



EFFECTIVENESS OF DRAMA THERAPY ON DEVELOPING LIFE SKILLS AMONG LATE BLOOMERS

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ABSTRACT

The present study is to test the effectiveness of the drama therapy on developing life skills among Late Bloomers. For this investigator conducted an experimental study based on drama therapy. The independent variable of this study is drama therapy and dependent variable is life skills. Non-equivalent control and experimental group design is used as the method of this study. The study reveals that the drama therapy is effective for developing life skills among later bloomer. The total sample of this study is 60; 30 are in the experimental and 30 in control group. Life skills assessment test and drama therapy are the tools and techniques used.

KEYWORDS: Drama therapy Life Skills, Late Bloomers.

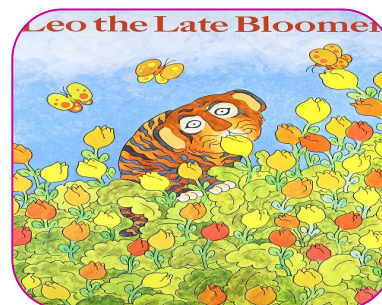
INTRODUCTION

Education is preparing child to live effectively in the contemporary society. Societies change over time and are not same at any point of time. The traditional system of education can no more provide inputs to lead life for the kinds of complexities that have developed as a result of increasing complexities in contemporary society. Social Learning Theory by Bandura (1997) had two profound influences on the development of life skills and social skills programs. One was the necessity of providing children with methods or skills for coping with internal aspects of their social lives, including stress reduction, self-control, and decision-making. Most life and social skills programs address these skills. The second was that, to be effective, life and social skills programs need to replicate the natural processes by which children learn behaviour. Thus, most life and social skills programs include observation, role-play, and peer education components in addition to plain instruction.

Drama therapy is a type of therapy that allows exploring emotional difficulties through the medium of drama. This could involve a variety of activities including writing and learning script, improvisation exercises or activities using puppets and masks. Drama therapy is often used within a group environment. However, it can be used in one to one sessions too. A drama therapist will use different techniques and may help you create a fictional story to portray. Usually the fictitious story will be your own story re-told through different characters. Creating this space between yourself and the emotional concerns being explored can offer clarity and a sense of relief or catharsis. The aim of drama therapy includes.

- To solve problem.
- To understand yourself better.
- To explore and overcome unhealthy behaviour.
- To improve Life skills

The nature of drama therapy makes it ideal for people who struggle to free themselves from the problems that they are facing, as it addresses them in a more indirect way. Education modifies our



behavior and personality. It is education which helps us to trace our physical and mental problems and acts as medicine to overcome all our personal barriers. So we can say that exceptional children require exceptional treatment. Among them slow learners and gifted children require exceptional treatment. Children with special need, Children and divers abilities require more care and attention for developing their psycho-social behavior if we don't motivate, direct and train them properly they become a burden for the family and society.

I. NEED AND SIGNIFICANCE OF THE STUDY.

Late-Bloomers with the greatest potential often take the longest to find their path because their sensitivity is a double edged sword- it lives at the heart of their brilliance, but it also makes them more susceptible to life's pain. A Late Bloomer who appears to be of average ability throughout childhood. He does not demonstrate any particular talents or abilities in academics or any of the arts. The Late Bloomer is not a bit burdensome task. The teacher who shoulder the responsibility of making the late bloomer should try out the strategies that transform the Late Bloomers in an academic and non-academic setting. Life skill training aims to provide Late Bloomers with strategies to make healthy choices that contribute to a meaningful life. They help to promote the wellbeing and competence of Late Bloomers as they face the realities of life. It helps the Late Bloomers to be empowered in challenging situations. A late bloomer may be deficit in skills and they wouldn't pick up the skills unless they are taught directly and intensively. In order to do away with the deficits in the Late Bloomers and help them promote mental wellbeing and competency, life skill is needed. This type of a training will help late bloomer to be equipped and competent enough in overcoming their distress.

2. DEFINITION OF KEY TERMS.

Effectiveness: -In this study effectiveness means the life skills development of Late Bloomers using drama therapy technique.

Drama Therapy In the present study Drama therapy is an approach of different type of teaching learning methodology such as Pupperty, Social Drama, Role Play, Play Activity for solving the selected Life skills problem.

Life skill. UNICEF defines life skills as "a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills". ... In short, life skills empower young people to take positive action to protect themselves and promote health and positive social relationships

Late Bloomer is a person who appears to be of average ability throughout childhood and often into adulthood. Throughout early school years, the grades of the late bloomer are mediocre. The Late Bloomer does not stand out in other ways either. He doesn't demonstrate any particular talents or abilities in academics or any of the arts. The late bloomer who goes to college may not stand out or excel there, at least not for the first couple of years. In the Present study late bloomer considered the Learning Disabled

3. OBJECTIVES

To find out the Effectiveness of Drama therapy on developing Life skills among late bloomer .

4. HYPOTHESIS

Drama therapy is Effectiveness for developing Life skills among late bloomer .

5. METHODOLOGY

Present study has adopted experimental method. Pre-test – Posttest Non-equivalent group design is used. The independent variable of this study is Drama therapy and dependent variable is Life skills Investigator select 60 Late Bloomers in the primary school in which 30 in the Experimental Group and 30 in the control group.

6. TOOLS AND TECHNIQUES USED FOR THE STUDY

Life skills assessment Test and Drama therapy Technique.

7. RESULTS AND DISCUSSION

After the intervention of Drama Therapy in the Experimental Group and Prevailing strategy in the Control Group. Investigator finds out the Mean and Standard deviation and test the significant difference between pretest and posttest scores using t test and ANOVA and ANCOVA, Then test the effectiveness of Drama Therapy which is effective for developing Life skills. The results and discussion are presented in the following tables

Table 1; Data and results of Test of Significance of Pre -Test Scores in Life skills skill of the Experimental and Control group.

Group	N	Mean	Standard deviation	Critical ratio	Level of significance
Experimental	30	71.36	15.10	1.50	P<0.05
Control	30	59.1	8.38		

From the table it is observed that the critical ratio obtained 1.50 is less than the table value 1.96 at 0.05 level which is not significant. This shows that there is no significant difference between the means of the pre-test scores of the Late Bloomers in the experimental group and control group. Therefore the two groups do not differ significantly in their Life skills before the intervention after the experimental study the life skills of the experimental and control group were compared by testing the significance of difference between the means of the post test scores of the group. The data and results of the test of significance are given in table.2

Table 2;Data and results of Test of Significance of Post -Test scores in Life skills in Experimental and Control group.

Group	N	Mean	Standard deviation	Critical ratio	Level of significance
Experiment	30	86.43	10.27	4.51	P<0.05
Control	30	61.83	5.35		

Table shows that the critical ratio obtained is 4.51 which is greater than the table value of 1.96 at 0.05 level. That means that there exist a significant difference in the post test mean score Life skill test. The post-test mean score 86.43 of experiment group is greater than the post-test means scores 61.83 of the control group. So it is inferred that the Late Bloomers in the experimental group is better than the control group in their life skill test. Thus it can be concluded that the drama therapy technique is effective in developing Life skills among Late Bloomers.

Table 3; Summary of analysis of various of pre-test (x) and post-test (y) scores of Late Bloomers in the experimental group and control group taken separately.

Source of variance	Df	Ssx	Ssy	Msx(vx)	Msy(vy)
Among the means	1	112.07	3405.1	112.07	3405.07
Within the group	58	2866.87	9684.3	49.43	166.97
Total	59	2978.93	13089.4	-	-

The F ratio for two sets of scores was tested for significance. The table value of F for df/58 are 4 at 0.05 level and 7.08 at 0.01 level. Since the obtained value of F_x is 2.27, it can be concluded that there is no significant difference in the pre-test scores of experimental group and control group. The obtained value of f_y is 20.39 which is significant at 0.01 levels. So it can be concluded that there is significance difference between the post test scores of the experimental group and control group.

Table 4; Summary of Analysis of Co-Variance of Pre-Test and Post-Test Scores of Late Bloomers in Experimental Group and Control Group.

Sources of variance	Df	SSX	SSY	SSxy	SSyx	MSYX	SDYX	F _{yx}
Among the means	1	112.07	3405.1	617.73	4321.17	4321.17	11.67	31.71
Within the group	57	2866.87	9684.3	7767.95	7767.95	136.28		
Total	58	2978.93	13089.4	12089.12	12089.12	12089.12		

The comparison of F_{yx} ratio was tested for significance. Since the table value of f ratio for 1/57 df is 4.0 at 0.01 level of significance the calculated value is highly greater than the table value. The obtained F_{yx} ratio 31.71 is highly significant at 0.01 level. It is clear from the F_{yx} ratio 31.71 that the two final mean which depends up on the experimental and control variables differ significantly after they have been adjusted for initial difference in the pre-test scores.

Table 5 Comparison of Adjusted Means of Post Test Scores of Late Bloomers in Experimental Group and Control Group.

Groups	N	M _x	M _y	M _{xy (Adjusted)}
Experimental group	30	61.83	86.4	87.55
Control group	30	59.10	71.40	70.25
Total	60	60.47	78.90	-

SEM between the adjusted mean = 3.01, $t = 5.74$

The difference between the adjusted means of the post test scores of Late Bloomers in the experimental group and control group were tested for significance. The calculated difference between the adjusted t score is 5.74 which are greater than the table value 2.58 at 0.01 levels. The difference between the adjusted t score indicated that the Late Bloomers in the experimental group differ significantly in their life skill in the post test. Thus the Late Bloomers learned by Drama Therapy technique is better than prevailing method. From the result it can be interpreted that Drama therapy technique is an effective method for developing Life skills among Late Bloomers.

8. SCOPE OF THE STUDY

Skill based approach in life skill education follows well established mentoring techniques to develop student's innate quality and also motivating them to adopt socially acceptable pattern of life style's particularly, strategy consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose appropriate steps to enhance their skill and abilities as a part of development. Proper feedback are necessary from the trainer as well as the peer groups for an individual to improve their confidence. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately. Every student wants to learn the perfect art of penmanship, but the fact is that every school going child lacks of life skills. The results of the study is expected to pave way for the introduction of strategies to make life skills development of primary school children possible through domain specific learning activities. The findings of the study will turn beneficial to the parents and teachers

of Late Bloomers to tackle any disability in the child. The study points to the need for developing more learner friendly strategies that groom life skills of students at primary level.

9. CONCLUSION

The present study is to test the effectiveness of Drama Therapy for Developing Select Life Skills of Late Bloomers at Primary level, it is affirmed that the Therapy is very effective to develop the Select Life Skills of Late Bloomers at Primary level. So this study suggest that give more attention for them in the primary stage itself. This Drama therapy is gives mores space for their teaching learning process based on the three domain.so this package will help the education from a practical stand point,

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