



Effectiveness of Drametization in Teaching of Social Study to the Student of Secondary School in Gujarat

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As a teacher educator, the investigator has taught different ways and methods to the students of the B.Ed. College and initiated them to experiment various methods during their practice teaching in the schools. This paper is the result of the unit lessons of the students of Shree A.M. Patel (Avni Seeds) Mahila Education College, Unjha. The Objectives of the present Study were to study the effectiveness of Dramatization, to study the achievement level of the students in Social Study subject and to compare the achievement level of students who are taught through Dramatization and the students who are taught through traditional method. Researcher selected Experimental research method for conducting present research study. There were two equivalent groups and only post-test design. For interpretation of the data, the descriptive statistical techniques of mean, standard deviation and t-Test had been used. The null hypothesis was tested. The acquired t-value was 0.011 which was not significant at 0.05 level. So thenull hypothesis was accepted. Conclusions of the study on the interpretations obtained at the end of testing of hypothesis designed for the study are that the mean scores of students of Std.IX who were taught by Dramtization were higher than those taught by Traditional approach but the difference was nominal however the student liked and enjoyed learning through dramatization.

1. Background and Rationale

Quality Education is a buzz word in the field of Education but how to bring quality in Education is all the more difficult question for every teacher. There are different methods and approaches for teaching at B.Ed class level. As a teacher educator, the investigator has taught different ways and methods to the students of the B.Ed. College and initiated them to experiment various methods during their practice teaching in the schools. This paper is the result of the unit lessons of the students of Shree A.M. Patel (Avni Seeds) Mahila Education College, Unjha.

This study has been conducted to know the effectiveness of dramatization in teaching of Social Study.

The rational of the study can be as stated below.

1. Dramatization is a technique of teaching of a language.
2. Students like to be involved in the activities rather than listening the teacher passively.
3. Individual experience gives the learning permanence.

The motive of the study was to bring quality in the class room teaching by creating interest in the students and imparting joy through learning as Dramatization technique emphasises on collaborative activities and learning without burden. The researcher being a teacher educator of Social Study Method in the B.Ed. College had certain questions in her mind such as

- Which method can be the most effective in teaching Social Study to the students?
- Is the Dramatization effective in teaching Social Study?
- Can Dramatisation increase the achievement level of the students in Social Study subject?
- Is there any difference between achievement of the students who are taught through Dramatization and the students who are taught through traditional method?

- Can Dramatization bring quality in the classroom teaching of Social Study?

To have the answers of these questions scientifically and systematically, the researcher thought to undertake an experimental study titled “EFFECTIVENESS OF DRAMATIZATION IN TEACHING OF SOCIAL STUDY IN SECONDARY SCHOOL”

2. Objectives of the Study

The Objectives of the present Study were:

1. To study the effectiveness of Dramatization.
2. To study the achievement level of the students in Social Study subject.
3. To compare the achievement level of students who are taught through Dramatization and the students who are taught through traditional method.

3. Hypothesis

Hypothesis for the study was:

- There will be no significant difference between average mean scores on test conducted for the students taught through traditional way and through Dramatization technique.

4. Research Design

4.1 Method

Researcher selected Experimental research method for conducting present research study. There were two equivalent groups and only post-test design.

Table 1: Diagrammatic Presentation of Experimental Design

Social Study Class IX	Group	Pre-test	Independent variable (Treatment)	Post-test
Unit-4 :	Experimental Group- A	-----	X	T ₂ -E
	Control Group-B	-----	-----	T ₂ -C

4.2 Sample

Two equivalent groups of the students of Shri J. M. Patel Kanya Vdyalay, Unjha were selected for the study.

4.3 Tool & Techniques for data collection

Researcher constructed post-test of the selected unit of Social Study subject for IX class to assess achievement of students of experimental and controlled groups.

4.4 Method of Data Analysis

It was decided to analyze scores achieved by students of both the groups after conducting formative assessment. For interpretation of the data, the descriptive statistical techniques of mean, standard deviation and t-Test had been used.

5. Delimitation

1. The present study was limited to the students of the IX class of Shri J.M. Kanya Vidyalay of Unjha only.
2. The present study was limited for the Social Study subject only.
3. The present study was conducted by using the post-test only.

6. Data Analysis of Students Appearing In Post – Test

Table 1 Distribution of Post – Test Scores

Class distribution	Control.G.	Exp. G.
1 – 5	1	0
6 – 10	4	2
11 – 15	9	8
16 – 20	7	5
21 – 25	2	10

Figure 1 Graphical representations of the percentage of the scores of students in the Post – test

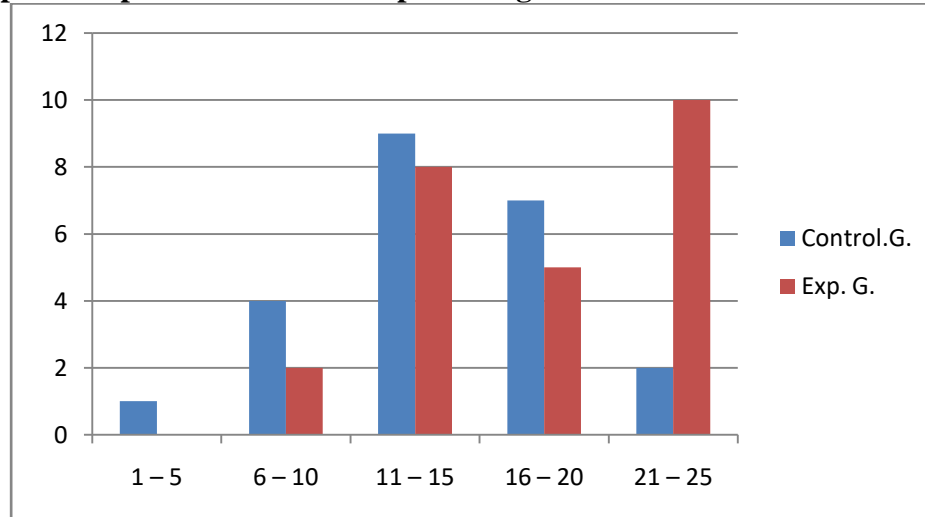


Table 2 Scores of Strength, Average, Standard Deviation and t-value of Post – test.

Group	Strength	Average	Standard Deviation	t-value
Experimental	25	21.16	2.52	0.011*
Controlled	25	19.24	2.6	

* Significant at 0.05 level

The table indicates that the average of Social Study Post - test of experimental group was higher than that of the controlled group as the average of Experimental group is 21.16 and the average of controlled group is 19.24 but the difference is not significant at 0.05 level of significance. The t-value of both the averages of both the group was 0.011 which was not significant at 0.05 level. Thus the Null Hypothesis of the study was accepted. That is, the it cannot be said that Dramatization is more effective than traditional method in context of Social Study Post - test of girls of secondary school.

7. Summary of the Result

The hypothesis was ‘There will be no significant difference between average mean scores on test conducted for the students taught through traditional approach and through Dramatization approach’. T-test was used as statistical technique to find significant difference between average mean scores on test conducted for the students taught through traditional approach and through Dramatization approach. The acquired t-value was 0.011 which was not significant at 0.05 level. So this null hypothesis was accepted. As a result, it can be said that there was not a significant difference between both the groups involved in the experiment.

8. Conclusions

Conclusions of the study on the interpretations obtained at the end of testing of hypothesis designed for the study are as shown under:

- The Scores of students of Std.IX who were taught by Dramtization was higher than those taught by Traditional approach but the difference was nominal, it was not a significant difference.
- The results of the present study provide a support for the argument that the students like dramatization compared to traditional method.
- The dramatization technique is effective too.

9. Educational Implications

- The students like their involvement in the teaching learning activities so they should be provided opportunities to work themselves.
- They like to study through the Projects, Assignments, Questionnaires and the Self - Instructional Material.
- The Dramatization proved effective as the students support the activities related to dramatization.
- They also like to study with activity base teaching.
- If teaching is done through Dramatization,
 - i) The Social Study achievement of the students can be enhanced.
 - ii) The confidence of the students increases
 - iii) The retention of learning of the students can be increased.

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