## CHAPTER VI

SUMMARY, FINDINGS, SUGGESTIONS AND RECOMMENDATIONS FOR FURTHER STUDIES

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6.1 Summary

Primary education system in India has historical importance as the whole system grew during the long British rule in India. The system well shaped out under formal system and became a system for mass education. The constitutional provisions and right to education act 2007 and consequently right to education act of Gujarat 2009 gave great importance to primary education in terms of enrollment retention and school nutrition program. Any system of education largely depends upon teaching learning processes it evolves. The national policy of education 1986 envisioned primary education as one of the development indicators. The motivating campaign for innovations and change also tried to enhance teaching learning processes along with the system of continues and comprehensive evaluation following summative and formative aspects. All above realities led the investigator to work in an area of teaching learning processes with a special attention to dramatization and drama. The growing primary students ever feel the need to express in variety of forms. The sense of imitation, showing emotions through gestures, informal behaviors, peer group interactions, liking for group performance are the general qualities of growing children. The first hand experience of the researcher in primary education and liking for learning through activities also led the researcher to testify experimentally with concerns for dramatization and drama. It is also the purpose of research to assess the possibility for making dramatization a regular practice at primary level which serves education, entertainment and active participation in learning enhancing activities. The joyful learning ever insists activity centered learning. The researcher has tried to establish the effectiveness of dramatization and drama at primary school level.
Following were the research objectives of the studies.

1. To develop classroom ‘drama’ by applying process of dramatization for standard 6\textsuperscript{th} in selected topics of (a) Gujarati (b) Science (c) Social Science (d) English.

2. To study the effectiveness of the classroom ‘drama’ programme in (a) Gujarati (b) Science (c) Social Science (d) English of standard 6\textsuperscript{th} at primary school level.

3. To study the effectiveness of the classroom ‘drama’ programme in terms of gender and family income.

4. To prepare a three-dimensional achievement test for following subjects of standard 6\textsuperscript{th} at primary school level: (a) Gujarati (b) Science (c) Social Science (d) English.

5. To study the reactions of standard 6\textsuperscript{th} students in term of their experience on classroom drama programme.

The experiment was carried out to measure the effectiveness of dramatization in four subjects a) Gujarati (b) Science (c) Social Science (d) English. With the purpose to assess the possibility of dramatization as one of the regular components of teaching learning processes at primary school level. Researcher also sought the help of innovative teachers teaching the subjects under study and the experts in dramatization processes the whole schedule a programme was prepared by consulting principals and students.

All the students were also given an opportunity for participation. The study was carried out with following variables. “Teaching through drama” is independent variable which is compared with “traditional teaching” in the classroom. Dependent variable is achievement in subject in four subjects. Moderate variables are gender and family income. The null hypotheses were formulated and tested using t –test to find out the levels of significance. Findings of the study in terms testing of hypotheses are as under.
6.2 Testing of Hypothesis and Findings:

\( H_{01} \) There will be no significant difference between the mean scores of achievement test of students under experimental group and control group in Gujarati subject.

The t value is 5.14, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis \( H_{01} \) was not accepted. The achievement in Gujarati subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

\( H_{02} \) There will be no significant difference between the mean scores of achievement test of boys of experimental group and control group in Gujarati subject.

The t value is 4.68, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis \( H_{02} \) was not accepted. The achievement in Gujarati subject in experimental group was higher than controlled group, which shows effectiveness of treatment in experimental group is higher than controlled group.

\( H_{03} \) There will be no significant difference between the mean scores of achievement tests of girls under experimental group and control group in Gujarati subject.

The t value is 2.62, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis \( H_{03} \) was not accepted. The achievement in Gujarati subject in experimental group was
higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

**H04** There will be no significant difference between the mean scores of achievement test of high family income students under experimental group and control group in Gujarati subject.

The t value is 5.55, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis H04 was not accepted. The achievement in Gujarati subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

**H05** There will be no significant difference between the mean scores of achievement tests of low family income students of experimental group and control group in Gujarati subject.

The t value is 1.79, it is significant at 0.1 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis H05 was not accepted. The achievement in Gujarati subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

**H06** There will be no significant difference between the mean scores of achievement tests of boys and girls of experimental group in Gujarati subject.

The t value is .55; it is not significant at any level. Therefore it can be said that, in terms of achievement boys and girls does not show effectiveness in mean score of achievement. Therefore hypothesis H06 was accepted.
\(H_{07}\) There will be no significant difference between the mean scores of achievement tests of high family income students and low family income students of experimental group in Gujarati subject.

The t value is 0.47; it is not significant at any level. Therefore hypothesis \(H_{07}\) was accepted.

\(H_{08}\) There will be no significant difference between the mean scores of achievement tests of students of experimental group and control group in Science subject.

The t value is 3.39, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis \(H_{08}\) was not accepted. The achievement in Science subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

\(H_{09}\) There will be no significant difference between the mean scores of achievement tests of male students of experimental group and control group in Science subject.

The t value is 3.7, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis \(H_{09}\) was not accepted. The achievement in Science subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

\(H_{10}\) There will be no significant difference between the mean scores of achievement tests of female students of experimental group and control group in Science subject.
The $t$ value is 1.39; it is not significant at 0.01 or 0.1 level. Therefore hypothesis $H_{10}$ was accepted.

$H_{011}$ There will be no significant difference between the mean scores of achievement tests of economically high Status students of experimental group and control group in Science subject.

The $t$ value is 4.3, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group, and therefore hypothesis $H_{011}$ was not accepted. The achievement in Science subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

$H_{012}$ There will be no significant difference between the mean scores of achievement tests of economically low Status students of experimental group and control group in Science subject.

The $t$ value is 1.39; it is not significant at 0.01 or 0.1 level. Therefore hypothesis $H_{10}$ was accepted.

$H_{013}$ There will be no significant difference between the mean scores of achievement tests of male students and female students of experimental group in Science subject.

The $t$ value is .74; it is not significant at 0.01 or 0.1 level. Therefore hypothesis $H_{013}$ was accepted.

$H_{014}$ There will be no significant difference between the mean scores of achievement tests of high family income students and low family income students of experimental group in Science subject.

The $t$ value is 0.79; it is not significant at 0.01 or 0.1 level. Therefore hypothesis $H_{014}$ was accepted.
There will be no significant difference between the mean scores of achievement tests of students of experimental group and control group in Social science subject.

The t value is 4.43, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group.

The achievement in Social Science subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

There will be no significant difference between the mean scores of achievement tests of male students of experimental group and control group in Social science subject.

The t value is 4.43, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group.

The achievement in Social Science subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

There will be no significant difference between the mean scores of achievement tests of female students of experimental group and control group in Social Science subject.

The t value is 2.43, it is significant at 0.02 level means the treatment is effective in experimental group compared to controlled group.

The achievement in Social Science subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.
H⁰₁₈ There will be no significant difference between the mean scores of achievement tests of high family income students of experimental group and control group in Social Science subject.

The achievement in social science subject in economically high family income students is significantly high than economically low students. The t value is 5.53, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group.

H⁰₁₉ There will be no significant difference between the mean scores of achievement tests of low family income students of experimental group and control group in Social Science subject.

The t value is 1.44; it is not significant at 0.01 or at 0.1 levels, so that the null hypothesis H⁰₁₉ was accepted. It shows that the treatment is not effective in low family income students in social science students.

H⁰₂₀ There will be no significant difference between the mean scores of achievement tests of male students and female students of experimental group in Social Science subject.

The t value is .82; it is not significant at 0.01 or 0.1 level. Therefore it can be said that, in terms of achievement boys and girls does not show effectiveness in mean score of achievement. Therefore hypothesis H⁰₂₀ was accepted.

H⁰₂₁ There will be no significant difference between the mean scores of achievement tests of high family income students and low family income students of experimental group in Science subject.

The t value is 1.91; it is significant at 0.1 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis H⁰₂₁ was
not accepted. The achievement in English subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

$H_{022}$: There will be no significant difference between the mean scores of achievement test of students under experimental group and control group in English subject.

The t value is 5.65; it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis $H_{021}$ was not accepted. The achievement in English subject in experimental group was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group.

$H_{023}$: There will be no significant difference between the mean scores of achievement test of boys under experimental group and control group in English subject.

The t value is 5.11, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis $H_{023}$ was not accepted. The achievement in English subject in experimental group of boys was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group of boyes.

$H_{024}$: There will be no significant difference between the mean scores of achievement test of girls under experimental group and control group in English subject.

The t value is 2.66, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis $H_{024}$ was not accepted. The achievement in English subject in experimental group of
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girls was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group of girls.

\textbf{H}_{025} \text{ There will be no significant difference between the mean scores of achievement test of high family income students under experimental group and control group in English subject.} 

The \textit{t} value is 6.38, it is significant at 0.01 level means the treatment is effective in experimental group compared to controlled group. Therefore hypothesis \textbf{H}_{025} was not accepted. The achievement in English subject in experimental group of high family income was higher than controlled group. Which shows effectiveness of treatment in experimental group is higher than controlled group of high family income.

\textbf{H}_{026} \text{ There will be no significant difference between the mean scores of achievement test of low family income students under experimental group and control group in English subject.} 

The \textit{t} value is 1.61; it is not significant at 0.01 or 0.1 level. Therefore hypothesis \textbf{H}_{026} was accepted.

\textbf{H}_{027} \text{ There will be no significant difference between the mean scores of achievement test of boys and girls under experimental group in English subject.} 

The \textit{t} value is 1.06; it is not significant at 0.01 or 0.1 level. Therefore hypothesis \textbf{H}_{027} was accepted.

\textbf{H}_{028} \text{ There will be no significant difference between the mean scores of achievement test of high family income students and low family income students under experimental group in English subject.} 

The \textit{t} value is 1.15; it is not significant at 0.01 or 0.1 level. Therefore hypothesis \textbf{H}_{028} was accepted
The findings on student reactions by using chi square are as under:

1. For the statement one under scale the responses are showing significant at .01 level means students believe that learning through drama content-understanding becomes easier.

6.3 Suggestions:

Suggestions to the Policy- makers

1. The policy makers shall incorporate drama and drama forms as one of the components of regular teaching at primary level in at least four subjects: Gujarati, Science & Technology, Social Science and English.

2. The boys and girls gender differences are socially imbibed and for its removal such an approach is very important. It is empirically observed during the study.

3. The family members including parents should be oriented to the need and importance of school activities relating to drama and close to drama activities.

4. Policy makers should communicate to practiceners in this regard.

6.4 Recommendations for Further Studies:

This research opens the possibility of many more research works that can be made to carry forward the study made by the researcher. The recommended research works are mentioned below.

6.4.1 This research work dealt with primary schools. The similar research can be under taken in secondary and higher secondary level.
6.4.2 This research dealt with four school subjects: Science, Social Science, Gujarati and English. Similar study can be undertaken in other school subjects, like Geometry (Mathematics), Sanskrit, Hindi, Environment etc. at primary, secondary and higher secondary levels.

6.4.3 This experiment was undertaken on the Gujarati Medium Primary Schools only. The similar study can be made in English Medium Schools, at primary, secondary and higher secondary levels.

6.4.4 None of the students either in control group of experimental group was a special student in this research. So there is a scope of making the similar research on students with special needs in socio-psychological perspectives.

6.4.5 The researcher experienced during the replication of experiment that dramatization not only affects the achievement of the students but also affects many personality related aspects of the student. So, further study can be taken to measure the effect of dramatization on personality aspects like confidence level, introversion and extroversion, social development, development of emotional quotient, etc.

6.4.6 During the dramatization process, the researcher made the students improvise dialogues and underwent the creative drama activity. It was experienced during this process that the students demonstrated too much interest in the process and tried to know many more facts related to the events included in the drama. So, it clearly appeared that the students were eager not to mug up the basic text or the script but to know about the emotional, cultural, social and scientific background of the dramatized lesson they were supposed to enact. Through this experiment, the researcher found the possibility of undertaking
more research in the direction of impact of dramatization on enhancement of enthusiasm, creative thinking, productive thinking and learning attitude of the students along with emotional and expressive aspects.

6.4.7 The researcher realized in this experiment that many of the psychological aspects were being exposed during the process of producing dramas. The self-made dialogues of the students actually revealed their own opinions, prejudices, beliefs and misbelieves. This fact leads to the possibility of further research to be undertaken in the direction of using dramatization as a tool of evaluation based on projective method and even in the process of strengthening social system at school and class levels.

6.4.8 The researcher found that many Life Skills are also being developed as a side product of dramatization. Therefore, further research is recommended to be undertaken in the direction of the impact of dramatization on development of Life Skills.

6.5 Summing up:

Drama is a powerful medium of expression it has generally been used for entertainment. This performing art is a combination of many skills. An actor possesses all such skills and his personality is noticeably developed, more than a common man. Drama has not only been entertaining people but has also been a great motivating factor of social reformations and mass education. Using drama in education is not really a new thought but its actual use in classroom is seldom observed. The present study has proved how effective dramatization could be, if used properly in the classroom teaching to teach most of the school subjects. It not only increases the achievement of students but also develops students’ personality,
increases students’ interest in the subject that they study and helps solve many personality problems. If the education system, not only of Gujarat but also of our country considers the facts observed by this study and follows the suggestions, there are bright chances to bring about a great change in teaching and learning experiences.
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