



## EFFECT OF PUBLIC SPEAKING SKILL ENHANCING PROGRAMME THROUGH STREET PLAY AMONG B.Ed. STUDENT TEACHERS

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### ABSTRACT

Public speaking skill plays an important role in a successful career as well as during social interaction in the society. This skill is also highly sought in class room interactions after by educational institutions recruiting fresh graduates. The main purpose of this study was to investigate the effect of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers. Quasi experimental study was conducted on a random sample of 32 B.Ed. student teachers and used for the administration of street play training programme for 15 days. Pre-test and post-test was conducted, it was observed and recorded by the examiner and the obtained results are noted for analysis. Result showed relatively better improvement in post-test scores of student teachers those who are undergone for public speaking skill enhancing programme through street play.

**KEYWORDS:** Public Speaking Skill, Street Play.

### INTRODUCTION

India has become the hub of professional education, every year lakhs of students obtain professional degrees however very few of them achieve good placement globally. The rests are either continuing to get basic institutions or doing odd jobs or moving to other profession. To overcome these kinds of obstacles there must be given more importance to the soft skill enhancement especially public speaking skill of students. Speaking in front of an audience can be a challenging and threatening proposition. In addition to the lexical, syntactical and semantic concerns, potential speakers need to deal with anxiety and other affective issues. Despite the inherent challenges, teaching students to speak confidently in public is a noble endeavour. Good public speaking skills can empower our learners to better communicate their ideas and opinions as well as succeed not only in the job and also other areas of life. Public speaking fear is considered a type of societal dread that causes severe escaping of speaking in front of others because of fear of awkwardness or humiliation (Hancock, Stone, Brundage & Zeigler, 2010). Speech anxiety also medically termed as Glossophobia, is the feeling of fear while speaking in front of public, often characterized as fear of speaking publically or nervousness in communication. It is a feeling of panic related with different physiological changes like elevated heart and breathing rates, over-rapid reactions, trembling of muscles and shoulder and neck area stiffness among others (Tse, 2012). A significant relationship has also been established between Poor oral communication and lower educational results and lower levels of working ability as an employee (Goberman, Hughes, & Haydock, 2015). Yalcin & Incecay (2014) defined that foreign language fear is another important phenomenon. Research shows it can be easily observed in class room activities. Students who have foreign language fear refrain themselves from such learning activities and



havelow performance as compare to non-phobic (Yamat & Bidabadi, 2012).

Theru-k-koothu is an ancient folk art performed in rural areas of Tamil Nadu, a Southern State in India. It refers to street play or street drama performed with the combination of Iyal (literature), Isai (music) and Nadagam (drama), more than entertainment; therukoothu educates the rural people about religion and their history. Koothu is an informal dance structure; the performances generally depict scenes from ancient epics like Ramayana, Mahabharata, Vishnu purana and Tamil classical epics. There will be no dialogues instead only songs. Artists are trained to sing in their own voice and in a high pitch to reach entire crowd, since no technology available that time. The artists dressed up with complex heavy costumes and have a very bright elaborated makeup. They put on high towering head dress, sparkling shoulder plates and wide colourful skirts.

Theru-k-koothu (street play) can provide a process for learning by living through or experiencing an event. Educating through theru-k-koothu (street play) is a novel approach to make the students to participate more actively in teaching learning transaction. the teacher transforms his content to students, the same way the artist deliver his content to audience by using various dialogs, songs, and dance with proper acting skills like body language, facial expression and so on. So in this article the researcher made an attempt to enhance the public speaking soft skillby using theru-k-koothu (street play).

### OBJECTIVES OF THE STUDY

- To find out the significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers with respect to gender.
- To find out the significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers with respect to locality.
- To find out the significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers with respect to stream of study.
- To find out the significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers with respect to their experience about street play.
- To find out the significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers with respect to their experience of act in drama.

### HYPOTHESES

1. There is no significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers in terms of gender.
2. There is no significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers in terms of locality.
3. There is no significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers in terms of stream of study.
4. There is no significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers in terms of their experience about street play.
5. There is no significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers in terms of their experience of act in drama.

## METHODOLOGY

The present study belongs to the quasi experimental study. A sample of 32 B.Ed. student teachers was selected by simple random sampling technique from Namakkal district, Tamil Nadu. Public Speaking Skill Enhancing Programme Scale among B.Ed. Student Teachers was developed by the investigators. It comprises 10 statements in 5-point rating scale. They are excellent, very good, good, average and not good, which scored 4, 3, 2, 1 and 0. The value of co efficient of the reliability test of the tool is 0.87 which is found to be highly reliable to administer it. The modification of the tool was done as per the opinion and suggestion given by two educational experts so as to find out the validity of the tool. The final draft of the standardized tool (9 statements) was administered to the 32 B.Ed. student teachers to pre-test and post-test after collecting the data from them, the data were adopted the analysis. The data collected from B.Ed. students teachers were analysed through the appropriate statistical techniques such as descriptive analysis (Mean and SD) and differential analysis (t- test).

## TESTING OF HYPOTHESES

**Table 1: Significant Difference in Pre-Test Score and Post-Test Score of Public Speaking Skill Enhancing Programme through Street Play (Theru-K-Koothu) among B.Ed. Student Teachers based on Gender**

Variable		Sample	Mean	SD	t-value
Gender	Male	Pre-Test Score	16	8.25	10.4**
		Post-Test Score	16	22.88	
	Female	Pre-Test Score	16	13.25	9.44**
		Post-Test Score	16	26.05	

*\*\*Significant at 0.01 level.*

From Table-1, the calculated t-value 10.4 is higher than the table value (2.58) at 0.01 level of significance. The gender (Male) wise analysis revealed that the male B.Ed. student teachers performance in post-test score (22.88) is higher than the pre-test score (8.25) of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post-test score of B.Ed. student teachers performance in public speaking enhancing programme through street play (theru-k-koothu) with respect to their gender (Male).

Table-1 also revealed that the calculated t-value 9.44 is higher than the table value (2.58) at 0.01 level of significance. The gender (female) wise analysis revealed that the male B.Ed. student teachers performance in post-test score (26.05) is better than the pre-test (13.25) score of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post-test score of B.Ed. student teachers in public speaking enhancing programme through street play (theru-k-koothu) with respect to their gender (Female).

**Table 2: Significant Difference in Pre-Test Score and Post-Test Score of Public Speaking Skill Enhancing Programme through Street Play (Theru-K-Koothu) among B.Ed. Student Teachers based on Locality**

Variable		Sample	Mean	SD	t-value
Locality	Rural	Pre-Test Score	18	9.61	10.31**
		Post-Test Score	18	23.67	
	Urban	Pre-Test Score	14	12.21	7.66**
		Post-Test Score	14	26	

**\*\*Significant at 0.01 level.**

From Table-2, the calculated t-value 10.31 is higher than the table value (2.58) at 0.01 level of significance. The locality of student (Rural) wise analysis revealed that the rural B.Ed. student teachers performance in post-test score (23.67) is higher than the pre-test score (9.61) score of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post-test score of B.Ed. student teachers performance in public speaking enhancing programme through street play (theru-k-koothu) with respect to their locality of student (Rural).

Table-2 also depicts that the calculated t-value 7.66 is higher than the table value (2.58) at 0.01 level of significance. The locality of student (Urban) wise analysis revealed that the urban area B.Ed. student teachers performance in post-test score (26) is higher than the pre-test score (12.21) of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post-test score of B.Ed. student teachers performance in public speaking enhancing programme through street play (theru-k-koothu) with respect their locality of students (Urban).

**Table 3: Significant Difference in Pre-Test Score and Post-Test Score of Public Speaking Skill Enhancing Programme through Street Play (Theru-K-Koothu) among B.Ed. Student Teachers based on Stream of Study**

Variable		Sample	Mean	SD	t-value
Stream Of Study	Arts	Pre-Test Score	21	12.29	8.31**
		Post-Test Score	21	23.86	
	Science	Pre-Test Score	11	7.81	12.2**
		Post-Test Score	11	26.27	

**\*\*Significant at 0.01 level.**

From Table-3, the calculated t-value 8.31 is higher than the table value (2.58) at 0.01 level of significance. The stream of study (Arts) wise analysis revealed that the arts stream B.Ed. student teachers performance in post-test score (23.86) is higher than the pre-test score (12.29) of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in post-test score and pre-test score of B.Ed. student teachers performance in public speaking enhancing programme through street play(theru-k-koothu) with respect to their stream of study (Arts).

Table-3 also shows that the calculated t-value 12.2 is greater than the table value (2.58) at 0.01 level of significance. The stream of study (Science) wise analysis revealed that the science stream B.Ed. student

teachers performance in post-test score (26.27) is superior to the pre-test score (7.81) of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post-test score of public speaking enhancing programme through street play (theru-k-koothu) among B.Ed., student teachers with respect to their stream of study (Science).

**Table 4: Significant Difference in Pre-Test Score and Post-Test Score of Public Speaking Skill Enhancing Programme through Street Play (Theru-K-Koothu) among B.Ed. Student Teachers based on their Experience About Street Play**

Variable		Sample	Mean	SD	t-value
Experience about Street Play	Yes (Experienced)	Pre-Test Score	21	9.67	5.95**
		Post-Test Score	21	25.1	
	No (Not Experienced)	Pre-Test Score	11	12.82	11.26**
		Post-Test Score	11	23.91	

*\*\*Significant at 0.01 level.*

From Table-4, the calculated t-value 5.95 is higher than the table value (2.58) at 0.01 level of significance. The experience about street play (Yes) wise analysis revealed that the experienced in experience about street play among B.Ed. student teachers performance in post-test score (25.1) is higher than the pre-test score (9.67) of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post-test score of experienced B.Ed. student teachers performance in public speaking skill enhancing programme through street play (theru-k-koothu) with respect to their experience about street play (theru-k-koothu) (Yes).

Table-4 also depicts that the calculated t-value 11.26 is higher than the table value (2.58) at 0.01 level of significance. The experience about street play (No) wise analysis revealed that the not experienced B.Ed. student teachers performance in post-test score (26.05) is higher than the pre-test score (13.25) of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post test score of 'not experienced in experience about street play' B.Ed. student teachers performance in public speaking skill enhancing programme through street play (theru-k-koothu) with respect to their experience about the street play (theru-k-koothu) (No).

**Table 5: Significant Difference in Pre-Test Score and Post-Test Score of Public Speaking Skill Enhancing Programme through Street Play (Theru-K-Koothu) among B.Ed. Student Teachers based on their Experience of Act in Drama**

Variable		Sample	Mean	SD	t-value
Experience of Act in Drama	Yes (Experienced)	Pre-test Score	11	12.36	10.23**
		Post-test Score	11	25.45	
	No (Not Experienced)	Pre-test Score	21	9.9	7.14**
		Post-test Score	21	24.29	

*\*\*Significant at 0.01 level.*

From Table-5, the calculated t-value 10.23 is greater than the table value (2.58) at 0.01 level of significance. The experience of act in drama (Yes) wise analysis revealed that the experienced in experience of act in drama B.Ed. student teachers performance in post-test score (25.45) is higher than the pre-test score (12.36) of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post-test score of experienced B.Ed. student teachers performance in publicspeaking skill enhancing programme through street play(theru-k-koothu) with respect to their experience of act in drama (Yes).

Table-5 also shows that the calculated t-value 7.14 is higher than the table value (2.58) at 0.01 level of significance. The experience of act in drama (No) wise analysis revealed that the not experienced in experience of act in drama among B.Ed. student teachers performance in post-test score (24.9) is higher than the pre-test score (9.9) of public speaking skill enhancing programme through street play (theru-k-koothu). Therefore the result concluded that there is significant difference in pre-test score and post-test score of not experienced B.Ed. student teachers performance in public speaking skill enhancing programme through street play (theru-k-koothu) with respect to their experience of act in drama (No).

## CONCLUSION

The findings of this study were revealed that the demographic variables like gender, locality, stream of study, the experience about street play and the experience of act in drama wise analysis showed that there is significant difference in pre-test score and post-test score of public speaking skill enhancing programme through street play (theru-k-koothu) among B.Ed. student teachers. Therefore using street play (theru-k-koothu) as public speaking skill enhancing programme is the effective method for the need the development of soft skills and life skills among prospective teachers.

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