CHAPTER V

ANALYSIS AND INTERPRITAIION OF THE DATA

5.0 INTRODUCTION

This chapter gives the details of the analysis of the data related to The Effect of Theatre Education Activities on Emotional Intelligence, Moral Judgment and Theatre Proficiency of Secondary School Students. It gives the details of both quantitative and qualitative analysis of the data collected of pre and post tests results on Theatre Proficiency, Moral Judgment and Emotional Intelligence reactions towards Theatre Education Activities and the discussion of the findings of these results.

The details of the interpretation of the data are presented in two sections as given below.

Section I: Quantitative Analysis of the collected data.

Section II: researcher observation.
SECTION I

5.1 QUANTITATIVE ANALYSIS OF THE COLLECTED DATA

In this section, analysis has been done for the following four aspects of the study

1. Testing the significant difference in means scores of pre test scores of control group and experimental group with reference to Theatre Proficiency, Moral Judgment and Emotional Intelligence

2. Testing the significant differences between pre test- post test mean gain scores of experimental group with reference to Theatre Proficiency, Moral Judgment and Emotional Intelligence

3. Testing the significant difference in means gain scores of control group and experimental group with reference to Theatre Proficiency, Moral Judgment and Emotional Intelligence after intervention program

4. Testing the significant difference between Post-test mean scores of the Experimental Group Boys and Girls in Theatre Proficiency, Moral Judgment and Emotional Intelligence

5.1.1 Testing the significant difference in means gain scores of pre test scores of control group and experimental group with reference to Theatre Proficiency, Moral Judgment and Emotional Intelligence.

In order to ensure that the Experimental Group and the Control Group are equivalent on the pre-tests of dependent variables, namely, Theatre Proficiency, Moral Judgment and Emotional Intelligence of ninth standard students, the data collected by administering the Theatre Proficiency, Moral Judgment and Emotional
Intelligence scales and collecting the marks obtained by the students of ninth standard was subjected to statistical analysis with the following three hypotheses

5.1.1.1. Testing the significant difference in means gain scores of pre test scores of control group and experimental group with reference to Theatre Proficiency

HO1: There is no significant difference in means gain scores of pre test scores of control group and experimental group with reference to Theatre Proficiency

Table 5.1: table showing t- values of pre test scores of control group and experimental group with reference to Theatre Proficiency

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Proficiency</td>
<td>Experimental</td>
<td>60</td>
<td>11.83</td>
<td>3.401</td>
<td></td>
<td>.345</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>60</td>
<td>11.63</td>
<td>2.934</td>
<td>118</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result in the above table shows that the obtained t- value in Theatre Proficiency (0.345) is not significant at 0.01 level. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between pre test mean of control group and experimental group with reference to Theatre Proficiency. Comparison of the mean scores of the Experimental Group and the Control Group on the level of Moral Judgment is presented graphically too, vide graph 4.1. Thus it is concluded that the group selected were equivalent in Theatre Proficiency variable. The same details are presented in the graph no 4.1.
5.1.1.2 Testing the significant difference in means gain scores of pre test scores of control group and experimental group with reference to Moral Judgment

HO2: There is no significant difference in means gain scores of pre test scores of control group and experimental group with reference to Moral Judgment.

Table 5.2: table showing t-values of pre test scores of control group and experimental group with reference to Moral Judgment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Judgment</td>
<td>Experimental</td>
<td>60</td>
<td>41.58</td>
<td>5.864</td>
<td></td>
<td>.858</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>60</td>
<td>40.65</td>
<td>6.053</td>
<td>118</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result in the above table shows that the obtained t-value in Emotional Intelligence (0.858) is not significant at 0.01 level. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between pre test mean of control group and experimental group with reference to Moral Judgment.
Comparison of the mean scores of the Experimental Group and the Control Group on the level of Moral Judgment is presented graphically too, vide graph 5.2. thus it is concluded that the group selected were equivalent in Moral Judgment variable. The same details are presented in the graph no 5.2.

**Graph 5.2:** figure showing t-values of pre test scores of control group and experimental group with reference to Moral Judgment

5.1.1.3. Testing the significant difference in means gain scores of pre test scores of control group and experimental group with reference to Emotional Intelligence

HO3: There is no significant difference in means gain scores of pre test scores of control group and experimental group with reference to Emotional Intelligence.
Table 5.1: A table showing t-values of pre-test scores of control group and experimental group with reference to Emotional Intelligence.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>Experimental</td>
<td>60</td>
<td>40.48</td>
<td>7.324</td>
<td>118</td>
<td>.013</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>60</td>
<td>40.47</td>
<td>7.144</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result in the above table shows that the obtained t-value in Emotional Intelligence (0.013) is not significant at 0.01 level. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between pre-test mean of control group and experimental group with reference to Emotional Intelligence. Comparison of the mean scores of the Experimental Group and the Control Group on the level of Emotional Intelligence is presented graphically too, vide graph 4.3. Thus it is concluded that the group selected were equivalent in Emotional Intelligence variable. The same details are presented in the graph no 5.3.

Graph 5.3: A figure showing t-values of pre-test scores of control group and experimental group with reference to Emotional Intelligence.

![Graph showing t-values of pre-test scores of control group and experimental group with reference to Emotional Intelligence.](image-url)
5.1.2. Testing the significant differences between pre test- post test mean scores of experimental group with reference to Theatre Proficiency, Moral Judgment and Emotional Intelligence

To study the significant differences between pre test- post test mean scores of experimental group reference to Theatre Proficiency, Moral Judgment and Emotional Intelligence among the ninth standard students, the null hypotheses were formulated. ‘t’ test was used to test the hypotheses.

5.1.2.1. Testing the significant differences between pre test- post test mean scores of experimental group with reference to Theatre Proficiency

HO1: is no significant difference in mean gain scores of experimental group with reference to Theatre Proficiency

Table 5.4: table showing t- values of pre test- post test mean scores of experimental group with reference to Theatre Proficiency

<table>
<thead>
<tr>
<th>Variable</th>
<th>Tests</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Proficiency</td>
<td>Pre test</td>
<td>60</td>
<td>11.83</td>
<td>3.401</td>
<td>59</td>
<td>26.539</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Post test</td>
<td>60</td>
<td>18.40</td>
<td>3.841</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it is show in the table 4.4, the obtained t-value for the Pre test-Post test of the Experimental Group on Theatre Proficiency (26.539) is significant at 0.01 level. Hence the null hypothesis is rejected and it is concluded that 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. The same details are presented in the graph no 5.4.
Graph 5.4: showing t-values of pre test- post test mean scores of experimental group with reference to Theatre Proficiency

![Graph showing t-values of pre test-post test mean scores of experimental group with reference to Theatre Proficiency](image)

5.1.2.2: testing the significant differences between pre test- post test mean scores of experimental group with reference to Moral Judgment

HO2: is no significant difference in mean gain scores of experimental group with reference to Moral Judgment

Table 5.5: table showing t-values of pre test- post test mean scores of experimental group with reference to Moral Judgment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Tests</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Judgment</td>
<td>Pre test</td>
<td>60</td>
<td>41.58</td>
<td>5.864</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post test</td>
<td>60</td>
<td>45.82</td>
<td>5.864</td>
<td>59</td>
<td>18.946</td>
<td>S</td>
</tr>
</tbody>
</table>

As it is show in the table 4.4, the obtained 't'-value for the Pre test-Post test of the Experimental Group on Moral Judgment (18.946) is significant at 0.01 level. Hence the null hypothesis is rejected and it is concluded that 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. The same details are presented in the graph no 5.5.

**Graph 5.5: showing t- values of pre test- post test mean scores of experimental group with reference to Moral Judgment**

5.1.2.3 Testing the significant differences between pre test- post test mean scores of experimental group with reference to Emotional Intelligence

HO3: There is no significant difference in mean gain scores of experimental group with reference to Emotional Intelligence
Table 5.6: table showing t- values of pre test-post test scores of experimental group with reference to Emotional Intelligence

<table>
<thead>
<tr>
<th>Variable</th>
<th>Tests</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Pre test</td>
<td>60</td>
<td>40.48</td>
<td>7.324</td>
<td>59</td>
<td>18.596</td>
<td>S</td>
</tr>
<tr>
<td>Intelligence</td>
<td>Post test</td>
<td>60</td>
<td>45.10</td>
<td>7.327</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it is show in the table 4.6, the obtained t-value for the Pre test-Post test of the Experimental Group on Emotional Intelligence (18.596) is significant at 0.01 level. Hence the null hypothesis is rejected and it is concluded that 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. The same details are presented in the graph no 5.6.

Graph 5.6: graph showing t- values of post test scores of control group and experimental group with reference to Emotional Intelligence
5.1.3. Testing the significant difference in means gain scores of control group and experimental group with reference to Theatre Proficiency, Moral Judgment and Emotional Intelligence after intervention program

Testing the significant difference in means gain scores of control group and experimental group with reference to Theatre Proficiency, Moral Judgment and Emotional Intelligence after intervention program, the null hypotheses were formulated. ‘t’ test was used to test the hypotheses.

5.1.3.1. Testing the effect of Theatre Education Activities on post test mean gain scores of control group and experimental group with reference to Theatre Proficiency

HO1: There is no significant difference in mean gain scores of control group and experimental group on Theatre Proficiency

Table 5.7: table showing t- values of control group and experimental group with reference to Theatre Proficiency

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean difference</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Proficiency</td>
<td>Experimental</td>
<td>60</td>
<td>6.5667</td>
<td>1.91662</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>60</td>
<td>.5333</td>
<td>2.29566</td>
<td>6.0333</td>
<td>118</td>
<td>15.627</td>
<td>S</td>
</tr>
</tbody>
</table>

As it is show in the table 4.7, the obtained t-value for the Experimental Group and the Control Group on Theatre Proficiency (15.627) is significant at 0.01 level. Hence the null hypothesis is rejected and it is concluded that there is significant difference between control group and Experimental group with reference to Theatre Proficiency and it is also implied that the Experimental Group exhibited higher level
of Theatre Proficiency than the Control Group as the mean of the Experimental Group (6.5667) is significantly higher than the Control Group (0.5333). The same details are presented in the graph no 5.7.

**Graph 5.7: showing t-values of control group and experimental group with reference to Theatre Proficiency**

![Graph 5.7](image)

5.1.3.2: Testing the significant difference in means gain scores of control group and experimental group with reference to Moral Judgment

HO2: There is no significant difference in mean gain scores of control group and experimental group on Moral Judgment.

**Table 5.8: showing t-values of control group and experimental group with reference to Moral Judgment.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean difference</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Judgment</td>
<td>Experimental</td>
<td>60</td>
<td>4.2333</td>
<td>1.73075</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>60</td>
<td>.1833</td>
<td>1.92655</td>
<td>4.0500</td>
<td>118</td>
<td>12.113</td>
<td>S</td>
</tr>
</tbody>
</table>
As it is show in the table 4.8, the obtained t-value for the Experimental Group and the Control Group on Moral Judgment (12.113) is significant at 0.01 level. Hence the null hypothesis is rejected and it is concluded that there is significant difference between control group and Experimental group with reference to Moral Judgment and it is also implied that the Experimental Group exhibited higher level of Moral Judgment than the Control Group as the Post test mean of the Experimental Group (4.2333) is significantly higher than the Control Group (0.1833). The same details are presented in the graph no 5.8.

**Graph 5.8: showing t- values of control group and experimental group with reference to Moral Judgment.**

![Graph showing t-values of control group and experimental group with reference to Moral Judgment.](image)

5.1.3.3. Testing the significant difference in means gain scores of control group and experimental group with reference to Emotional Intelligence

HO3: There is no significant difference in mean gain scores of control group and experimental group with reference to Emotional Intelligence
Table 5.9: table showing t-values of control group and experimental group with reference to Emotional Intelligence

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean difference</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>Experimental</td>
<td>60</td>
<td>4.6167</td>
<td>1.92302</td>
<td></td>
<td>118</td>
<td>11.055</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>60</td>
<td>.4333</td>
<td>2.21219</td>
<td>4.1833</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it is shown in the table 4.9, the obtained t-value for the Experimental Group and the Control Group on Emotional Intelligence (11.055) is significant at 0.01 level. Hence the null hypothesis is rejected and it is concluded that there is significant difference between control group and Experimental group with reference to Emotional Intelligence and it is also implied that the Experimental Group exhibited higher level of Emotional Intelligence than the Control Group as the Post test mean of the Experimental Group (4.6167) is significantly higher than the Control Group (0.4333). The same details are presented in the graph no 5.9.

Graph 5.9: showing t-values of control group and experimental group with reference to Emotional Intelligence
5.1.4. Testing the significant difference between Post-test mean gain scores of the Experimental Group Boys and Girls in Theatre Proficiency, Moral Judgment and Emotional Intelligence

To test the significant difference between Post-test mean gain scores of the Experimental Group Boys and Girls in Theatre Proficiency, Moral Judgment and Emotional Intelligence, the null hypotheses were formulated and 't' test was used to test the hypotheses

5.1.4.1. Testing the significant difference between Post-test mean gain scores of the Experimental Group Boys and Girls in Theatre Proficiency

HO1: There is no significant difference in mean gain scores of Boys and Girls in Theatre Proficiency.

Table 5.10: showing t-values of Boys and Girls of experimental group with reference to Theatre Proficiency.

<table>
<thead>
<tr>
<th>Variable</th>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean difference</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Proficiency</td>
<td>Girls</td>
<td>30</td>
<td>18.47</td>
<td>3.702</td>
<td></td>
<td></td>
<td>.13</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>boys</td>
<td>30</td>
<td>18.33</td>
<td>4.037</td>
<td></td>
<td>58</td>
<td>.133</td>
<td></td>
</tr>
</tbody>
</table>

From the table 5.10 it is clear that the obtained t-value (0.133) is significant at 0.01 level. Hence the null hypothesis is accepted. It is concluded that there is no significant difference between Post test mean gain scores of the Experimental Group in Theatre Proficiency. The same details are presented in the graph no 5.10.
5.1.4.2 Testing the significant difference between Post-test mean gain scores of the Experimental Group Boys and Girls in Moral Judgment

HO2: There is no significant difference in mean gain scores of Boys and Girls in Moral Judgment.

Table 5.11: showing t- values of Boys and Girls of experimental group with reference to Moral Judgment.

<table>
<thead>
<tr>
<th>Variable</th>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean difference</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Judgment</td>
<td>Girls</td>
<td>30</td>
<td>46.23</td>
<td>6.361</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>boys</td>
<td>30</td>
<td>45.40</td>
<td>5.399</td>
<td>.83</td>
<td>58</td>
<td>.547</td>
<td>NS</td>
</tr>
</tbody>
</table>

From the table 4.11 it is clear that the obtained t-value (0.547) is significant at 0.01 level. Hence the null hypothesis is accepted. It is concluded that there is no significant difference between Post test mean gain scores of the Experimental Group in Moral Judgment. The same details are presented in the graph no 5.11.
5.1.4.3. Testing the significant difference between Post-test mean gain scores of the Experimental Group Boys and Girls in Emotional Intelligence

HO3: There is no significant difference in post-test mean gain scores of Boys and Girls of experimental group with reference to Emotional Intelligence.

Table 5.12: table showing t- values of Boys and Girls of experimental group with reference to Emotional Intelligence.

<table>
<thead>
<tr>
<th>Variable</th>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean difference</th>
<th>df</th>
<th>‘t’ value</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>Girls</td>
<td>30</td>
<td>48.80</td>
<td>6.738</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>boys</td>
<td>30</td>
<td>41.40</td>
<td>5.957</td>
<td>7.40</td>
<td>58</td>
<td>4.506</td>
<td>S</td>
</tr>
</tbody>
</table>

From the table 4.12 it is clear that the obtained t-value(4.506) is significant at 0.01 level. Hence the null hypothesis is rejected. It is concluded that there is significant difference between Post-test mean gain scores of the Experimental Group Boys and Girls in Emotional Intelligence. Also it indicates that Girls (48.80) have more Emotional Intelligence than Boys (41.40). The same details are presented in the graph no 5.12.
Graph 5.12: showing t-values of Boys and Girls of experimental group with reference to Emotional Intelligence.
5.2 RESEARCHER’S OBSERVATION

Though the Researcher had restricted to quantitative research while carrying this study, the experiences while data collection and field work, motivated to write such an essay as this. The experiences the Researcher had during these three months provided novel perspectives and dimensions to the project, hence the Researcher would like to narrate some of the important aspects and incidents that he thinks are noteworthy.

The place that the Researcher selected for this research is Kadakola’s government high school. Though it is 13kms from Nanjangud town, it has hardly been influenced from the town. However, the impact of Television on the adults and children of the village was rampant. The lives of the village were intertwined and disturbed with television serials and reality shows. For a study of three months, the Researcher had taken 60 students from the 9th standard and divided them into two groups of 30 each. One of the groups was taken as the control group and the other was taken as the experimental group.

Before the Researcher started his study at the school, a group of Bachelor of Education students had arrived there to take their practical classes. The Researcher saw that students were happy in receiving them. It seemed students were fascinated to see those new, young faces, with their different style of teaching and the kind of instruments they used. That B.Ed. students didn’t come with a beating stick like their teachers had encouraged the students to mingle with them and the children were impressed.
As the Social Science teacher of 10th standard was on leave on the day the Researcher visited the school, he was asked to take the class by the school headmaster. The Researcher happily agreed. As the Researcher spoke to the class children, he asked them a few questions on Basavanna, the pioneer of the 12th century Vachana movement. The conversation went as follows:

Researcher: Who is Basavanna?

Children: A vachana composer, a great soul

Researcher: What is his time period?

Children: 12th century AD

Researcher: What is Basavanna’s native place?

Children: Baagevadi

Researcher: Who were his parents?

Children: Madarasa and Maadalambike

Researcher: Recite a vachana of Basavanna

Children: Kalabeda, kolabeda,…

Researcher: Recite a different vachana(The previous one is very popular)

Children: …..(no answer)

Researcher: What is a vachana?

Children: …..(no answer)

Researcher: What is the meaning of the vachana you just recited?

Children: …..(no answer)
The silence of these children displayed perhaps the harsh reality of today’s education system. It reminds a popular story where two friends who are strolling by come across a lake, one of them begins to swim. The other fellow remarks that the way he swims is not proper, tries to guide him sitting on the bank. He tells his friend in the river to pierce through water by stretching his arms and thumping water by his legs alternatively. The one in the river is curious as to how his friend on the bank would swim who is so conversant on these methods. So he asks him to join in swimming too, but he disagrees. With a few more attempts to convince him to swim, to his surprise, he learns from his friend the he doesn’t know swimming at all.

Our education system today mimics this story. Teachers today do not know to swim. But they teach children on how to swim eloquently. The children then get a hundred out of hundred in their examination. But the experience of swimming remains alien to children. In the same way we have taught only the material Basavanna to children. His experience for us, remains in the 12th century as we are unable to carry it to the present day.

We think education is that which teaches ‘who is Basavanna?’ ‘where was he born?’ and ‘who were his parents?’. But the real education is that which induces a principle based debate in our minds. When such debates and interactions occur, education attains its true meaning. Such a complete education is obtained through theatre. Theatre asks for physical effort as well as intellectual growth. This is why theatre is known to be a ‘living art form’. What Gandhi, Rousseau and Rabindranath Tagore spoke on education is consistent with the above views. It is for this reason that the Researcher conducted the research with such a theoretical approach and interpretation of education.
Few of the major theatrical activities that were selected in this study include role play and theatre games. However before implementing them, an attempt was made to understand the school children’s mindset better. In order to do that on the first day of the study, the Researcher gathered children from the experimental group in the school ground and asked them to form a circle. There were 15 boys and 15 girls in that group. They formed a circle where in one half only boys gathered and in the other half, girls. Boys and girls were hesitant to hold hands to form a circle. The last boy in the group tried to move to the middle so that he does not have to hold a girl’s hand. Even girls were shy and were trying to hide behind. The Researcher was worried on how to work with children who are hesitant even to hold hands and mingle, but was aware of the capability and possibilities of theatre.

The Researcher had to work on them for fifteen days to make sure that they don’t distinguish themselves based on gender and can forget themselves in the activities. Major assistance for this effort was provided by theater games. Through theatre games, children learnt to forget false lines between one another and played with joy.

At this point, the time came for the visiting B.Ed. students to leave the place. They conducted a small ceremony where they thanked the school, school children, teachers and distributed sweets. Including the ones in the experimental group, several students groped on the B.Ed. students and cried till they had hick ups. Their hick ups had the warmth to make the eyes present there go wet.

This behavior of children gave a point of observation that the children were low in emotional intelligence. This incident posed a challenge to the research. That the children would be unaware of the situation and express their feelings in a easy go
manner provided a challenge to the research. The study was continued with a focus on this aspect.

The children would acquire feelings of anger, jealous, sorrow and joy so abruptly that classes would be disturbed due to that. The Researcher also found out that the children were adept at telling lies and convincing them to be the true in a dramatic way.

But amidst all this, the research was continued. The Researcher tried to use his experience in theatre systematically in order to bring a positive change in the children. Role play played a major role in the research from then on. In the initial stage, the children conceived role play as fun and took to it light heartedly. But in the coming days, they learnt to manage these activities creatively.

Group of thirty was further subdivided into three groups of ten each. The task was that children in each group should share with each other about some important incident which took place in their life, and then should choose a subject and enact. Then their enactment would be put to debate and review. The classes proceeded in this manner.

With such activities, two months seemed to have gone very rapidly. After these two months, one could see change in their behavior and mode of work gradually. An open environment was built among them. They matured on how to express and control their anguish, anger and jealousy. Even in their text based exam, a significant improvement was seen.

After the three months began to close in, the Researcher felt sorrow and anxiety. But he did not want the children to cry on the day he will be leaving, like they did when the B.Ed. students left.
The Researcher went to school on the final day with sorrow, anxiety and anticipation. The children who were playing in the school ground greeted him like every day and continued playing. In the evening, all the children of both the groups were gathered to inform that the Researcher was about to leave and would not be coming to their school from the next day. They were asked to share their views. The way they did it was surprising. Instead of breaking down with emotions, they put their experiences in a composed way. They shared the changes that got induced into them due to the activities done in those three months. There was a visible change in their language and vocabulary. The children were in the process of finding themselves. They could evaluate their positives and negatives. Their level of self confidence and self esteem had risen.

4.1 DISCUSSION OF THE RESULTS OF THE STUDY

The main purpose of the Study was to find out the Effect of Theatre Education Activities on Emotional Intelligence, Moral Judgment and Theatre Proficiency of Secondary School Students. The Study employed the matched Groups, Pre-test, Post-test, Control Groups Design. The performance of the students were analysed using both descriptive and inferential analysis.

From the analysis and interpretation given in the preceding Sections, it is revealed that Theatre Education Activities had an effect on Emotional Intelligence, Moral Judgment and Theatre Proficiency of Secondary School Students which is evident through both descriptive and inferential analysis. The data were analyzed wherefore a highly significant difference in Emotional Intelligence was observed (t=3.189, p<0.01) between the Experimental and control Groups in Post-test mean Scores. The mean score of the Experimental Group (45.10) was found to be
significantly higher than the Control Group (40.90) in Post-test. The finding of this Study confirmed the findings of A. Hewson, Ralf Rauker, Chris Skinner and Robyn Bett(2009), M. Pearson and H.Wilson(2008), S. Clark,(2006)

As the Study revealed, the reason for the increase in students’ Achievement is the Investigator offered role plays, theatre games, photographs, improvisations at the beginning of the class, after role plays raising interesting questions to stimulate student to discussion. This resulted in an increase in the students’ motivation towards participation in the performance of the activities, and discussion of the findings and reviewing them with each other. The positive involvement of the students in the Theatre Activities process itself has built in them the desire to know, and encouraged them to participate and produce, avoiding the threatening situation associated with answering the discussion question. Besides, by creating a climate of mutual respect and acceptance between students and between students and teachers, the Study observed a highly positive effect on students’ high level Emotional Intelligence.

The analysis of the student’s reactions to the Theatre Education activities revealed that the students of the Experimental Group gave positive feedback regarding the Theatre Education activities. All students’ liked classroom environment because it helped them in building good relationship with their classmates and they expressed that this gave them opportunity to exhibit our talents, involve the discussions, ask question, perform role plays and Theatre Activities. Therefore, this kind of activities and environment played important role in enabling students to obtain good knowledge and develop more positive things toward life.

The results of the Study proved that the Experimental Group taught through Theatre Education Activities showed significant improvement in their Moral
Judgment than the conventionally taught Control Group. The data was analyzed wherefore a highly significant difference in Moral Judgment was observed ($t= 4.605, p<0.01$) between Experimental and Control Group in Post-test. The mean score of the Experimental Group (45.82) was found to be significantly higher than the Control Group (40.83). Enhancement of Moral Judgment of the Experimental Group may be due to the establishment of a creative role play on Morality. The positive involvement of the students in the Theatre Activities process itself has built in them the desire to know, and encouraged them to participate and produce, avoiding the threatening situation associated with answering the discussion question. Besides, by creating a climate of mutual respect and acceptance between students and between students and teachers, the Study observed a highly positive effect on students’ high level Moral Judgment. The finding of this Study confirmed the findings of Theorising Drama as Moral Education (1999), John Basourakos, Gervais, 

The study also showed a highly significant difference in Post-test mean scores of the Experimental Group and the Control Group in their Theatre Proficiency in favor of Experimental Group. The data was analyzed wherefore a highly significant difference in Theatre Proficiency was observed ($t=10.495$) between the Experimental and Control group. The mean score of the Experimental Group (18.84) was found to be significantly higher than the Control Group (12.17)

Further, by giving more opportunities for students to discuss, solve problems, create solutions and potentials to develop their understanding in-depth and building good communication, morality and social relationship with their group mates. In addition, this Model provided the students with appropriate classroom climate in the beginning of the classes to enhance students’ positive attitude and perceptions about
learning through the creation of positive relationship between teacher and students that improved their attitude towards learning process.

It was revealed from analysis that the effect of theatre Education Activities was found that significant difference between Post-test mean gain scores of the Experimental Group Boys and Girls in Emotional Intelligence. The obtained t-value (4.506) is significant at 0.01 level. Also it indicates that Girls (48.80) have more Emotional Intelligence than Boys (41.40). The analysis also showed that the effect of theatre Education Activities was found influential equal on both boys and girls with respect to their Moral Judgment and Theatre proficiency.

It was also found that appropriate instructional climate helps creating positive relationship between the variables. For instance, democratic environment provides students with positive attitudes and perceptions about learning process by encouraging students to develop mental habits which enable them to think critically, think socially, think morally and regulate their behavior so as to engage intensely in task even when answer/solutions are not immediately apparent. Thus, the students should be encouraged not to respond to any situations immediately without much thinking prior to their response, providing some time for group to evaluate their action after accomplishing the Theatre activity so that they help themselves to learn from their mistake. Consequently, students will learn more and their learning process will be facilitated.

In the next Chapter the summery of the major findings and implications of the Study are presented.