



A STUDY ON THE EFFECT OF PROCESS DRAMA ON ACHIEVEMENT IN SOCIAL SCIENCE OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study tries to find out the Effect of Process Drama on Achievement in Social Science at Secondary School level. For this study investigator used experimental method and selected pre-test, post-test non- equivalent group design. Sample for the study consisted of 82 Secondary School students of Kottayam District. Findings of the study revealed that Process Drama Method is found to be more effective than the Existing method on Achievement in Social Science among the Secondary School Students..

KEYWORDS: Process Drama

INTRODUCTION:

The major purpose of teaching Social Science is to promote learning which is validated by the learner's achievements, particularly with regard to social skills which make her a responsible and socially productive citizen. Process Drama is an effective instructional tool in the social science classroom. It is a dynamic teaching method in which the teacher and the students work together to create an imaginary dramatic world with reference to the reality learnt and work within that world to explore a particular problem, situation, theme, or series of related themes, not for a separate audience, but for the benefit of the participants themselves. No single instructional tool is used in isolation but a union of tools like debate, discussions, role play, miming, graffiti, forum theatre, enquiry projects, panel discussion, diary writing, poster designing etc. are used to provide the relevant experience. A dynamic and effective method of teaching-learning should provide the learner with multi-perspective view of persons, things, incidents and situations. Such a classroom will enable the learner to create the learning environment which is a miniature of the relevant social reality, formulate the learning content in a co-operative and collective way, delve deep into the learning content in the appropriate learning environment to arrive at dynamic and socially acceptable conclusions.

NEED AND SIGNIFICANCE

Drama in education has been increasingly recognised among educators as an effective teaching-learning tool in establishing the said goals with regard to social science learning. Among all the Dramatic methods, the Process Drama stands apart as one of the more effective methods in generating and maintaining the specific skills, attitudes and achievement connected with Social Science among students.

Process Drama as a teaching- learning tool is highly relevant to both students and teachers of Social Science. It is advantageous for teachers so much so that they are able to create social realities, geographical situations and historical facts in the class room to provide a first hand experience to the students. It is advantageous to students as it provides them with multiple possibilities of the given situation to be experienced



from different perspectives. Social Science learning becomes lively and experiential. Thus it will lead to higher achievements among the students. This calls for alternative methods of classroom transactions related to social science. It has been found that the present and conventional methods of classroom transaction have not come up to the level expected in obtaining the above said learning and achievement. Present study is an attempt at validating Process Drama as a potent method to be resorted in Social Science learning.

OBJECTIVE OF THE STUDY

To find out the effect of Process Drama Method over the Existing Method on the Achievement in Social Science.

HYPOTHESIS

There is no significant effect of the Process Drama Method over the Existing Method on the Achievement in Social Science.

METHODOLOGY OF THE STUDY

The investigator selected experimental method and used pre-test, post-test non- equivalent group design for the present study. In this design there are two groups. One of the groups serves as the experimental group and the other as the control group. Sample consisted of 82 ninth standard students.

TOOLS USED IN THE STUDY

1. Achievement Test in Social Science
2. Lesson transcripts based on Process Drama Method
3. Lesson transcripts based on Existing Method of Teaching.

ANALYSIS AND INTERPRETATION OF DATA

In order to find out the effect of Process Drama Method over the Existing Method on Achievement in Social Science the investigator used the statistical technique ANCOVA.

Table 1

Sum of Squares, Degrees of Freedom, Mean Square and F value for Achievement in Social Science

Source of variation	SS	df	MS	F-value	p-value
Intelligence	59.399	1	59.399	2.052	.156
SES	7.751	1	7.751	.268	.606
Pretest scores on Achievement in Social Science	380.077	1	380.077	13.133	.001
Between groups	233.861	1	233.861	8.081*	.006
Within group	2228.469	77	28.941		
Total	3725.024	81			

Note: * $p < .05$; SS - Sum of squares; MS - Mean squares

From Table 1 it is observed that the between group sum of squares is 233.861 with df one and the within groups sum of squares is 2228.469 with degrees of freedom 77. The calculated F value 8.081 is greater than the table value of F , 4.00 with degrees of freedom 1 / 77 at .05 level. So the F value ($F_{(1, 77)} = 8.081$, $p < .05$), is significant at 0.05 level. Therefore the null hypothesis which states that, 'there is no significant effect of the Process Drama Method over the Existing Method, on the on Achievement in Social Science' is not accepted. Therefore, the investigator concluded that the Process Drama Method is more effective when compared with the Existing Method on Achievement in Social Science when the effect of the scores on Intelligence, SES and pretest scores on the dependent variables are controlled.

FINDINGS AND CONCLUSION

Process Drama Method is more effective than existing method on Achievement in Social Science. Highly productive cognitive, affective and psychomotor dexterity is gained by the learner in creating the drama world through Process Drama tools in the learning of Social Science. As a result, the learner is able to create her own learning and experience it herself, is led to higher planes of achievement to become a life long learner with pertinent individual and social skills.

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