CHAPTER VI

SUMMARY, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

6.0. INTRODUCTION

This chapter a brief summary of the entire chapter presented in the study. It includes the need and importance of the study, statement of the problem, objectives, hypotheses, variables of the study, operational definition of the key terms, design of the study, major findings of the study. The chapter concludes with a discussion on the educational implications, suggestions for further research and conclusions.

6.1. NEED AND IMPORTANCE OF THE STUDY

The NCF 2005 has pointed out that training in theatre activities should become an integral part of school curriculum. It says:

“Theatre is one of the most powerful, yet least utilized art forms in education. In the exploration of self in relation to others, the development of understanding of the self, and of critical empathy, not only for humans but also towards the natural, physical and social worlds, theatre is a medium par excellence.

Dramatizing texts is only one small part of theatre. Much more significant experiences are possible through role play, theatre exercises, body and voice control and movement, and group and spontaneous enactments. Such experiences are important not only for teachers in their own development, but also for teachers to provide to children.
The arts, visual and performing, need to become an important component of learning in the curriculum. Children must develop skills and abilities in these areas, and not treat these as a mere entertaining fringe. Through the arts curriculum students must be introduced to the rich and varied artistic traditions of the country. Arts education must become both a tool and a subject taught in every school as a compulsory subject (up to Class X), and facilities for the same may be provided in every school. All the four main streams covered by the term the arts, i.e. music, dance, visual arts and theatre, should be included. Awareness also needs to be built among parents and guardians, school authorities and administrators regarding the importance of the arts. Emphasis should be given to learning rather than teaching, and the approach should be participatory, interactive, and experiential rather than instructive. Throughout the years of school, during all stages, the mediums and forms of art allow children to develop both a playful as well as a disciplined exploration of themselves and diverse materials, and allow them to experiment with many forms of expression. Music, dance and theatre all contribute to the development of the self, both cognitive and social. The importance of such experiences during the pre-primary and primary school years cannot be over emphasized. Language, exploration of nature, and an understanding of the self and others can all be experientially learnt and understood by children through various art forms. By their very nature, the art forms allow all children to participate."

"Child is not ethical or non-ethical by birth and there are no rules and regulations in its behavior. Gradually due to influence of parents, teachers, and peer-group child learns to behave in accordance with. The ethics of life by birth the child has to adjust to the societal norms, regulations through education to change it from selfish, emotionless, no rules and regulation, and uncultured to well cultured, theatre
education plays a prominent role in the modification of child – physically, mentally, emotionally and socially.

In a multicultural country like India the social values are not seen even among the well educated persons. The people who are proud that they have got highest degrees are behind the castism, non-secularism, anti-social activities etc. This should be read with the matter that most of the schools having the state or central syllabus have enough syllabus to teach moral values. Only a few teachers take interest to teach moral values through their lessons.

There have been many studies conducted on Moral judgment and emotional intelligence. From these studies we come to conclusion that every individual has moral judgment and emotional intelligence is very essential to live with pride and honor. Present generation is deviating from valuable norms like cultural values, discipline, adjustment, tolerance etc. The schools and parents are playing least role in inculcating these values among children. In order to develop these values among children theatre activities play a vital role. One should develop all aspects of personality development in the childhood only. In developing good personality, theatre plays an important role. Hence it can be said that theatre activities are very important in educational setting.

Theatre activity is a group activity wherein every individual plays a important role with lot of co-ordination and team work to achieve a set target of theme to convey to exact meaning to the ordains. In the individualized society there is a great need to inculcate group activities and team work among children becomes very essential. Hence in the democratic country building secularism instead of individualism among children is very much needed. Theatre education is the best
method to eradicate inferiority and superiority complex among the children. This leads developing of judgment capabilities and how to react at a particular situation among children. Theatre activities are very simple and everlasting learning process among the children.

There have been many researches in educational setting in the present context. But only few studies conducted on theatre in education. This shows the lack of knowledge or interest among the persons who are dealing with the teaching learning process. There had been no serious attempt made by any one in integrating theatre activities in education. Hence the Present study ‘The effect of theatre education activities on moral judgment among secondary school students’ is important.

6.2. **STATEMENT OF THE PROBLEM**

The problem of the present Study is stated as follows:

“*Effect of Theatre Education Activities on Emotional Intelligence, Moral Judgment and Theatre Proficiency of Secondary School Students*”

6.3. **OBJECTIVES OF THE STUDY**

Following are the objectives of the study:

1. To develop the intervention program of Theatre Education Activities Program for Students of Standard IX

2. To find out the effect of Theatre Education Activities Program on Emotional Intelligence among Students of Standard IX.

3. To find out the effect of Theatre Education Activities Program on Moral Judgment Students of Standard IX.
4. To find out the effect of Theatre Education Activities Program on Theatre Proficiency Students of Standard IX.

5. To find out the difference between Boys and Girls in effectiveness of Theatre Education Activities Program on Emotional Intelligence Students of Standard IX.

6. To find out the difference between Boys and Girls in effectiveness of Theatre Education Activities Program on Moral Judgment Students of Standard IX.

7. To find out the difference between Boys and Girls in effectiveness of Theatre Education Activities Program on Theatre Proficiency Students of Standard IX.

6.4. HYPOTHESES OF THE STUDY

6.4.1. Research Hypotheses

The following are the Research Hypotheses:

1. Experimental Group of students exhibit higher level of Emotional Intelligence than the Control Group students

2. Experimental Group of students exhibit higher level of Moral Judgment than the Control Group students

3. Experimental Group of students exhibit higher level of Theatre Proficiency than the Control Group students

4. There will be no difference in the effect of Theatre Education Activities Program on Emotional Intelligence of Experimental Groups Boys and Girls.

5. There will be no difference in the effect of Theatre Education Activities Program on Moral Judgment of Experimental Groups Boys and Girls.
6. There will be no difference in the effect of Theatre Education Activities Program on Theatre Proficiency of Experimental Groups Boys and Girls.

6.4.2. Null Hypotheses

For testing the significance of difference, of the above said researches hypotheses following null hypotheses are formulated.

1. There is no significant difference in mean gain scores of Control Group and Experimental Group in Emotional Intelligence.

2. There is no significant difference in mean gain scores of Control Group and Experimental Group in Moral Judgment.

3. There is no significant difference in mean gain scores of Control Group and Experimental Group in Theatre Proficiency.

4. There is no significant difference in mean gain scores of Experimental Group Boys and Girls in Emotional Intelligence.

5. There is no significant difference in mean gain scores of Experimental Group Boys and Girls in Moral Judgment.

6. There is no significant difference in mean gain scores of Experimental Group Boys and Girls in Theatre Proficiency.

6.5. VARIABLES CONSIDERED IN THE STUDY

**Independent Variable:** *Theatre Education Activities*

**Dependent Variables:** *Emotional Intelligence, Moral Judgment, Theatre Proficiency*

**Background Variable:** *Gender*
6.6. OPERATIONAL DEFINITIONS OF THE KEY TERMS

Some of the key terms that are used in this Study are defined operationally as follows.

6.6.1. Emotional Intelligence

Goleman (2000) has defined Emotional Intelligence as an ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from inner-self and immediate environment. According to him, Emotional Intelligence constitutes three psychological dimensions- Emotional competency, Emotional maturity and Emotional sensitivity, which motivate an individual to recognize truthfully, interpret honestly and to handle tactfully the dynamics of human behavior.

In the present study, Emotional Intelligence is represented by the scores obtained on the adapted version (by the Researcher) of Emotional Intelligence Scale developed by D. R. Sarvamangala, based on Goleman definition of Emotional Intelligence.

6.6.2. Moral Judgment

Authors of this Scale have defined Moral Judgment as used in the study is an aspect of total moral development. It reflects an underlying organization of thinking on various issues pertaining to moral and social values of human life. Thus, moral judgment in the present includes the measurement of Moral values such as Honesty, Truthfulness, obedience, Non-violence and Justice.

In the present study, Moral Judgment is represented by the scores obtained on Moral Judgment scale developed by Prof. B. G Sudha and Satyanarayana Rao.
6.6.3. **Theatre Proficiency**

According to The American Heritage Dictionary of the English Language, proficiency is skillfulness in the command of fundamentals deriving from practice and familiarity; "practice greatly improves proficiency". Proficiency on certain Theatre Skills is considered as Theatre proficiency. Dr. Louis E. Catron he is identified seventeen Theatre Skills of achieves Theatre Proficiency.

1. Oral Communication Skills
2. Creative Problem Solving Abilities
3. Motivation and Commitment
4. Willingness to Work Cooperatively
5. The Ability to Work Independently
6. Time-budgeting Skills
7. Acceptance of Rules
8. Respect for Authority
9. Adaptability and Flexibility
10. A Healthy Self-Image
11. Self-Discipline
12. A Goal-Oriented Approach to Work
13. Concentration
14. Dedication
15. A Willingness to Accept Responsibility
16. Leadership Skills
17. Self-Confidence
But in the present Study Theatre Proficiency is considered as proficiency on following seven Theatre Skills like, Oral Communication Skills, Creative Problem Solving Abilities, Willingness to Work Cooperatively, A Healthy Self-Image, the Ability to Work Independently, Leadership Skills, and Self-Confidence, From among those seventeen Skills identified by Dr. Louis E. Catron. It is represented by the scores obtained on Theatre Proficiency observation Schedule developed by Researcher.

6.6.4. **Theatre Education Activities**

There are two types of Theatre Education Activities

1. Theatre in Education
2. Drama in Education

Out of which Drama in Education has been used in the present study. Drama in Education is the use of drama techniques such as to support learning in the classroom. In this study the Theatre Education Activities Program includes various activities like Theatre Games, Role play, improvisation, Discussion, etc. focusing on different aspects of Emotional Intelligence, Moral Judgment and Theatre Proficiency.

6.7. **DESIGN OF THE STUDY**

This is an Experimental Study involving Pre test-Post test Control group design. Within the duration of three months. The Researcher selected two Schools. The Researcher introduces the treatment only to the Experimental Group for a specific period of time. In this design, subjects are assigned to the experimental and control groups administered by a pre-test, $T_1$ as a measure of the dependent variable. At the end of the experiment, the Experimental and Control Groups are administered the
Post-test, \( T_2 \) as the measure of dependent variable. The difference between means of \( T_1 \) and \( T_2 \) was found and the difference was tested for significance with the help of an appropriate statistical test in order to ascertain whether the experimental treatment produced a significant effect than the control condition. Two experiments within the duration of three months each were conducted one after the other.

6.7.1. SAMPLING PROCEDURE

The selection was of two phases, the first one with respect to schools, followed by the selection of students from that school.

Phase I- Selection of Schools:

The convenience sampling technique was employed in order to select the schools for experimentation. Two government secondary schools, one from Mysore city and another from Mysore rural area (Kadakola) were selected. Considering the cooperation of the schools and practicability, the two schools selected for the study were considered comparable based on the following demographic features.

- Both the schools are state owned.
- Strength of the students in both the schools is almost same.
- The socio-economic status of the students in both the schools was found to be same.
- Students in both the schools are exposed to the same curriculum and time table.
Phase II- Selection of Students:

The selection process was followed by the selection of students from the selected schools. Of the two selected schools, all the sixty students of standard IX from both the schools were taken. The Verbal Intelligence Scale by Ortis, translated by Indrani, was administered to them and based on the result of the test, students were divided into two groups of equal Verbal Intelligence and classified as Control and Experimental Groups of thirty students each.

6.7.2. SAMPLE FOR THE STUDY

The total sample consisted of one hundred and twenty students with 60 in Experimental Group, 60 in Control Group from two schools (30 in Experimental group and 30 in Control Group in each school). The details of the sample selected for the Study in given in the table 3.2.

Table 6.1: Details of the Sample for the study

<table>
<thead>
<tr>
<th>Groups</th>
<th>School 1</th>
<th>School 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Experimental</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Control</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

6.8. TOOLS USED IN THE STUDY

To get data on the variables selected for the study, following tools were used. Table 4.3 gives the details of the tools and the purpose for which they were used.
Table 6.2: details of the Tools used for the Study

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Tools Used</th>
<th>Constructed by</th>
<th>Variable Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional Intelligence scale</td>
<td>Dr. D. R. Sarvamangala (2010)</td>
<td>Pretest and Post test levels on Emotional Intelligence</td>
</tr>
<tr>
<td>3</td>
<td>Theatre Proficiency observation schedule</td>
<td>Researcher (2011)</td>
<td>Pretest and Post test levels on Theatre Proficiency</td>
</tr>
</tbody>
</table>

6.9. DATA ANALYSIS AND STATISTICAL TECHNIQUES USED

The collected data were analyzed both quantitatively and qualitatively.

6.9.1. Quantitative Analysis

Quantitative analysis was done to test the significant difference between the Experimental and Control Groups and also to find the significant Difference between boys and girls using the appropriate statistical techniques. SPSS version 16 was used to analyze the data. The following statistical techniques were used to analyze the collected data and for testing the hypotheses of the Study:

6.9.2. Descriptive Statistics

Descriptive statistics are used to provide the information about the measures of central tendency and variability of the variables- Means and S.D.
6.9.3. ‘t’ test

The ‘t’ test for significant of difference between the Pre test- pos test means and mean gains of Experimental and Control Groups and boys and girls on Emotional Intelligence, Moral Judgment and Theatre Proficiency.

6.9.4. Qualitative analysis

The students’ reactions the Theatre Education Activities were analyzed qualitatively through Casual Observation, Group Discussions and Feedback from the students.

The details of the analysis carried out along with the findings and discussion are presented in the following chapter.

6.10. Delimitation of the Study

- The study is delimited to students of standard IX only.
- It is delimited to kannada medium students only.

6.11. MAJOR FINDINGS OF THE STUDY

1. There is significant difference between pre test- post test score of Experimental group with reference to Emotional Intelligence and it is also implied that the Experimental Group exhibited higher level of Emotional Intelligence in post test after the intervention program.

2. There is significant difference between pre test- post test score of Experimental group with reference to Moral Judgment and it is also implied that the Experimental Group exhibited higher level of Moral Judgment in post test after the intervention program.
3. There is significant difference between pre test- post test score of Experimental group with reference to Theatre Proficiency and it is also implied that the Experimental Group exhibited higher level of Theatre Proficiency in post test after the intervention program.

4. There is significant difference in mean gain scores of control group and experimental group with reference to Emotional Intelligence and it is also implied that the Experimental Group exhibited the higher Emotional Intelligence than the Control Group.

5. There is significant difference in mean gain scores of control group and experimental group on Moral Judgment and it is also implied that the Experimental Group exhibited the higher Moral Judgment than the Control Group.

6. There is significant difference in mean gain scores of control group and experimental group on Theatre Proficiency and it is also implied that the Experimental Group exhibited the higher Theatre Proficiency than the Control Group.

7. There is significant difference in mean gain scores of Boys and Girls of experimental group with reference to Emotional Intelligence. As girls exhibited high level of Emotional Intelligence compare to boys. It implies that girls have shown more interest towards the program.

8. There is no significant difference in mean gain scores of Boys and Girls of experimental group with reference to Moral Judgment.
9. There is no significant difference in mean gain scores of Boys and Girls of experimental group with reference to Theatre Proficiency.

6.12. EDUCATIONAL IMPLICATIONS OF THE STUDY

The following are the educational implications of the present Study:

1. The Theatre Education Activities Program is found to be Effective in enhancing Emotional Intelligence, Moral Judgment and Theatre Proficiency of students of standard IX. Such a significant Theatre Education Activities Program is established was employed on secondary school students to enhance their Emotional Intelligence Moral Judgment and Theatre Proficiency which were not developed among them to the considerable extent.

2. The program influenced the level of Emotional Intelligence, Moral Judgment and Theatre Proficiency. Hence it is suggested that the school authorities implement Theatre Education Activities in the schools. This can be very easily integrated with CCE in schools

3. Schools need to shift their emphasis from curricular activities to co curricular activities, from preparing passive receptors to developing active participants, from rigid daily program to active flexible schedule, from teacher dominated classrooms to child directed and group activities. So that the quality of education given to students is enhanced and stabilized.

4. Role plays and Theatre games are found to be very effective in enhancing Emotional Intelligence, Moral Judgment and Theatre Proficiency. Hence, it is recommended that Role plays and Theatre Games are to be used in teaching by all the teachers in all the subjects at secondary level.
5. The Study asserts active classroom environment where in the priority is given to the students’ autonomy and the relationship between students and teacher and among the students. Students like to work in peer groups because they get opportunity to discuss and share knowledge with each other.

6. It was found that Theatre Education Activities Program was effective in developing level of Theatre Proficiency among the students. During the treatment the students were given opportunity to develop the skills of Oral Communication, Creative Problem Solving Abilities, Willingness to Work Cooperatively, and The Ability to Work Independently, acquire Leadership Skills and Self-Confidence through role plays and Theatre games. Hence, it is suggested that the teachers should provide suitable learning environments where the students are encouraged to get involved in the activities and develop all the above mentioned skills.

7. Education Institutions should emphasize Communication Skills training program for which they have to organize Theatre Educational Activities Program which is found to be effective in developing Communication Skills. Hence, Theatre Educational Activities Training Program should be given to the Teachers and Students at all the levels.

8. Education system emphasizing the theoretical aspects of communication skills which should be supported with practical aspects also. So, to develop communication skills among pupils, Theatre Educational activities training program should be provided.
9. In our educational institutions, importance should be given to Emotional Intelligence, Moral Judgment and Theatre Proficiency among the students, as they are essential elements to lead a successful life.

10. In order to implement Theatre Education Activities Program for the students at secondary level, it is very important that teachers should also be aware of these activities and be able to use them in their teaching. So it is found imperative that teachers should also be trained in their activities.

11. The training for teachers should focus on the development of certain skills required to implement Theatre Education Activities to enhance the quality of learning among students. This can be included in both in-service program as well as pre-service training program.

6.13. SUGGESTION FOR FURTHER RESEARCH

The present Study comes up with the following insights for further research on Theatre Education Activities:

1. The study can be replicated with other populations, including the students at primary level, college level or PG level and using more classes in different schools and with more sophisticated experimental designs.

2. The study can be extended to investigate the effect of Theatre Education Activities on other variables like self esteem, multiple intelligence, communication skills, and life skills.

3. The study can be extended to the effectiveness of Theatre Education activities Program in enhancing the teacher effectiveness and quality of education at different level of education.
6.14. CONCLUSIONS

The Study has indicated that the use of Theatre Education Activities bring out a higher level of Emotional Intelligence, Moral Judgment and Theatre Proficiency among secondary level students.

Activity-student-centered approaches such as Theatre Education Activities enhance Emotional Intelligence, Moral Judgment and Theatre Proficiency. Thus, the Theatre Education Activities focuses on shifting from ‘what and how much’ the students have learnt to ‘how the students learn’. Therefore, teachers in schools need to be aware of the benefits and importance of Theatre Education Activities and thus to change the practice of teacher-centered teaching to activity-student-centered teaching and learning atmosphere.

The Theatre Education Activities was more interesting to the students. The findings of this study had further established the fact that acceptable methods of instruction are capable of changing students’ attitude towards real education.