Chapter III

REVIEW OF PAST STUDIES AND IMPLICATIONS

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3.1 Introduction:

The review of related literature in any fields of research forms the foundation up to which all future work will be built. According to Daud J. Zou (1969) “Every research problem should be based on all relevant thinking and researches that had preceded it. When completed, it becomes a part of the accumulated knowledge in the field and so contributes to thinking and research that follows”.

So before any research work it is necessary to review related literature. G.J. Mouly (1964) writes in this reference, “The review of the reference literature is essential to the development of the problem and to the derivation of effective approach to its solution.”

Keeping these facts in mind the researcher has gone through the related literature. This literature comprises of books related to the subject, research works done Ph.D. level, literature available on Internet, E-Journals and other periodicals. The researcher has benefited a lot from the related literature in general and previous researches in particular.

3.2 Importance of Reviewing Past Studies

Survey of related literature is an essential pre-requisite to actual planning and execution of any research project. According to W. R. Borg, “Unlike the other animals, that must start a new with each generation; man builds upon the accumulation recorded knowledge of the past”. The survey of related literature helps the investigator to avoiding duplication of the work and it also gives benefit to getting ideas of those similar studies in respect of methods adopted and devices used in the collection of data and their organization and interpretation for all these reasons. The research workers have to go
throw the available, relevant literature before he actually commences his own work of research. According to Gall, M.D., Borg W.R. and Gall J.P. (1998), the survey of related literature serves the following purposes.

- Delimiting the research problem
- Seeking new lines of inquiry
- Avoiding Fruitless approaches
- Gaining Methodological insights
- Identifying recommendations for further research and
- Seeking support for grounded theory

The investigator after going through literature related to the theory and concepts of the problem has found out some generalizations and gaps that are prevailing in the area of the problem. The theoretical review is with a critical analyses is attempted to be furnished below.

3.3 Review of Past Studies Carried-out Abroad:

3.3.1 Studies on the importance of Play and its influence on child

(1) Lissa (1939) construes that play, the most characteristic feature of childhood, is the child's natural way of developing his own body and mind and preparing himself for the serious business of life. It is an activity that arises spontaneously and is similar in type all over the world.

(2) Wills (1958) establishes that fantasy is the means by which a child advances towards cognition and orientation to reality. The failure of cognitive ability or fantasy to develop normally is a symptom of emotional maladjustment.
(3) **Kohn (1972)** maintains that sand play helps in building many basic concepts through experimentation. Pre-number concepts come naturally through play. The relationships between quantity and size, volume and shape, different shapes to each other etc. come naturally through play.

(4) **Caplan and Frank (1973)** prove that through play, the child learns about the nature of the real world and his place in it, heaviness and lightness, how things fit and balance, what is hard to bump against and what is soft, what smells good and what smells bad.

(5) **Danoff et al. (1977)** asserts that the "great outdoors" is truly the setting for exciting play experiences for children. It offers them the opportunity to refresh them physically and to test out newly acquired skills like climbing, skipping, hopping, jumping, balancing and running.

(6) **Devries and Karnii (1979)** point out that on the play ground; pre-school children learn an enormous amount of elementary Physics at the level of practical intelligence.

State Institute of Education, stresses that play prepares the child for his future life. It uses every ounce of the child's energy. It encourages his imagination and develops skills of both body and mind. It helps him to understand others and develop a warm and sympathetic attitude towards them. How to compete, take hard knocks, win gracefully, when to assert oneself and when to forget self-interests are all learned through play. Play helps break down tension and releases pent-up steam. Thus play is the motivating force in children’s learning and its significance is revealed in every aspect of their development.
(7) **Hurlock (1981)** cites that the stimulus that give rise to free and spontaneous play is something which is new and different in the environment or toys that are: specially designed for exploration. The more complex the object is, the longer the time spent in exploring it.

(8) **Sylva and Lunt (1982)** believe that the preschool years are important for the development of child's communication and language and children learn much from each other. Creative activities, construction, and make-believe are those kinds of play which provide the opportunity for conversation among children.

(9) **Baruah (1986)** considers play as a natural means of keeping physical health and vigor of young children. Play activities form an important aspect of social development. Emotional adjustment and emotional maturity may also be ensured through play. Play gives freedom of self-expression, which is an essential condition of development.

(10) **Hoffman et al. (1988)** conclude that around the age of 3, boys become more proficient than girls at play that requires strength, such as throwing a ball at a distance. But 3 year old girls are more skilled in most activities that do not require power.

(11) **Rutter and Norman (1990)** argued that in play children practice cognitive skills, imagination, social roles and language. For example, children who spontaneously engage in a lot of fantasy play are more socially competent, assertive and skilled in understanding other people's perspectives than children of comparable intelligence and sociability who indulge in less fantasy play.
(12) Atkin (1993) points out that different kinds of play foster different aspects of learning: for example, exploring (epistemic) play enhances problem solving skills, while imaginative play contributes to verbal fluency, divergent thinking skills and storytelling skills.

(13) Mc Kimmey (1993) observed that through play children gain the skill to use symbols and representations for things and events in the environment, providing the basis for further use of language.

(14) Bigner (1994) maintains that play activities are often opportunities for younger children to discover their personal abilities as well as the social and physical world in which they live.

(15) Hartle et al. (1994) observes the playground behavior and social interaction of 27 kindergarten children in a university laboratory school, focusing on the children's ability to successfully negotiate social interactions, and found that communication skills, ability to recognize and understand other's emotions and needs and self confidence are critical to positive social development.

(16) Mistry et al., (1994) mentioned that the early years of child's life are very important from the point of view personal and social development.

(17) Momson (1995) concludes that play allows children to participate vicariously in a wide range of activities associated with family living, society and their cultural heritage.

(18) Corsini and Auerbach (1996) refer play as a vehicle for learning that enables a child to grow cognitively, socially, physically and emotionally. It is more than simply 'a child's work', as within the context of play the child learns
about interrelationships and is afforded the means to become an effective participant.

(19) McLane et al. (1996) examined the attitude of teachers, administrators and college educators towards play and how play is facilitated among children at early childhood. The findings suggested that early childhood professionals held a range of perspectives on play reflecting differences in knowledge, values, beliefs and practices, which were rooted in their differences in personal, cultural and educational experiences.

(20) Perry (1996) examined two contrasting approaches to teaching preschool children and considered their effects on children's linguistic and social abilities. One of the teaching approaches was the Activity-based Approach in which the teacher provides planned activities based on observation and perceptions of children's needs and interests. The second teaching approach was the Event-based Approach in which the teacher and the children together create the curriculum, with the teacher actively encouraging children to express their own ideas and to represent and re-create events and experiences, often in the context of pretend play. The findings indicated that children in the Event-based Approach demonstrated significantly clearer communication and more cooperation, although differences in terms of social abilities relating to friendship were not significant. The findings also indicated that there are important links between pretend play and the social interaction it engenders and cognitive development.

(21) Wood and Artfield (1906) reveal that play is widely regarded as essential part of childhood and its significance has been idealized.
(22) Davies (1997) examined teachers thinking and practices in relation to the role of the teacher in children's outdoor play. The results revealed teachers have a distinct and shared belief and that children should be carefully supervised. They should have the freedom to engage in activities of their own choice, without unnecessary intervention from teachers. The teachers predominantly perceived their role in terms of setting the stage for play, observing and monitoring events, and intervening or redirecting only when children's behaviour was considered inappropriate. This view of minimal intervention by teachers was consistent with their beliefs about children as learners and about the purpose and value of outdoor play in early childhood curriculum.

(23) Kirby (1998) examined age differences in the amount of fantasy play in the pre-school classroom and in the amount and type of private speech that occurs during fantasy play in free play episodes. Results showed that age differences were found in the amount of fantasy play and in the amount of total private speech, word play and repetition.

(24) Essa (1999) points out that play provide many opportunities for children to practice skills, stretch thinking abilities, work through emotions, socialize and be creative.

(25) Tarkington and Landers (1999) found that play helps babies and children to grow, learn and explore, to practice language, develop social skills and come to some understanding of adult roles.
(26) **Click (2000)** concludes that this is the period in which children are mastering their gross motor skills. They recklessly practices running, climbing, jumping and so on. They test out what they can do and attempts to overcome fears of new activities.

(27) **Dutt (2000)** pointed out that play situations and the activities involved steadily influence the mental development of preschool age children.

(28) **David (2001)** points out that, children are, during this phase of life, exploring and experimenting with social relations and play provides a means for such explorations.

(29) **Golbeck (2001)** indicates that during pre-school years, play time fulfills two needs related to children's learning. First it provides opportunities for recreation and social games rework curricular information. A second role for play is that of freshening up the child's mental energy.

(30) **Kontos (2001)** examined preschool teachers' involvement in activity settings, their roles and their talk during free play time. Results revealed that teachers were most often in the role of play enhancer/playmate and stage-manager. They spent most of the time in constructive and manipulative activity settings. Their talk focused most often on statements supporting play with objects, practical/personal assistance and questions supporting play with objects.

(31) **Lynne (2002)** are of the opinion that play has all the characteristics needed for mathematical thinking: like deciding, imagining, reasoning, predicting, planning, trying new strategies and according some play will involve cooperation learning.

(32) **McClure (2002)** concludes that play has all the characteristics
needed for mathematical thinking: deciding, imagining, reasoning, predicting, planning, trying out strategies and recording. Some play will involve cooperative learning also. Sharma and Sharma (2002) reveal that early childhood is the age of growth, the period of all kinds of development and growth.

(33) Shabuam (2003) points out that there has been a worldwide consensus among psychologists, that preschool age is the critical period in the life span of the child. It is during this period that foundation for all later development is laid. The growth of imagination which begins in late infancy, increases sharply during the preschool years and at that time children show much more interest in make-believe activities in which they personify and portray fragments of their past adventures, television plays and adult activities.

(34) Drifte (2004) proves that play plans are excellent for offering the parents a way of positively supporting their child. It reassures the parents that they are actually doing something towards their child's progress.

(35) Pasricha (2004) indicates that when playing with blocks, children learn different shapes like squares, rectangles, triangles etc. When playing with clay, he can learn about the texture of things - smooth and rough. When playing in the doll house, children enjoy role-play.

(36) Shany (2004) reveals that constructive materials such as clay, play dough, blocks, building bricks are probably the most versatile of toys giving children an opportunity to interact with tangible objects and to make thing without predefined rules.
(37) Mathieson (2005) maintains that there are many ways in which we can take part in the activities of children and often our choices of how we get involved will influence how much the child learns from experience. We can choose from; playing alongside, giving running commentary of what the child is doing, thus taking an equal part in the activity.

3.3.2 Studies on Gender Differences in Free Play Preferences

(1) Lissa (1939) observer; that sex too influences the choice of play. Brother and sister of the same age will play with different things in the same environment, the girl probably choosing doll play and the boy playing with engines and motor cars.

(2) Elkind and Weiner (1978) established that in the end of the third year most boys and girls know what sex they are and understand the major aspects of stereotyped sex-role behaviours.

(3) Narula (1982) conducted a study on play preferences of Nursery school boys and girls in relation to their cognitive development, socio-economic status, relation to frustration and pattern of social behaviour. The findings of the study were:

1. Most of the boys and girls preferred trays, fruit sets, building sets, beads, bricks, hole fixings, boxes, alphabets and water.

2. In the case of outdoor games, boys and girls preferred to play with double ladder, jungle jims, sand boxes, merry go round, rocking boat, rocking horses, slides, see-saw, balls, jumping mats and rings.

3. Play performances of boys and girls did not differ significantly at junior levels both in case of Indoor as well as Outdoor.
4. Boys and girls displayed different patterns of social behaviour. Boys displayed more patterns of co-operation and sympathy. Smith and Lowie (1988) established that differences in the frequency of fantasy play are inconsistent, but there are sex differences in the choice of roles in socio-dramatic play. Zheng and Colompo (1989) observed 16 male and 14 female children (aged 32-66 months) with or without siblings during free play periods to determine the influence of number of siblings and gender on type of play activities and social behaviors. Boys engaged in more unoccupied behavior and solitary play than girls, and girls talked more and showed marginally more peer-directed social behavior than boys. Results reaffirm the potency of sex differences in early play and social participation and suggest that the social behavior of only children may be indistinguishable from non-only children in group settings. Levy's (1994) classification of clustering in recall of 44, 49 to 81-month old predominantly white children of gender typed indoor and outdoor toys were studied. The results are discussed in terms of gender differences in play contexts. Boys and girls show distinctively different patterns in abilities to accurately classify toys. Ward (1994) indicates that active adult involvement in children's play can increase: the social level of play and have a beneficial impact on children's cognitive growth. Chao (1995) examines the effects of certain types of play activities on children's pro-social behaviour and styles of play and to investigate the relations
of gender and play activities on children's pro-social behaviour and styles of play. The results indicated that: (1) there were significant relations between pro-social behaviour and styles of play; (2) there were no significant differences between goal directed and free play activities on children's pro-social behaviour and styles of play respectively; (3) there was a significant gender difference on children's play behaviour but no gender differences were found on children's pro-social behaviour; (4) there were no significant differences between gender and play activities on children's pro-social behaviour and play behaviour respectively; (5) there were significant differences between Build a zoo and Build a fire station' play types on children's pro-social behaviour and styles of play.

(10) Malone and Langone (1995) while comparing the gender differences in the observed play of 30 pre-school children with cognitive delays found that, overall, oys engaged in more functional play and were more sophisticated with playing with a vehicle toy set whereas girls engaged in more constructive play and demonstrated greater sophistication with respect to doll toys.

(11) Nepple and Murray (1997) examined gender differences in dominance and play among forty eight 4-5 year old preschoolers linked in girl-girl and girl-boy dyads. The findings reveal girl-girl dyads had more cooperative play, boys had higher functional play, and girls engaged in more dramatic play during feminine activities whereas boys displayed more dramatic play during masculine activities.

(12) Mac Naughton (2000) noted that in play, children create and recreate their understanding of what they believe to be normal behaviour of boys and girls,
women and men. They construct their play using what they have distilled from the adult world about normal gendered ways of being, thinking and acting.

3.3.3 Studies on the Relationship between Play and Culture

(1) Montessori (1959) establishes that the mind of the child does not limit itself to the objects they see and their qualities, but goes beyond this, showing imagination.

(2) Picknas (1976) depicts the subject matter reproduced in the make-believe play of children between four and six is usually that which touches their own well being or that of their family and friends.

(3) UNESCO (1976) reports the effect of environment, its physical and cultural aspects, at home in the community, etc. and found that they are clearly important in determining the ages at which children reach certain stages of their development and the particular skills which they may develop.

(4) Seefield and Galper (1990) claim that cultural influence is significant in how children play, what they do, when they do it, with whom, where it is done and how adults intervene.

(5) Liang (2001) investigates children's everyday play in a working class Taiwanese pre-school. His findings suggest a strong cultural influence of Confucian ideas to the children's preschool life and their play environment.

3.3.4 Studies on the Importance of Fantasy play and its influence on the cognitive development of the child
(1) **Lewis (1965)** holds that: the importance of imaginative play in a child's cognitive development is that it readily expands into exploratory and constructive play, which as it presents him with successive problems, demands the exercise of reasoning.

(2) **Smilansky (1968)** observes that through dramatic play the child can freely display, in a variety of ways, his physical powers, his creative ability, and his budding social awareness.

(3) **Strang (1968)** maintains that through fantasy and dramatic play, he gets an idea of how other people feel - how it feels to be a teacher, a mother, a baby, a doctor, a policeman, a milkman etc. When he acts out experiences in play, he achieves successes that he may not have been able to achieve with real people in real situations.

(4) **Picknas (1976)** found that during early childhood years, play activities become increasingly creative and dramatic as the child's imagination flourishes.

(5) **Danoff et al. (1977)** found that by observing dramatic play, adults get about children's most intimate thoughts and feelings. Children often use dramatic play as a way to unravel confusions and deal with the complicated process of growing up.

(6) **Read and Patterson (1980)** establishes that dramatic play has therapeutic value for children. Through his dramatic play the child may also be communicating feelings and ideas. With only limited ability to express himself in
language, words, he uses action to represent in symbolic ways that he is feeling and thinking.

(7) Hetherington and Park (1986) reveal that imaginative play seems particularly important in the development of social competence. It permits children to practice their own future roles as well as to playfully experience the roles and feelings of others.

(8) Raynolds (1987) affirms that opportunities for creative and imaginative play are important for teaching self-reliance, developing the imagination and giving the child opportunity to act out his fear and aggression.

(9) Seefeldt and Galper (1990) found that social pretend play reveals progress in de-contextualization. As children engage in pretend play, they increasingly become less dependent on prototypical objects. Social pretend play reveals progress in integration. As children interact with one another, they increase the array of symbolic actions from a single transformation to masculine combination.

(10) Barbara (1990) argued that it is through complex, self-directed pretend play that young children acquire the greatest potential to learn, by re-enacting their own life experiences and by sharing the negotiating experiences with other children and adults.

(11) Wolf (1991) maintains that, when children engage in make believe play, they not only derive enjoyment from it, but also they practice a wide range of basic skills that involve invention, imagination, independence, sand language development.
(12) **Cohen and Mackith (1991)** pointed out that children spend a great deal of their time playing same games. But not all play involves imaginative acts.

(13) **Tan (1994)** examined the effects of thematic fantasy play (TFP) on the perspective taking of 27 kindergarten children by having their teacher guide them in the re-enactment of fairy tales. The results demonstrated that the children exposed to TFP performed significantly higher on measures of perceptual, cognitive and affective perspective taking than a control group not exposed to TFP.

(14) **Wyver and Spence (1995)** observed behaviours of 37 female and 23 male Australian preschoolers. They found that only 20% engaged in Thematic Pretend Play (linked to perspective taking, language development, impulse control, divergent problem solving) whereas 24% used cooperative social play (linked to divergent problem solving). Results suggest need for assistance in the development of play skills from properly trained staff.

(15) **Taylor and Carlson (1997)** examined the relation between early fantasy/pretense and knowledge about mental life in 3- and 4-year olds. They found that performance on theory of mind tasks was significantly intercorrelated when effects of verbal intelligence and age were statistically controlled.

(16) **Umek and Musek (1997)** investigated the content, degree of complexity and wholeness of the transformation in symbolic play among same age and mixed age groups of 4 to 7 years old in Slovenia. The results confirm that in mixed age groups the role definition in symbolic play is provided on a higher level than in same age groups, which enables social imaginative play to develop.
(17) **Rodger (2001)** opines imaginative play provides children with the opportunity to represent the world away from the reality to it children act out scenes from home in their role play.

(18) **Whitmore et al. (2004)** established that each socio-dramatic play opportunity provides a frame for children to construct and pass on literacy information.

### 3.3.3 Studies on the Thinking Outcomes

(1) **Dupont (1989)** has made a doctoral research on “The Effectiveness of Creative Drama as an Instrumental Strategy to Enhance the reading Comprehension Skill”

Objective: to measure the reading comprehension skill of those students of fifth standard who were taught through creative drama strategy.

Method:

Pre-test Post Test Control Group Method was applied on three groups of fifth standard students having 17 students in each group.

Procedure:

Group 1, being an experimental group was given the task of reading the selected stories from complimentary reading literature and then was assigned drama activity based on the stories. Group 2 had to read the stories and discuss them. Group 3 was not given any treatment. Metropolitan Reading Comprehension Test (MAT-6) was used as Pre-test and Post test.

Findings:
The creative drama strategy has been proved to be more effective compared to discussion and traditional method on reading comprehension of the students. 


Objectives:
To observe the effectiveness of drama and puppetry on children and youth of Hawaii

Method:
Survey method was applied.

Procedure:
The Protestant Missionary of England made a large scale survey with the help of observations and opinionnaire.

Findings:
Drama and puppetry are the arts that have very strong grip on children as well as youth.

Uniqueness of the study:
Most of the previous studies related to dramatization are made on one or two subjects. Dramatization, as such, is more opted in languages and humanities. The present study deals not only with languages but also other disciplines. The subjects included in this study are Mathematics, Science, Social Science, Gujarati, Sanskrit, English and Hindi. In this way it differs from other studies and claims its
uniqueness. This study also gives a hint of developing dramatic script based on different educational points belonging to different subjects.

The investigator has himself written the scripts of all the units and also prepared guideline for the performance of the dramas.

Dramatization, as a method, requires total participation of students. Students are not mere spectators. They are not shown the drama but they actually act in the drama as a character. This way it is more student-oriented and thus differs from many of the previous studies. The classroom is not confined to four walls, actually it is a stage. So, the students are always active during dramatization which is the basic requirement of the study.

The following inputs will be useful through this study.

1. Dramatization of the educational subject matter.
2. Interrelation of effectiveness of dramatization with reference to different subjects.
3. Effect of dramatization on acquisition of language skills.
4. Impact of dramatization in developing understanding.

3.4 **Review of Past Studies carried out in India**


The objectives:
(1) To compare the effect of teaching through video programmes with and without discussion and traditional method on the achievement of student teachers.

(2) To compare the achievement of science and arts student teachers.

(3) To compare the achievement of male and female student teachers.

(4) To study the effect of interaction between method of teaching and the faculty on the achievement of the student teachers.

(5) To study the effect of interaction between sex and the method of teaching on the achievement of the student teachers.

(6) To study the effect of interaction between sex and the faculty on the achievement of the student teachers.

(8) To study the effect of interaction of independent variables on the achievement of the student teachers.

(9) To study the effect of video programmes on the attitude of the student teachers towards education through video programmes.

Hypotheses:

(1) There will be no significant difference among the mean achievement scores of the student teachers taught by video programmes with discussion, without discussion and traditional method.

(2) Mean achievement scores of the student teachers belonging to science and arts faculties will not differ significantly.
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(3) Mean achievement scores of male and female student teachers will not differ significantly.

(4) There will be no significant effect of interaction between method of teaching and faculty on the achievement of the student teachers.

(5) There will be no significant effect of interaction between method of teaching and sex on the achievement of the student teachers.

(6) Interaction between faculty and sex will not affect the achievement of the student teachers.

(7) There will be no significant effect of interaction among the independent variables on the achievement of student teachers.

(8) There will be no significant difference between pre and post treatment mean attitude scores of the student teachers.

(9) There will be no significant difference between pre and post treatment mean attitude scores of the science student teachers.

(10) There will be no significant difference between pre and post treatment mean attitude scores of arts student teachers.

(11) There will be no significant difference between pre and post treatment mean attitude scores of the male student teachers.

(12) There will be no significant difference between pre and post treatment mean attitude scores of the female student teachers.
Total three B. Ed. colleges situated in Ahmedabad were selected for the study using purposive sampling technique. Out of which one remained common as an experimental college in both the year of the study as the replication of the study was done in the second year of the study. Out of the remaining two colleges, one was selected in the first year of the study and the second in the second year of the study. The student teachers of these colleges were treated as control groups. The number of student teachers selected for the study was 163 in the first year and 205 in the second year of the study. These student teachers were divided in three groups keeping in mind their IQs, faculty and sex, out of which two groups were treated as experimental groups and one as control group in both the years of study. $3 \times 2 \times 2$ factorial design was selected in both the years of study for the analysis of the achievement scores. Further the attitude towards the education through video programmes of the student teachers of the experiment groups were also measured before and after the treatment so pre test post test was also adopted to know the change, if any, in their attitude before and after they were exposed to the experiment. Method of teaching, faculty and the sex were the main independent variables and the achievement and attitude of the student teachers towards education through video programmes were the dependent variables. Desai Verbal Non-verbal Intelligence Test was used for dividing the student teachers in different groups. IQ test was assessed in both the years in all the colleges of study. Attitude Scale was used to know the attitude of student teachers regarding the usage of video programmes in teacher education programme. The investigator constructed an achievement test in Gujarati. A $3 \times 2 \times 2$ factorial design Analysis of Variance (ANOVA) was used for the analysis of achievement scores. Further to check the significance of mean difference of different groups Scheffe test was also
used. To compare the attitude of the student teachers of experiment groups towards education through video programmes before and after the experiment the ‘t’ test was used.

The major findings of the study were: (1) The methods of teaching had significant effect on the achievement of the student teachers. (2) The student teachers who were taught through the video programmes with discussion were better in achievement than the student teachers who were taught through video programmes without discussion. (3) The student teachers who were taught through the video programmes with discussion were better than the student teachers who were taught through the traditional methods as far as their achievement was concerned. (3) The student teachers who were taught through the video programmes without discussion were better than the student teachers who were taught through the traditional method as far as their achievement was concerned. (4) It was also found that the student teachers belonged to the Science faculty were cleverer than those belonged to Arts faculty as far as their achievement was concerned. (5) Sex of the student teachers did not affect their achievement significantly. (6) Interaction between the methods of teaching and faculty had no significant effect on the achievement of the student teachers. (7) Interaction between the methods of teaching and sex had no significant effect on the achievement of the student teachers. (8) Interaction between the faculty and sex did not affect the achievement of the student teachers significantly. (9) Interaction among the methods of teaching, faculty and sex had no significant effect on the achievement of the student teachers. (10) Attitude of all the student teachers towards the education through video programmes after the treatment was more positive than that was before the treatment. (11) Attitude of the male student teachers towards the education
through video programmes after the treatment was more positive than that was before the
treatment. (12) Attitude of the female student teachers towards the education through
video programmes after the treatment was more positive than that was before the
treatment. (13) Attitude of the science student teachers towards the education through
video programmes after the treatment was more positive than that was before the
treatment. (14) Attitude of the arts student teachers towards the education through video
programmes after the treatment was more positive than that was before the treatment.

(2) Shehnaz A. Babi: Effectiveness of Teaching methods based on Puppet-show and its
Videography for the Teaching of Language and History. Ph.D. (Edu.), Saurashtra
University, 2006.5

Objectives:

(1) To prepare puppet-shows for the selected units of Hindi and History of the syllabus of
standard nine.

(2) To prepare the video lessons based on the Videography of puppet-shows of the
selected units of standard nine.

(3) To study the effectiveness of the Teaching Method based on the puppet-show with
reference to the Traditional Method of Teaching for the Achievement of students
learning.

(4) To study the Effectiveness of the video lesson based on the Videography of puppet-
show with reference to the traditional method of Teaching for the Achievement of
students learning.
(5) To study the effectiveness of the Teaching Method based on the puppet-show with reference to the video lesson based on the Videography of puppet-show for the Achievement of students learning. Through purposive sampling method girl students studying in a Gujarati medium school of Jetpur city and Rajkot district were selected in the sample. The sample consisted of 121 female students for the experiment. For both experimental groups the samples were 39 and 40 while for the Control Group it was 42. Three equal groups only Posttest Experimental Design was selected for the purpose of the study. It was Counter Balanced Rotated Group Design and the groups were equal on the basis of students Achievement in 8\textsuperscript{th} standard final examination. Teaching Methods with three levels, namely, Methods based on puppet-show, Videography of puppet-show and Herbert’s model of Teaching was independent variable. The Achievement after learning the content through selected methods was dependent variable. The teacher, content, time duration of Teaching, school environment and especially the vividness of the experiment were controlled. Teacher made tests of selected five units of Hindi and five of History as post-test prepared by the investigator using Norm Reference Testing procedure was the tool. The data were analysed with the help of ANOVA followed by t-test after testing the equalization of three groups.

The following were the findings: (1) Video lessons based on Videography of puppet-show were more effective than the Methods based on puppet-show and traditional model. The Method based on puppet show was more effective than the traditional method for the Achievement of girl students’ learning. (2) The retention for the three units out of five was found for the subjects Hindi and History and the result was same for selected all the three methods of Teaching.

The objectives were: (1) To study the effectiveness of training of dramatics on teacher effectiveness of teacher trainees.

(2) To compare the effectiveness of training of dramatics and the traditional method of teaching on teacher effectiveness.

(3) To compare the adjusted mean gain scores of the experimental and control groups when pre-test teacher effectiveness, SES, attitude towards teaching and teaching aptitude are taken as covariates.

(4) To study the effect of treatment, sex, faculty and their interactions on teacher effectiveness of teacher trainees.

(5) To study the effect of treatment, sex, SES and their interactions on teacher effectiveness of teacher trainees.

(6) To study the effect of treatment, sex, attitude towards teaching and their interactions on teacher effectiveness of teacher trainees.

(7) To study the effect of treatment, sex, teaching aptitude and their interactions on teacher effectiveness of teacher trainees.

(8) To study the effect of treatment, sex, adjustment and their interactions on teacher effectiveness of teacher trainees.

Method: The present investigation employed the Experimental Method with Pretest-Posttest Control Group Design. The sample consisted of 78 teacher trainees drawn from two teacher training colleges affiliated to North Gujarat University. The incidental sample of 39 teacher trainees of one college constituted the Experimental Group and was
given the training of dramatics. The exact number of teacher trainees of the other college was selected by Stratified Random Sampling to constitute the Control Group. Both the groups were administered BAI (adapted in Gujarati by Vocational Guidance Bureau, Mumbai), SES Scale by Patel & Vora, Attitude Towards Teaching Scale by H. N. Tapodhan and Teaching Aptitude Scale by R. K. Pandya. The Teacher Effectiveness Scale by Pramodkumar & Mutha (Gujarati adaptation by D.N. Patel & A. V. Patel) was administered prior to and at the end of the training programme. The Reaction Scale for Dramatics training developed by the researcher was administered to the Experimental Group at the end. The obtained data were analysed with the help of correlated t-test, ANOVA, ANCOVA, percentiles, CV and Chi-Square Test.

The major findings were:

(1) The trainees who had undergone the training of dramatics found it effective in terms of teacher effectiveness.

(2) The Dramatics training group was found to be significantly superior to the Control Group in terms of teacher effectiveness when the groups were matched statistically with respect to SES, adjustment, teaching aptitude and attitude towards teaching, separately.

(3) Training of dramatics was significantly superior to conventional teacher training programme.

(4) The main effects of sex, faculty, attitude towards teaching and teaching aptitude were insignificant in terms of teacher effectiveness.
(5) The interactions between Treatment and Sex, Treatment and Faculty, Treatment and Adjustment, Sex and Faculty, Sex and Adjustment, Treatment and Sex and Faculty, and Treatment and Sex and Adjustment produced teacher effectiveness of teacher trainees.

(6) Indu Sheth (1983) made a doctoral research on “Study of Effectiveness of Educational Television on the Educational Development of the Students of Primary Level” MS University, Baroda

Objectives:
1. To study the effect of educational television on the educational development of with reference to Language Development, obtaining related information of the educational programme and academic achievement.
2. To provide feedback to the administrators and producers of the television programmes

Tools:
T.V. Programme, Post Test, Achievement Test of Science Subject, and Guidance Notes were used as tools in the research.

Method:
Three Group Post test research design was applied in this experimental research.

Findings:
1. High Language development was found among the students who viewed educational T.V. Programmes.
2. Students who viewed Educational T.V. could obtain more information.
Chapter III: Review of Past Studies and Implications


Objectives:

1. To obtain opinions about units with dramatic potential from the current text book of standard 8 from the language teachers of model schools of Gujarat state.
2. To prepare video cassette containing drama versions of the units with dramatic potential.
3. To prepare video cassette containing drama versions of the selected units.

Sample:
The sample consisted of total 375 students of Standard 8

Tools:
Post Test and Audio-Visual Cassette

Method:
Three Group only Post Test Method was applied in the research.

Findings:

1. The Dramatization and Video Lesson Teaching technique was found more effective in comparison with conventional teaching method for the male students of urban area.
2. None of the method out of dramatization, Video Lesson Teaching technique and conventional method was found more effective for the female students of urban area.
3. Dramatization was found more effective than conventional teaching method for the male and female students of rural area.
(5) Rajendran (1992) made a doctoral study on “Activity Centred Teaching of English – An Experimental Study”

Objectives:
1. To study the difference between achievements of reading and writing skill taught through conventional methods of teaching English and Activity Centred Approach.

Method:
This experimental study had adopted the two group post test only research design.

Procedure:
The sample of the study consisted of 62 boys and 36 girl students. Psychological test and achievement test were used as tools to collect data.

Findings:
1. Reading and Writing skill were enhanced by Activity centred teaching strategy.
2. Reading and Writing skill were enhanced by conventional method of teaching.
3. No significant difference was found in the reading and writing skill obtained by teaching through conventional method and activity centred teaching.


Objectives:
1. To study the learning ability of the students obtained by dramatization
2. To motivate the students for learning

Method:
Two groups Post test design was applied in this experimental research.
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Findings:

1. Dramatization enhances the psychological process of cognition among the children.
2. Students become self aware to learn by dramatization.
3. The psychological process of cognition was not significantly enhanced among the children by conventional method.
4. Students were not found to be self aware to learn by conventional method.

(7) Leelavati (1961) argues that the success of Kindergarten and Montessori methods must be attributed to the fact that the play impulse is made use of to the fullest extent, and these great pioneers in education followed the natural course of the child's development, to provide an education which shall fit the child to his environment.

(8) Rajalakshmi(1986) expounds that play is of immense importance from the point of view of language development of the child. It is primarily through play that the child picks up adequacy in language skills.

(9) Swaminathan (1986) narrates that play forms an important medium in creativity which is spontaneous, explorative and gives feedback to the child about himself and the world around him. Children's interaction with play materials under the guidance of the teacher enables them to find varied ways of using the same.

(10) NCERT (1991) stresses that play comes naturally to all children and it is through play that children learn best. It is invaluable in promoting their all-round development. Play provides children opportunities to express the ideas and feeling easily, to explore the
world around them as well as to build social relations and learn socially desirable behavior.

(11) Das (2001) studied the role of object play in problem solving. This research focused on the effect of free play on convergent and divergent problem solving tasks of preschoolers. The results show that in divergent task-I no significant difference was observed between the groups. On divergent task-I1 group differences were observed on fluency and flexibility measures. Play group also gives more number of original responses than the instructed group.

(12)Goel's (1996) study on the effect of pre-school education on cognitive development of children reveals a significant positive relationship between pre-schooling and cognitive abilities.

(13) Soni (2003) explicates that play forms one of the important elements of child's personality development. It is a medium that provides the child an opportunity for fullest self expression, freedom, pleasure and is also a creative activity.

(14)Thakkar (1990) opines that role play and socio-dramatic play improves more interaction.

3.5 Summary of Past Studies abroad:

Researcher has reviewed 37 selected studies on play and drama. The studies carried out abroad give a research based view on activities of dramatization with variety of approaches. Drama is a natural way of developing motor skills and expression for preparing growing children to life. Lissa and Wills established that child advances toward cognition and orientation to reality. The study of Kohn explained that size volume and
shape can be explain through drama particularly concepts for basic knowledge. Danoff also explain that skills are well done by drama. Devries also derived the same fact. Hurlock had tried to establish the process of exploration through drama. Silva and Lunt established that communication and language becomes easier through drama. Baruah also propose drama for emotional maturity. Hoffman concluded that there are gender differences in drama so far as performance is concern. Atkin pointed out that different kind of plays contributes to verbal fluency divergent thinking and storytelling skills. McKimmy observed that play advances the use of language. Hartle and Mistry observed that early years of childhood are very important for developing skills. Momson concluded that drama is very important for maintaining cultural heritage. With the same facts Perry and Wood added that drama and drama forms are important for developing skills and associated aspects.

The studies on play and culture also establish that for developing cultural form drama forms are very important. The study on the importance of fantasy play and its influence on the cognitive domain proved that it is liked by the children enhance them to be with reality with language gestures and affection. Study on the thinking output provides a strong base to include drama forma for developing thinking. Thus the studies communicated that teaching and learning processes if included with drama forms it enhances the outcome.

3.6 Summary of Past Studies Carried out in India

The researcher has tried to review of past studies carried out in India and reviewed 15 studies. The findings of the study carried out by Shukla proved that video programmes significantly shown the effect on achievement. The study of Shehnaz Babi also
established that puppet show enhance the achievement of the students the retention of the students was observed high irrespective of puppet show and other method. The study of Patha K. H. established that Drama form positively enhances teacher effectiveness training of dramatics enhance the effectiveness of a teacher in terms of main effects of sex faculty attitude towards teaching and teaching aptitude where in significant in term of effectiveness thus the study observe that training in dramatics enhance teacher effectiveness. The study of Kirit Desai established that teaching through dramatization is more effective. The rural girls and boys where at high achievement through dramatization. The study of Rajendran established teaching strategies enhance reading and writing skill. The study of Saygal observed that dramatization enhances the psychological cognition. Raj Laxmi added that for language development play is important. Swaminathan found that for spontaneous creativity play forms are important. NCERT Research project also provud that children learn best through drama. The study of Das was on free play and he found that even in convergent and divergent thinking drama play important role. Soni and Thakkar also observe that play forms are important for personality development and effective interaction. Thus all these studies speak in favor of drama.

3.7 Implications of Past Studies For the present study:

The past studies led the researcher to the following implications

1. Teaching learning processes through drama helps the students in natural way of learning.

2. Variety of play form and dramatization make the learning live, mutual and develop social qualities and skills.
3. Drama and verity of approaches under drama are useful at primary level.

4. Drama and drama related activities make learning joyful.

5. Drama prepare students for life in many roles

6. Drama and drama forms are also useful for learning of language along with language skills

7. Drama incorporates gestures, movements, interactions and expression of human fillings, therefore, during the first formative stage of primary education, drama and drama forms are important in learning most of the subjects at primary level and it is very useful for initial stage of all-round development of a child.

These implications motivated the researcher for identifying a research problem that incorporates four subjects with replication of the experiment which is not in the past studies. The purpose of researcher is to establish dramatization as one of the regular components at primary school level.
Chapter III: Review of Past Studies and Implications

References


3. http://shodhganga.inflibnet.ac.in/


