

SUSTAINING POSITIVE INTERPERSONAL SKILLS AMONG ADOLESCENCE THROUGH DRAMA

Smitha Jose
Research Scholar
Bharathiar University

Dr.Hemaletha P.K
Asst.Professor
St. Joseph College of Coimbatore
Teacher Education for Women Ernakulam

Abstract

Adolescence is a period of multiple complex changes in a child . The core period in personality development of an individual is Adolescence . The aim of the present study was to find out the effectiveness of Drama in Education for developing sustainable interpersonal skills among adolescence. The method adopted for the study was experimental method. In the present study, the investigator used pretest-posttests one group design. The independent variable selected for the present study was Drama intervention programme . The dependent variable selected for the present study was change in interpersonal relationships . Tool used for the study was interpersonal questionnaire Sample selected for the study include 150 secondary school students from two schools of Ernakulam district in Kerala. The different method of Drama were employed. The results indicate that the drama is effective in sustaining positive interpersonal skills among students .

Key Words : Positive Interpersonal Skills , Adolescence , Drama

Introduction

Human beings are social animals and live in a world of interdependence right from the birth either at home, school, or at work. These interdependence and inter-relationships starts from birth . Adolescence is a challenging time, as children go through the biggest changes both physiological as well as psychological. . It's this stage of life that child develops positive sustainable interpersonal relationships. It is a time where child discover a sense of self - worth and expanded cognitive abilities. Developing positive interpersonal relationships are part of life skills development of the learner . Developing positive interpersonal relationships with others will promote social skills. Teenagers will often develop independence, positive mental health and self -confidence through friendships and the result will be positive interpersonal skills. Interpersonal skill is the capacity to interact successfully with people through effective listening and communication. It is essential for the adolescents to have interpersonal skills because it helps them connect with people and benefits in their personality development .

Students absorb interpersonal skills at school itself with their teachers and classmates. One such activity which help in the development of interpersonal skills is drama. Drama in education is a method of teaching through which the teacher can develop a positive inter personal relations in the classroom . The Drama can have a positive impact on child development, from birth through adolescence. Menzer (2015) opined that engaging in different forms of arts activities (such as singing, dancing, play acting, and doing crafts) at a young age is directly related with positive social and emotional behaviours, including empathy, sharing, and mood control.

Need and Significance of the Study

Personal and social interactions have an important role in an individual's everyday life. Social interactions evoke both cognitive and affective responses within individuals. Individual cannot live in isolation. Lichtenste (2000) in Azeez (2008) suggests that interactions lead to relationships, which create knowledge and develop intelligence, which in turn, gives meaning to the organization. But in classroom as a

teacher , if we implement a sociometry we can identify isolates among students . This isolation among students is mainly because of lack of interpersonal skills , which should be developed during school years. Drama in Education is such a strategy which will in enhancing interpersonal skills among students .

Some specific benefits that can be through achieved in Drama in Education among children include reducing feelings of isolation, engaging new coping skills and patterns, widening the range of expression of feelings, go through improved self-esteem and self-worth. According to Erikson, play allows children to gain mastery over conflicts and anxieties.

Statement of the Problem

From psychological standpoint, positive interpersonal relationship within an environment/organization will bring about a stimulating environment in which love, trust, cooperation and collaboration can be built towards the betterment of every individual therein and the success of the environment. Interpersonal behaviours that contribute to the effectiveness of the individual as a part of a large group of individuals.

This study, intends to investigate Sustaining Positive Interpersonal Skills among Adolescence through Drama.

Definition of Key Terms

Interpersonal Skills : Interpersonal skills can be defined as the skill of maintaining relationship as a ‘conscious, direct, psychic union, based on a complex reverse connection – union comprising at least two people’ .

Adolescence can be defined as the period of time in a person's life when they are developing into an adult.

Drama can be defined as a configuration in verse or prose intended to depict life or character or to tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance.

Objectives of the Study

To find out the effectiveness of Drama in Education for enhancing interpersonal skill among adolescence.

Hypothesis

Drama in Education will have a significant effect on enhancing interpersonal skill among adolescence.

Method

The method adopted for the study was experimental method. In the present study, the investigator used pretest-posttests one group design. This type of experimental design use only single group, which resembles the experimental group. Pretest will be administrated to group at first. Then groups are provided to treatment. After the treatment post -test will be administered.

The independent variable selected for the present study was Drama intervention programme . The dependent variable selected for the present study was interpersonal skills .Population of the study was secondary school students in Kerala. Sample selected for the study include 150 secondary school students from two schools of Ernakulam district in Kerala. The method of Drama employed includes role play, mime , docudrama , poetry performance etc. Material used for the study was drama script developed by the investigator . Duration of the programme was 12 hrs.

Tool used for the present study was questionnaire on interpersonal skills prepared by the investigators. The questionnaire consists of 35 statements, in the form of statements in-built with a 5-point scale for the respondent to check the appropriate response which is most descriptive of him/her like ., Always true, Very true, Sometimes true, Occasionally true and Not at all true .It has both positive and negative items. Test retest and split half method was used to establish the reliability whereas face and content validity was tested for the questionnaire for interpersonal skills. Duration of the questionnaire was 40-45 minutes. Statistical techniques employed for the present study was t -test.

Procedure for data collection was carried out in the following way .In the first phase the investigator herself administered the pretest to assess the entry behavior of pupils. Students were given instructions as necessary, about the investigator , the study and the drama techniques to be employed . Confidentiality of the response was ensured to the student, The pre- test scores were collected from the response scripts and subjected to statistical analysis. In the second phase treatment was provided to the experimental group. After the completion of drama intervention programme a post test was conducted to the same experimental group using the same questionnaire .

Results

The data collected are processed and analyzed for scientific conclusions and for ensuring that, all relevant data are used for making comparisons and analysis. The results are discussed and analysed with the help of the SPSS package. The statistical analysis included descriptive and inferential analysis.

The pre-test scores obtained by the students were organized. Mean, Median, Mode, standard deviation were calculated to get a clear picture of the performance of students .

To find out whether there is significant difference between the pre test and post test scores of questionnaire on interpersonal relation , the mean and standard deviation of the pre - test and post test scores of the students from two schools were obtained and their 'paired t' value is calculated. The data and the result of the test of significance of difference between means are given in the table 1

Table 1

Result of the significance of level of pretest and post test scores of questionnaire on interpersonal relation before and after intervention among secondary school students

	Group	N	Mean	Standard deviation	Paired t value
Interpersonal Skills	Pre test	150	76.89	14.26	19.68**
	Post test	150	113.78	17.98	

** indicates the significance at 0.01 level

From the above table it can be seen that the Mean and Standard Deviation of Pre –Test is 76.89 and 14.26 respectively and that for posttest is 113.78 and 17.98 respectively. The table shows that the t value is 19.68 it is greater than the table value 1.96 at 0.05 and 2.56 at 0.01 levels of significance. It means that there is significant difference in the pre test post test scores of questionnaire on interpersonal Skills . This shows that Drama –in –Education as an intervention programme is effective to sustain positive interpersonal skills among secondary schools students.

Discussion

Changes in society and environment of young people have created various problems in their growth and development. For example, change in family size from joint family to nuclear family effect interpersonal relationship skills .The outcome of this study has established the effectiveness of Drama in

fostering sustainable positive interpersonal skills among adolescents, evidenced by enhancement in interpersonal skills of the participants in their pre-test post –test scores.

Educational Implications

The analysis of data reveals that drama in education is effective in fostering interpersonal skills in secondary school students

•In drama students actively engage in situations which make sense to them in terms of their past experiences and their present levels of understanding. Because of this, each drama activity provides them with new experiences and fresh perspectives. This kind of activity causes self actualization in adolescents , which will help them to develop sustaining positive interpersonal skill.

•The use of Dramatics by teachers in classrooms provides opportunities to help students to engage in positive activities. The teacher's primary aim is to devise dramatic situations which encourage students to engage in independent thinking in order to gain fresh insights about themselves and their world.

•Dramatics lead to the development of broader understanding through generalizing and making connections via the personal involvement that initially engages and motivates students in their learning.

Conclusion

The findings have effectively demonstrated that Drama could be used as veritable tools in equipping adolescents with necessary skills that can foster good relationship with selves and others, It can bring about better future and peaceful existence among the people. It is therefore necessary for the teachers to use drama as a method of teaching in the classroom to train and enhance students for sustaining positive interpersonal relationships .

References

Anuradha, K. (2012). Life Skills and Self-Concept of Adolescents. International Journal of Science and Research, 3(11). Retrieved from [http:// www.ijsr.net](http://www.ijsr.net)

Ashwell M. & Ashwell N. (2006).Demystifying Drama Techniques. www.theatroedu.gr/portals/38/main/images/stories/files/Yliko.../Ashwell2_en.html.

Catterall, James S. (2009). Doing Well and Doing Good by Doing Art: The Effects of Education in the Visual and Performing Arts on the Achievements and Values of Young Adults. Los Angeles/London: Imagination Group/IGroup Books.

Menzer, Melissa. (2015). The Arts in Early Childhood: Social and Emotional Benefits of Arts Participation. A Literature Review and Gap-Analysis (2000–2015). Washington, D.C.: National Endowment for the Arts.