CHAPTER III

METHODOLOGY OF THE STUDY

3.0 INTRODUCTION

In the present Chapter, details of the formulating objectives and hypotheses of the Study, variables used in the study, selection of the Model, selection of content, preparation of the intervention program and pilot study of the instructional material design, sampling procedure, sample for the Study, homogenizing the group, tools used in the Study and procedures followed during the experimentation and statistical techniques used for analysis are presented.

3.1. STATEMENT OF THE PROBLEM

The present study intends to analyse the Effect of Theatre Education Activities on Theatre Proficiency, Moral Judgment and Emotional Intelligence of Secondary School Student and also develop the intervention program of Theatre Education activities for students of standard IX.

Hence the present study is entitled:

“Effect of Theatre Education Activities on Theatre Proficiency, Moral Judgment and Emotional Intelligence of Secondary School Students”
3.2. OBJECTIVES OF THE STUDY

The objectives of the study is,

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 Theatre Proficiency 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 Emotional Intelligence among Students of Standard IX.

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

3.3. HYPOTHESES OF THE STUDY

3.3.1. Research hypotheses

Following are the hypotheses formulated for the research study,

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

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

**3.3.2. 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 Theatre Proficiency.

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 Emotional Intelligence.

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

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

3.4. VARIABLES CONSIDERED IN THE STUDY

Following are the different variables considered in this study:

(i) **Independent Variable:** *Theatre Education Activities*

(ii) **Dependent Variables:** *Theatre Proficiency, Moral Judgment, Emotional Intelligence*

(iii) **Background Variable:** *Gender*

3.5. OPERATIONAL DEFINITIONS OF THE KEY TERMS

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

3.5.1 **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

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 (2011).
3.5.2 Moral Judgment

Author 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 (2010).

3.5.3 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 (2010).
3.5.4 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 so 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.

3.6. 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, $T1$ as a measure of the dependent variable. At the end of the experiment, the Experimental and Control Groups are administered the Post-test, $T2$ as the measure of dependent variable. The difference between means of $T1$ and $T2$ 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.
The following paradigms show the design of the Study:

**Paradigm 3.1: Two Groups, Control and Experimental Group, Pre-test, Post-test Design**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Pre-test</th>
<th>Independent variables</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>T₁E</td>
<td>Theatre Education Activities Program</td>
<td>T₂E</td>
</tr>
<tr>
<td>Control Group</td>
<td>T₁C</td>
<td>No Treatment</td>
<td>T₂C</td>
</tr>
</tbody>
</table>

A summary of the design represented in the figure 4.1.

**Figure 3.1: Schematic Representation of Design of the Study**
3.6.2. 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 the same.
- The socio-economic status of the students in both the schools was found to be the 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.
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>
<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>School 1</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>School 2</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>

3.7. TOOLS USED IN THE STUDY

To get data on the variables selected for the study, following tools were used. Table 3.3 gives the details of the tools and the purpose for which they were used.
Table 3.2: 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>

3.7.1. Description of Emotional Intelligence Scale

To measure Emotional Intelligence of the Students in the present Study, Emotional Intelligence Scale developed by the Dr. D.R. Sarvamangala and adapted by the researcher for the study.

It is a paper-pencil test which can be administered to an individual or group. It is a power test, although there is no time limit, the probable time taken is around 40 minutes. The actual scale consists of 24 situations, but in the present study only 21 of them were chosen according to the need and practicability of the study based on the suggestions of subject experts and the guide. These 21 situations used, refer to any one of the three dimensions namely, Emotional Sensitivity (7 situations), Emotional Maturity (7 situations), and emotional Competency (7 situations). Each situation has four alternative responses for the respondent to choose from. The respondent has to ‘tick’ one of the responses for each situation. They refer to the respondent when he/she chooses it. The maximum score that can be obtained by each respondent is 65 and the minimum score is 7.
The establishing the content validity of the Emotional Intelligence Scale, the items was submitted for experts’ evaluation. The experts evaluated the items as suitable for measuring Emotional Intelligence Scale. Thus the content validity of the scale was established. The calculated reliability of the scale was found to be 0.81 by using cronbach alpha, which made the tool highly reliable.

3.7.2. Description of Moral Judgment Scale

To measure Moral Judgment of Students in the present Study, Moral Judgment Scale developed by the Prof. B. G. Sudha and Satyanarayana Rao.

It is a paper-pencil test which can be administered to an individual or group. It is a power test, although there is no time limit, the probable time taken is around 40 minutes. The Scale consists 30 situations. These situations refer to any one of the three dimensions namely, Honesty (6 situations), Truthfulness (6 situations), Obedience (6 situations), Non-violence (6 situations) and Justice (6 situations). Each situation has four alternative responses for the respondent to choose from. The respondent has to ‘tick’ one of the responses for each situation. They refer to the respondent when he/she chooses it. The maximum score that can be obtained by each respondent is 90 and the minimum score is 30.

The establishing the content validity of the Moral Judgment Scale, the items was submitted for experts’ evaluation. The experts evaluated the items as suitable for measuring Moral Judgment Scale. Thus the content validity of the scale was established. The calculated reliability of the scale was found to be 0.87 by using cronbach alpha, which made the tool highly reliable.
3.7.3. Description of Theatre Proficiency observation schedule

To measure Theatre Proficiency of Students in the present Study, Theatre Proficiency observation schedule developed by the Researcher.

It is an activities based test which can be administered to an individual or group. There is time limit; the probable time taken is around 5 minutes by each student. The Researcher conducts extempore (pick and act) in order to study the Theatre Proficiency. The researcher noted the level of Theatre Proficiency on the observation sheet. The Researcher observed the Theatre proficiency based on 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. The maximum score that can be obtained by each respondent is 30 and the minimum score is 5.

The established content validity of Theatre Proficiency observation schedule was submitted for experts’ evaluation. The experts evaluated the activities as suitable for measuring Theatre Proficiency observation schedule.

3.8. IMPLEMENTATION OF INTERVENTION PROGRAM

The present Study was of randomized groups, Control and Experimental Group, Per-test, Post-test Study involving pre test and post test wherein the effects of the treatments were judged by the differences between the Pre-test and the Post-test scores. There was one Experimental Group in this Study where Theatre Education Activities was implemented. This group was compared with the Control Group where no teaching was used by the Researcher.
It was carried out in four stages:

- Administration of Pre-tests
- Intervention program
- Administration of Post-test
- Data analysis using statistical techniques

Before the Pre-testing stage, the necessary permission was taken from the concerned headmasters of the two schools.

3.8.1. Administration of Pre-tests

The final form of the tools was administered as pre test to the students of both the Experimental and Control Group for measuring Emotional Intelligence, Moral Judgment and theatre proficiency. The students were give necessary directions regarding the tests. In addition, Verbal Intelligence test was administrated.

One test was given each day for both the group to avoid fatigue. Statistical analysis of Pre-test has been presented in the next chapter.

3.8.2. Intervention Program

The Experimental Group was taught through Theatre Education Activities. The Experimental Groups were taught by the Researcher. Intervention program details have been presented in the next chapter.

3.8.3. Teaching-Learning-Activities and Evaluation for Experimental Group

Since the students were not familiar with Theatre Education Activities, it was necessary it give them prior information about the expected pedagogic approach and their role. The students of Experimental Group were subjected to experimental
treatment were taught to them through the Theatre Education Activities by the Researcher for 1 hour, for 5 days a week. The lessons were taught to the Experimental Group in fifty sessions and intervention program lasted for three months including the pre test and post tests. The intervention program was carried out during the school timing according to the time schedule, without disturbing the school schedule.

3.8.4. Administration of Post-tests

After the completion of the intervention program both the Experimental and Control Groups were post tested on all the dependent variables; Emotional Intelligence, Moral Judgment and Theatre Proficiency. The answer sheets of both the Experimental and Control Groups were scored using the answer key prepared.

3.9. DATA ANALYSIS AND STATISTICAL TECHNIQUES USED

The collected data were analyzed both quantitatively and qualitatively.

3.9.1. 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:

3.9.2. 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.
3.9.3. ‘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.

3.9.4. 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.

3.10. Delimitation of the Study

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