely sensitive to changes in non-verbal involvement.

Thus this study highlights the link between non-verbals and expressive behavioural patterns and need for simultaneous activation of various body members for such behaviours. Simultaneity in activation depends largely on the integrating skill which is one of such domains in management.

2) An examination of the relationship between perceived verbal and paralinguistic immediacy and accommodation to perceived cognitive learning: (1989)

Verbal immediacy is the physical or psychological closeness of the receiver of the message, perceived through the linguistic or content cues used by the teacher. Paralinguistic immediacy is perceived through the vocal non-verbal cues of teacher.

This investigation assessed the relationship of perceived verbal and paralinguistic immediacy to (a) perceived cognitive learning and to (b) perceived verbal and paralinguistic accommodation. Interpersonal and instructional communication literature which associate immediacy and cognitive learning was used as the basis for the study.

Students enrolled in communication courses (N=603) completed a measurement booklet consisting of verbal and paralinguistic immediacy scales, verbal and paralinguistic accommodation scales, developed for this investigation
and a cognitive learning scale. Respondents were asked to complete the measurement booklet based on their perceptions of the communication behaviours of the teacher they had just prior to the one in which the survey was completed.

Results showed positive relationship between immediacy and cognitive learning, immediacy and accommodation, accommodation and cognitive learning and immediacy and accommodation to cognitive learning.

The study shows that teachers verbal and paralinguistic immediacy, behaviours has a positive influence of students’ learning.

(3) Training in the use of selected non-verbal behaviours to reduce student disruptions in classroom: 1998

This study was designed to provide insight into the use of selected non-verbal behaviours as a behavioural management tool in the classroom management to reduce student disruptions. It is an experimental study conducted in the elementary and middle school setting and included both experimental and control group of pre-service teachers.

Only, the preservice teacher participants of experimental group received training in the use of non-verbal behaviours of expectancy, immediacy, withinness, dress, haptics, kinesics, prosody, and proximity. The control group received no such training.

Another group of preservice teachers were trained to observe and tally student disruptions in terms of aggression, in attention, disrespect, out of seat, talking and touching.
Independent Sample t-tests were used to see if statistical differences exist between the groups. Even though it revealed no significant difference, there were observable differences in the mean number of student disruptions between experimental and control group. The experimental group had lower means in more categories of disruptions and overall than control group.

Thus this study throws light on the influence of non-verbal behaviours on classroom management and initiated the researcher to think about implications of non-verbal behaviours in learning dimensions of classroom management.

(4) An experiment testing the effects of immediacy, organisational lecture cues, and student note taking on students' affective and cognitive learning: 1999

This study tests the effect of teacher immediacy, organisation lecture cues and student note taking on student affective and cognitive learning. Teacher immediacy behaviours include verbal and non-verbal stimuli which generate perception of psychological closeness between teacher and students. Immediacy behaviours, as listed in the study are eye contact personalised examples, vocal variety and natural movement about the classroom. Organisational lecture cues are verbal signals indicating the structural elements of a lecture.

Affective learning is a student’s sense of liking, motivation or attention towards instruction. Cognitive learning represents ability to recall, analyse and synthesize information.
A 2x2x2 experiment was conducted using scripted video taped lectures and was viewed by 233 participants. Participants' level of affective and cognitive learning were assessed immediately after viewing and then again one week later. Note taking condition were also analysed for completeness and organisation.

Results of the Experiment indicated that teacher immediacy had its greatest effect on student's affect towards instruction. It was found out that immediacy resulted in longer retention of information for students.

Based on results of the study, the optimal learning condition for promoting long-term achievement is where students take notes over lectures containing organisational cues and immediacy.

It is evidenced from this study that if the subject content is delivered in the classroom with immediacy behaviours it would lead to longer retention and long term achievement. It also brings forth the need to cause affective and cognitive learning through the immediacy behaviour of the teacher and consideration of verbal and non-verbal aspects.

(5) Non-verbal and verbal immediacy, leadership, influence and effectiveness: An exploration of communication competence in the small group setting: 2000

This study explores the verbal and non-verbal behaviours that affect perceptions of leadership, influence, and individual effectiveness in decision making groups and to provide a better understanding of the role of communication in group process. It was hypothesized that the relative contribution of verbal and
non-verbal indicators of immediacy would not be the same for group member’s perceptions of leadership, influence and effectiveness.

The participants of the study were 229 students enrolled at Pennsylvania State University. Two student relevant topics – alcohol abuse and parking on and around the campus – were used for group discussions. Scores for leadership, influence and individual effectiveness were obtained from participants in the discussion groups and for verbal and non-verbal immediacy scores were obtained from trained coder observations of the videographed group discussions.

Results of multiple regression showed a strong relationship between verbal immediacy and perception of leadership, influence and effectiveness. For non-verbal immediacy there was a negligible, but definite relationship for effectiveness.

But verbal expressions in vocalic behaviour are mostly accompanied by para-linguistic cues produced out of the integration of the vocalic behavioural attributes. It was pointed in previous study (2) that paralinguistic immediacy could be produced through vocal non-verbal cues.

This study has highlighted the need for including such non-verbal cues (vocalic behaviours) along with other indicators in the Research study.

(6) Interpersonal communication motives and channel selection: An investigation of student – to – teacher out – of – class communication – 2002

This study tested the students’ interpersonal motives for communicating and the physical channel of communication in student initiated communication with instructors outside of regular class meetings. Variables like age, gender,
semester in the college and grades of the students and teacher characteristics including teacher immediacy were considered. Survey and interview methods were used.

It was found that students had often functional motives (task-oriented) for outside of class communication and used face-to-face communication more often than channels like written, telephone and electronic mail communication. Rather than teacher immediacy, the students’ perception of teacher as serving in multiple roles was found to increase more communication with them. Older students communicating lesser than younger students, shows the influence of age.

This study indicates the teacher’s need to transform into a multidimensional personality in the Educational scenario. Communicational frequency of the students is influenced by the teacher’s capability to express himself in multiple roles. Each role is wholistic expression of a set of specific behavioural patterns. Face to face communication, as preferred in the study, is transacted through vocalic and non-verbal indicators. Hence this study further facilitated the researcher’s idea to experiment with the result of integration of such behaviours in class room transactions.

(7) An analysis of supervisor verbal modality and counseling intern ratings of supervisory style – 2000

This study was designed to investigate the impact of clinical supervisor Verbal modality on counseling intern perceptions and ratings of supervisor style. Verbal modalities included, affective, behavioural, cognitive and motivational.
Eight scripts were generated from one set of client – counselor responses. Out of these scripts four represented each of the singular modalities and the rest represented various combinations of modalities (multiple modalities).

Each of the interns participating in the study were provided with all the eight scripts but read each script in the order presented and completed Supervisory Style Inventory (SSI) measuring the style on the dimensions – attractive, interpersonally sensitive and task oriented.

The data gathered were analysed using ANOVA with repeated measures. The results indicated that those scripts with multiple modalities received higher scores from student intern raters on all the dimensions of SSI especially the interpersonally sensitive and task oriented dimensions.

It is inferred that the communicator with multiple verbal modality transaction may be perceived as an effective personality in interpersonal dynamics. Any verbal transaction, as in this case, could be recontextualised through verbal immediacy behaviours represented through respective verbal modalities. In human communication verbal and non-verbal behaviours seem to be closely associated. Thus this study inspired the researcher to focus much on such modalities already in conception.

(8) Humour and leadership: A gender-based investigation of the correlation between the attribute of humour and effective leadership (2001)

The purpose this study was to determine if there is a correlation between the attribute of humour and effective leadership as perceived by subordinates and
supervisors and whether it differs by gender. Eleven attributes including humour were identified by review of literature.

Fifty three deans, 160 faculty responded members responded to the survey instrument. A correlation between the attribute of humor and effectiveness was found in faculty members but group of deans did not show any correlation. The correlation was slightly stronger in female faculty than in male faculty.

It is inferred from this study that attribute of humour appears to be an important one to be possessed by the leaders. This study ratified the idea to including humour as one of the behavioural terms.

(9) Language and gesture in conversation – A cross cultural study of the usage and functions of regulators and illustrators in French, Japanese and American English – 2001

This study attempted to identify the relationship between language and gesture in terms of gestural patterns that are language specific and/or culture-specific and those that are universal.

Regulators, i.e. gaze behaviour, and certain hand and head gestures were found to control the addressee’s attention and understanding. Universal gaze patterns were identified and new models were proposed to account for cross cultural differences. Language – specific and culture – specific hand, head regulators were identified. The study lead to the proposition to incorporate the gestural component into models of both talk – interaction and language learning and instruction.
This study has made the researcher to convince himself about the inclusion of the behavioural terms of eye, hand and head in the study.

(10) The effectiveness of humour in persuasion – The case of Business Ethics Training: 2001

This study aimed at testing the specific propositions about humour. It was predicted that cartoon drawings would increase susceptibility to persuasion by generating agreeable mood, that the ironic comments would increase susceptibility to persuasion by providing a cognitive distraction, and that self-effacing humour would increase susceptibility to persuasion by increasing liking for the source.

Participants were 170 adults studying business at a large public university. Persuasion was measured with six behavioural intention items and five descriptive – adjective ratings. It was found that cartoon drawings alone generated negligible effects. Self-effacing humour improved the effectiveness of the message by increasing source credibility. Ironic wise cracks improved the message even more.

This study revealed the impact of humour in message transactions and ratified the need to include humour as one of the behavioural terms in the study.

(11) Telephone communications enhance children’s narratives - 2001

This study was designed to investigate whether telephone experience would lead to narrative skill development. A six week language intervention, was incorporated into a local elementary schools’ language – arts curriculum.
The Post test findings revealed that intensive telephone experience would increase children's oral and written expression mastery. The findings also suggested the potential usefulness of a recontextualisation theory with specific emphasis on the telephone as recontextualising medium for literacy development.

This study ratified theme of this research work i.e. the implications of recontextualising the expression potentials in theatrical communication to classroom management.

(12) A search for non-verbal behaviours of adult Educator which facilitate and enhance learning in adult classroom – 2002

Delphi technique was used to identify the non-verbal behaviours. Panel of experts, having extensive knowledge in adult Education were the participants. All questionnaires and responses were delivered electronically.

Eight categories of such behaviours were identified. It also suggested the extension of this research to professional training, educational competency curriculums.

Thus this study focuses not only on the implications of non-verbal behaviours in adult Education but also on recontextualising such identified behaviours in other related curricular contexts. It further supports the main theme of Researcher's topic.
CLASS ROOM MANAGEMENT RELATED STUDIES

(1) A catalogue of movement based instructional activities for beginning Piano students correlated to ‘The Music Tree’ series by Frances Clark and Louise Goss … 1989

This study states that research indicates that large body movement is essential for learning and development in general. It emphasizes that movement based instruction is experiential and involves a relationship between aural and the kinesthetic. This study created a catalogue of elementary movement based activities for Piano teachers.

Thus this study spots out interrelatedness between movement (kinesthetic) and aural perception.

(2) The influence of class room features on student questioning behaviour: A study of one sixth grade class room 1989

This study focused on various features of the class room (e.g. characteristics of instruction, attitude and behaviours of teacher and students) influencing the frequency and functioning of the student generated questions.

Data was collected through multiple observations and audio-taping of instructional events and teacher student interactions as they naturally occurred. The findings related to strategies addressing explicit and implicit teacher – related behaviours, such as providing appropriate responses and accessibility to students, which call for potential expressors on the part of the teacher.

This study brings for the role of teacher behaviours in developing thought management process.
Affect and interactions in a teacher centered and learner centered university beginning French class room – 1998

This study explores how teachers and learners constructed their interactions in a teacher centered and learner centered class room. Through class room observations, self-reports, diaries, interviews, questionnaires data were collected in terms of 'etic' (outsider) and 'emic' (insides) perspectives.

Interactions in the two class rooms were found to be significantly different in terms of proxemics, and verbal and non-verbal exchanges between teachers and learners and between learners themselves.

This study has lead to think role of verbal and non-verbal expressions in carrying on interactions in knowledge transfer.

Teaching with Drama : A collaborative study in innovations - 1998

This collaborative action research study explored how two class room teachers, who participated in a summer school class in educational drama pedagogy could be supported by a university researcher / educational drama specialist as the teacher experimented with integrating drama teaching strategies.

Data sources included the researcher's reflective journal, field notes, full transcripts of all teacher / researchers planning meetings. Seven themes were identified as influencing teachers' understanding and use of drama pedagogy in their English language arts instructional practice. Creativity and concern were the two amongst the seven.

This study hints out that Drama has such potentials to cause learning.
(5) Effects of tactual and kinesthetic instructional resources an simple recall and higher level cognitive science achievement and attitude towards science of third-grade sub-urban students – 1999

Three classes were selected and each was presented with three science units. Two science units were taught with learning style instructional resources (tactual and kinesthetic) and one science unit was taught through traditional methods. It went on for six weeks. Pre test and Post test were administered and semantic differential scale was employed.

The analysis revealed a significant different between recall science achievement post test scores of two methods and higher achievement gains when tactual and / or kinesthetic methods are employed.

Thus it supports the influence of kinesthetic channel preferences in class rooms.

(6) The physical attractiveness effect in the service setting: An examination of the role of similarity – 2000

It examined role of physical attractiveness similarity between service provider and consumer. It was hypothesized that consumer attitudes would be more positive and that behavioural intent would be higher as their similarity in attractiveness increased. Two experiments utilizing the scenario method were conducted.

Research indicated that a moderate degree of attractiveness similarity leads to highest evaluation of attitude and intended behaviour, when it was determined
by independent judges. But the results were different when perceived by subjects. Consumer expectations of the physical attractiveness of the service provider might moderate this relationship.

This study sheds light on the influence behavioural expressions on physical attractiveness in operating the relational dimension.

(7) ‘Coming down from the academic pedestal’: A phenomenological investigation of instructor approachability 2000

It aimed at discovering the meaning of approachability with in instructional setting. Phenomenological method was employed. Data were collected from instructors and students through survey, interview and participation. The 20 themes emerged were reduced to three – i.e the approachable instructors are down to earth, listen and they care working together.

This study focuses or proxemic behaviours which manifest out of required expressors.

(8) Relationship between university students’ perceptions of teachers’ styles and teacher performance in first year Spanish classes: 2000

This study explored the relationship between students’ perception of teachers’ styles and teacher performance. It was hypothesized that students who perceived their teachers as ‘Democratic’ in five dimensions (Structuring, Interaction, Class room climate, Teacher talk and Class discussion) of class room management would give higher ratings on teacher performance than those who perceived their teacher as either ‘Autocratic or ‘Laissez-Faire’.
Data collected through Rating Scale of Teacher Style (RSTS) and student opinion questionnaire (SOQ) along with a demographic sheet developed from the literature and similar studies were examined. The study revealed that mean of students' perception was significantly different from teachers with other styles; teachers who were highly rated were on democratic style.

To be democratic calls for repertoire of Teacher behavioural patterns centered on their verbal and non-verbal communication management styles.

(9) The artistry of exemplary educators: Building a model of effective teacher practice – 2001

It presents a study of four high school teachers who were identified as effective by successful African American Students. The research questions that guided this research were about the conceptualization of teacher practice by students, how such conceptualizations reflect in their pedagogy, expectations for achievement and relationship with their students. Qualitative methods of inquiry, class room observations and shadowing teachers from their entry to leaving out the school were used to collect data.

It was found that the teachers integrate their knowledge, skill and abilities to create supportive teaching and learning environments. Their class room interactions revealed a sense of connectedness and community. The teachers had both rediness and inclination to display through personalization of teaching and learning. They shared their stories to make instructional points and incorporated student experiences into their lessons.
This study came out with the need to transform the organisational climate through cultivating community of learners. Teacher as change agent has to possess good repertoire of such expressive teacher behaviours.

(10) Organisational communication as self-organising: Building a foundation for everyday communication: 2001

It brings forth the self-organising scholars view that organisation and communication are co-produced. It also differentiates Established methods of communication with evolutionary methods of communication. The study asserts that through the later method all aspects of communication are decided in the moment rather than designing in advance. The study also proposed that organisation success is dependent upon both the choice of the correct communication methods and its productivity and productivity requires quality relationships. It was revealed that communication productivity is strongly correlated with quality of relationship between communicators.

Quality of relationship is signified only through potential expressions transacted. The potency comes through Expression Management strategies. Hence the title of the researchers work sounds better from this perspective.

(11) The effect of role play as a method in class room management courses on preservice teachers’ attitudes and effectiveness – 2002

The purpose of the study was to compare classroom management course offered traditionally with that one offered through role play approach. The research investigated the use of drama as a methodology the use of drama as a
methodology in science, reading, social studies, special education classes as well as graduate classes. Data were collected through attitude survey and a five minute video of each intern teaching. The study found no difference between groups overtime but revealed differences overtime for the whole sample. It was suggested to have a more qualitative research on role play as a methodology.

It was evident from this study that attempt was made to use drama potentials in class room management and a positive encouragement was gained by the researcher to ratify the direction of his research.

(12) Communication expectations for college instructors: Do traditional and non-traditional students want the same things? – 2002

This study investigated the extent to which the traditional and non-traditional students differ with respect to demographic characteristics and learning orientations and expectations of instructor communication behaviours as well as to see how those expectations affect their class room motivation and learning.

It utilized Expectancy Violation theory (Burgonon 1978) as a basis for understanding student responses. An instrument was developed to measure instructor’s communication behaviours: non verbal and verbal immediacy, clarity, affinity seeking, student and instructor centeredness. The impact of 169 traditional and 158 non-traditional students were collected and was found that these two are very distinct groups having different expectations and perceived experiences of their instructor’s communication behaviours.
The inclusion of verbal and non-verbal immediacy behaviours in classroom communication to the extent of researching them, supports the theme of the research being pursued by the researcher.

STUDIES RELATED TO TEACHING THROUGH TRADITIONAL VS ELECTRONIC MEDIA

(1) A comparison study of computer assisted instruction using interactive software versus traditional instruction in a college macroeconomic course – 1999.

The purpose of the study is to compare the achievement and understanding test scores of those students taught through computer assisted, interactive, contextual, economic software with the students taught through traditional classroom lecture. The participants were students at the community college of Philadelphia. The analysis of the test scores showed no significant difference between the methods of learning.

It could be inferred that learning outcome of the traditional method is at par with the computer assisted instruction. ie. Electronic media, being a recent development, could not affect the traditional classroom lecture.

(2) Does personality matter: A comparison of student experiences in traditional and online classrooms – 2000

Students of traditional, face-to-face classes and online classes were compared using 16 PF personality inventory and the classroom experience survey (CES). No difference was found in GPA or computer use. The online students
rated their classes having a higher work, were less comfortable in their classes, anticipated receiving lower grades but reported similar satisfactions. The study suggested but the perception of higher work load, lower comfort to be addressed by future studies.

This study subtly indicates the values of traditional face to face classes.

(3) Factors contributing to the integration of computer technology in class room instruction – 2001

The purpose of this study was to determine the factors contributing and factors inhibiting the integration of computer technology in class room instruction. The population of this study included teachers from three middle schools in a central Virginia public school system. Questionnaire and interview were used to collect data.

Findings indicate that respondents appear to use computer technology for a range of personal reasons, yet reluctant to use and integrate that technology into classroom instructions. Thematic analysis revealed that time, access and support appear to be major factors that inhibit the use.

The study gives an indication that even through computer technology could make a speedy entry into other fields, it is slowed down in the Education field. It might be due to the human communication prevalent in traditional teaching methods.
(4) The impact of a web-based versus face-to-face instructional format for a lifetime fitness course on students’ wellness knowledge, attitudes and behaviours and levels of health related physical fitness – 2001

This study examined the web based versus face-to-face instructional format of a lifetime fitness course. Subjects for this study were 48 self selected volunteers – 18 in web based and 30 in face-to-face course. They have enrolled in Life Fitness at an NCAA, Division II university in the Midwest region of the united states. A pre/post design was used to collect data. ANOVA, ANCOVA and other statistical techniques were used. Results indicated that both the web based and face-to-face instructional formats had a positive impact on students’ wellness knowledge and behaviour and levels of health related physical fitness.

Once again it is shown that face-to-face mode of instruction can stand at par with instruction through electronic media.

(5) Computer aided instruction compared to a traditional method of teaching fraction in elementary mathematics – 2001

This study tested the hypothesis that students exposed to computer aided instruction and students exposed to traditional method would not demonstrate significant difference in math achievement. The researcher gathered and analysed student achievement by administering the California achievement test to the two groups as a pre and post assessment. The findings revealed that no significant difference was found between two methods of teaching in maths achievement.

The findings denote that computer aided instruction and traditional method are perceived as equal in causing learning, and the potency of traditional method to stand against the acid tests.
(6) Faculty perceptions of community in online and traditional courses at Catholic Colleges – 2001

This study investigated perceptions of traditional and online faculty had about community in their courses and how their perception differed. It took into consideration strategies, methodologies the factors which promoted and impeded the community. The researcher designed a 146 – intern survey and it was sent to 96 traditional instructors and 91 online instructors from 50 catholic colleges in U.S. The study revealed that traditional faculty employed more community than online faculty. Both ranked speaking freely and writing freely as their highest mean ranked item. Evidence showed 65.5% did not offer online courses.

The study shows preference to traditional instruction and potency of traditional faculty to create more community learning which rests on human communication potentials.

(7) An investigation of factors influencing the use of computer technology by middle school principals – 2001

This study aims at conceptualising the utility of computers through a number of research questions. Data were collected from 66 middle school principals from ten countries located at North California through the questionnaire developed by researcher. Analysis revealed that the principals used this technology more for electronic correspondence and less for instructional leadership tasks such as locating curriculum or staff development resources.

This study indicates a lesser preference for the use of computer technology in Educational contexts.
Material from Internet Sources

1. In addition to the browsing done, from a CD source (as below) the internet sources like www.net support school.com, www.cordance.org, www.untrochelyees.com, wwwkarnatik.com have been referred. They contained informations about the books, their programmes the departments, dances in different professional roles. No glimpses of interdisciplinary studies could be seen.

The following materials were browsed from a pre-recorded CD on internet sources related to Dance. Studies relating Dance with Expression management and classroom management were hardly found.

2. Thirumalai@be intel.org Dance

This is an article published by M.S. Thirumalai Ph.D., Editor, Languages in India. the Title reads as ‘An Introduction to Natya sastra – Gesture in aesthetic Arts. It relates to many aspects of Natya. He identified six ways in which the relationship between verbal and non-verbal communication can be understood. One such relationship is of equal correspondence between the two i.e. expression in one level can be translated into an expression at the other level. While dealing with Indian studies on non verbal behaviour, he states that traditional Indian studies of nonverbal behaviour link the non-verbal behaviour of everyday life with those of performing and other aesthetic arts and sea these behaviours interms of their exploitation and function in these arts.
This study hints on the role of non-verbal behaviours in Dance Drama and how the recontextualisation took place.

3. Bharatha Natyam by Jasjot Anand and Rupa Rao

It is the one with the photos of the aforesaid dancer, and there appeared a list of open Directory sites. The ‘.com’ addresses seem to relate with pure drama and dance. No such glimpses relating to researcher’s topic were seen.

4. Shreelatha Suresh – Dancer

This relates to training undergone, and appreciations own by the Dancer and nothing could be traced from an interdisciplinary perspective.

5. Chapter II – The Definition of Dances

This site shows a part of this dissertation by Julie Charlotte Van. Camp (1981). It elaborates on many definitions. One such definition of Dance as appeared in P.23, is as follows. It list out the necessary and sufficient conditions’ which distinguish Dance from other performing Arts.

1. human movement, that is

2. formalized (e.g. by being stylized or performed in certain patterns), with

3. such qualities as grace, elegance and beauty.

4. to the accompaniment of music or other rhythmic sounds

5. for the purpose of telling a story and / or

6. for the purpose of communicating or expressing human emotions, themes, ideas, and

7. with the aid of mine, costume, scenery, and lighting.
In P. 65 the author mentions Ruddy Arnheim observation on the meaning of dance movements i.e. .... all movement is expressive, and that ‘artistic’ movement is distinguished from ‘natural’ movement by being ‘stylistically organised’.

This observation has facilitated the need for ‘stylistic organisation’ of normal behavioural patterns in class room management through recontextualisation.

Consolidation

The studies related to Dance Drama, non-verbal communication and class room management ratified the researcher’s conception of the topic and rationalized the proceedings. Studies from internet sources were devoid of interdisciplinary perspective. Studies comparing traditional Vs multimedia methods, asserted the powerful, and vital position of traditional face to face human communication in managing class rooms.
Dance Drama Related Studies - References


Non-verbal Communication Related Studies – References


Class room management related studies – References


Traditional Vs multimedia related studies – References


