



The Dawn of Educational Excellence: Exploring the Impact of Morning Assembly in School

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Abstract : This study investigates the impact of routine morning assemblies on the personal development and performance satisfaction of students in grades sixth to ninth at D.A.V. International School, Ahmedabad, India. The research, conducted from April to December 2023, involves 371 participants selected through simple random sampling who underwent an intervention of participating regularly in morning assembly guided by teachers. Utilizing a Pretest and Posttest Experimental Design, Cross-sectional Study, and quantitative approach, the study collects data through self-administered structured questionnaires and a demographic questionnaire shared online. The intervention's effectiveness is assessed using a paired two-sample t-test on an Assembly Feedback Form with 16 items. Results reveal a significant positive correlation (0.917) between pre- and post-intervention measurements, indicating the success of the morning assembly participation in enhancing personal development and performance satisfaction. The alternate hypothesis proposing a significant difference is accepted, supported by a t-statistic of -18.225 and low p-values. The study concludes that consistent morning assembly participation positively correlates with improved personal development and performance satisfaction, emphasizing its vital role in shaping students' self-efficacy and overall personality. These findings underscore the significance of morning assemblies in fostering a positive school environment and contributing to students' holistic development.

IndexTerms - Morning Assembly, Personal Development, Performance Satisfaction Students.

1. INTRODUCTION

In the tapestry of a student's academic journey, the daily morning assembly weaves an essential thread that contributes significantly to their overall development. Beyond the routine of assembling in the courtyard or auditorium, these moments hold profound significance, acting as a catalyst for intellectual stimulation, emotional well-being, and social cohesion. The morning assembly is more than just a routine; it is a dynamic platform that sets the tone for the day, instilling values, building a sense of community, and providing a space for collective reflection. In this exploration, we delve into the myriad ways in which regular morning assemblies play a pivotal role in shaping students into well-rounded individuals, preparing them not just for academic success but for the challenges and opportunities life may present.

Intellectual stimulation is a cornerstone of the morning assembly. It provides a platform for the dissemination of important information, announcements, and motivational messages. Inviting guest speakers or educators to share insights further enriches this intellectual engagement. As students absorb this knowledge collectively, a sense of shared purpose and academic camaraderie

blossoms. The assembly becomes a forum where minds are ignited, curiosity is kindled, and a collective pursuit of knowledge becomes the ethos.

Emotional well-being, often overlooked in traditional academic settings, finds its sanctuary in the morning assembly. The collective ritual of starting the day on a positive note fosters a sense of belonging and emotional resilience. Inspirational talks, affirmations, and communal activities promote a positive mindset, equipping students to navigate the challenges that lie ahead. This emotional scaffolding lays a foundation for a healthy mindset, enhancing not only academic performance but also overall well-being.

Social cohesion is another vital facet nurtured during morning assemblies. The shared experience of assembling daily creates a sense of unity and community among students. This communal spirit extends beyond the assembly grounds, fostering a supportive environment in which diverse backgrounds and perspectives are acknowledged and celebrated. Students learn the importance of collaboration, empathy, and understanding, skills crucial not only for academic success but also for navigating the complexities of the wider world.

In conclusion, regular morning assemblies are more than just a routine; they are a dynamic force that shapes the holistic development of students. By providing a space for intellectual stimulation, emotional well-being, and social cohesion, these assemblies become a cornerstone in molding individuals who are not only academically proficient but also emotionally resilient and socially adept. As the sun rises each day, so does the opportunity for growth and transformation, making the morning assembly an integral part of the educational journey.

1.1 Theoretical and Conceptual Framework

The theoretical and conceptual framework supporting the idea that morning assemblies have a positive impact on students can be explored through various educational and psychological perspectives.

Firstly, from a social constructivism standpoint, which posits that learning is a social process, morning assemblies provide a daily opportunity for students to come together as a community. This sense of belonging and unity fosters a positive school culture, contributing to overall well-being and a positive learning environment.

Secondly, cognitive theories by Piaget and Vygotsky emphasize the importance of routine and structure in cognitive development. Morning assemblies serve as a daily routine, establishing structure and order in students' lives. This can contribute to a more focused and organized mindset, positively impacting academic performance. Positive psychology, with its focus on enhancing well-being and positive experiences, is another relevant perspective. From a communication theory perspective, morning assemblies serve as a platform for effective communication. Important information, announcements, and messages can be disseminated efficiently, keeping students informed and engaged in the school community.

Character education theories, which emphasize the importance of fostering ethical and responsible behavior in students, align with the idea that morning assemblies can incorporate character-building activities, discussions, and role modeling. These sessions contribute to the development of positive character traits and values. Cognitive priming theory suggests that exposure to certain stimuli can activate related mental constructs, influencing subsequent behavior. Morning assemblies, through

inspirational talks, discussions, or presentations, can prime students' minds with positive and motivational thoughts, potentially influencing their attitude and behavior throughout the day.

Hence, the theoretical and conceptual framework supporting the positive impact of morning assemblies on students draws from social constructivism, cognitive theories, positive psychology, communication theories, character education, and cognitive priming. Morning assemblies contribute to community building, routine and structure, positive emotions, effective communication, character development, and cognitive priming, all of which collectively enhance the overall educational experience for students.

2. LITERATURE REVIEW

Research was conducted in Asonomaso Nkwanta within the Kwabre District Assembly of the Ashanti Region in Ghana, aimed to investigate the influence of leadership styles on academic performance in Junior High Schools (JHS). Employing a mixed-methods approach, the research utilized both qualitative and quantitative analyses to explore the correlation between leadership styles and academic outcomes. The study focused on the independent variables of leadership styles exhibited by school leaders and their impact on the dependent variable of academic performance. Utilizing tools such as the Statistical Package for Social Science (SPSS) version 22 and Epi-Info, the research discovered that the efficacy of headmasters in influencing their schools and academic work is contingent upon their knowledge and skills in leadership. Despite acknowledging the potential impact of leadership styles on academic performance, the study highlighted a significant challenge—headmasters struggled to garner sufficient confidence from stakeholders, hindering collaborative efforts aimed at improving the overall quality of teaching and learning (Gyasi et al., 2016).

The prevalence of violations of individual freedom and rights, coupled with authoritarian governance, has been a recurring feature in many African countries, Kenya included. This paper delves into the role of educational systems in addressing or perpetuating such societal traits. Despite the potential of education to instill a culture of awareness regarding rights and responsibilities, the organizational structure of Kenya's current education system is critiqued for its shortcomings in promoting tolerance and democratic values. A central focus of the analysis is the school assembly, which is depicted as an authoritarian structure inhibiting creativity and responsibility. By fostering an environment that prioritizes docility over critical thinking, the assembly is argued to perpetuate fear among students and reward blind obedience to authority. This approach, the paper asserts, results in a passive and unquestioning citizenry, hindering the cultivation and promotion of democracy and human rights within Kenyan schools (Khanani, 2015).

The persistent cycle of inequality experienced by the Roma population in Europe can potentially be mitigated through the collaborative efforts of schools and communities. This article sheds light on the transformative potential of dialogic learning as a means to reduce existing disparities, emphasizing its role in ensuring high levels of academic learning for all children. While the focus of dialogic learning is to engage the entire community through egalitarian dialogue, the unique implications of this approach for the Roma in highly marginalized areas are explored. The article presents findings from a longitudinal case study conducted in a Spanish primary school, part of the European Union-funded INCLUD-ED Integrated Project. The study reports on educational actions rooted in dialogic learning that successfully involved Roma families and communities in various educational spaces, fostering a collaborative environment within the school and classrooms. By delving into the dialogic school-based transformation,

the article highlights how Roma families actively participated in children's learning activities and decision-making processes, indicating a potential avenue for improving learning outcomes and engagement among the Roma population (Flecha & Soler, 2013).

The concept of school assemblies is explored in this study as more than mere celebratory rituals, extending to disciplinary and normalizing practices within the school community. According to Foucault's theoretical framework, verbal messages in these assemblies explicitly state messages of allegiance and belonging, while nonverbal messages are conveyed through adherence to habits, rules, and orders. These silent and invisible instruments, such as spatial arrangements and bodily practices, contribute to the shaping of individuals' behavior towards desired ends. The school assembly, therefore, emerges as a disciplinary and normalizing ritual that continuously regulates behavior, functioning as a powerful tool within the broader disciplinary processes of a school. The study positions school assemblies as crucial elements in the discursive formations of a typical school, wherein the strategies employed to regulate behavior reflect the school's particular vision of the imagined learner. Globally, assemblies serve as potent instruments in shaping students, yet the study emphasizes that students may be shaped differently based on the specific school context and its unique conception of the ideal learner (Silbert & Jacklin, 2015).

3. METHODOLOGY

a. Problem Statement

This study aims to comprehensively evaluate the impact of routine morning assemblies on the personal development and satisfaction with performance among students in grades sixth to ninth in Gujarat.

b. Objectives

To assess the influence of regular morning assembly on personal development and performance satisfaction of the students of grade sixth to ninth.

c. Hypothesis

Consistent participation at morning assemblies is positively correlated with enhanced personal development and performance satisfaction among students.

d. Participants

The study was conducted among students of grade sixth, seventh, eighth, and ninth from D.A.V. International School, Ahmedabad, India. A total of three hundred seventy-one participants became a part of this study, and a simple random sampling technique was used. Informed consent was taken from every participant in the study. The students shared their response through google form (Online).

i. Sample Characteristics

A total of three hundred seventy-one participants took part in the study, simple random sampling technique was used, every participant was eligible as per the given criteria.

1. Inclusion Criteria

1. Students between of grade sixth, seventh, eighth and ninth.
2. Students who were able to read and write English.
3. Students who have participated in morning assemblies.

3. Students who were present in Gujarat state.

2. Exclusion Criteria

1. Students who were unable to participate in the study due to health deviations.
2. Students below grade sixth or above grade ninth.
3. Students who have not participated in the morning assemblies.

e. Research Design

Pretest and Posttest Experimental Design, Quantitative study, Cross-sectional Study, and Simple random sampling.

f. Measures

The measures used in the present study consist of two scales as given below.

i. Scale 1: Demographic Proforma

The Demographic Proforma consists of information about each participant which includes Name, Fathers Name, Class, Section, and, Gender.

ii. Scale 2: Assembly Feedback Form

The Assembly Feedback form was developed by the counsellor of the school to measure the impact of morning assemblies on students. It is a 5-point scale and consists of 16 items; it is divided into two domains (a) personal development (11 items) and (b) performance satisfaction (5 items) of the students which is gained by participating in the morning assembly. It measures the pre and post interventional impact of morning assemblies. For each item pre and post data was collected and analyzed.

g. Procedure

Informed consent was taken from each and every participant. Demographic questionnaire was prepared according to the required information to secure and compile all the expected information and other general information of a participant in an organized manner. Moreover, the use of self-administered structured questionnaires was best suited for this study as it allowed for a process that is completely confidential and not time-consuming. The questionnaire filled by the participants was conducted in an online mode through google form.

Eligible participants for this research were identified in relevance to their grade (6-9) and participation in the morning assemblies. The simple random sampling technique was used for this study to collect a sample of participants. The participants filled the questionnaire and gave response for the demographic data and the assembly feedback form. Participants were given two days of time to respond to the feedback form.

The intervention of morning assemblies started from April 2023 to December 2023, which were based on various agendas all the National and International Days were represented accordingly and apart from that agendas were selected throughout the time period regularly. Data collection of pre and post interventional feedback form was conducted in January 2024. Each data collection lasted approximately 10 minutes and all the participants were thanked for their participation, valuable time, and information in the end. The collected data which consisted of Three Hundred Seventy-One participants and data was checked and analysed with the

help of Microsoft Office Excel. Some graphical representations and tables were made from those analysis statuses and the result was shown in bar and column charts and calculated the percentage of the different parameters of the study. A routine of assemblies was followed by the students in Class Room assembly and Stage assembly. Also, various agendas were given to the students to which they collaboratively participated and prepared for the same under the guidance of the teacher.

Table 1*The routine plan of classroom and stage assembly.*

	Stage assembly	Classroom assembly
1.	Gayatri Mantra	Gayatri Mantra
2.	Shanti Path	Shanti Path
3.	Positive Thought and its learning outcome	Positive Thought and its learning outcome
4.	Positive News and its learning outcome	Positive News and its learning outcome
5.	Sanskrit Pledge and Sanskrit Sambhashan	Sanskrit Pledge and Sanskrit Sambhashan
6.	Performing arts related to agenda and discussion on the same.	Activity related to agenda and discussion on the same.
7.	Discussion on sustainable development goals related to it.	Discussion on sustainable development goals related to it.

Table 1 shows the routine plan of classroom assemblies and stage assemblies describing the flow of the event along with what activities are performed. The event is distributed into seven stages and each of them has its method of presentation and content formation.

Table 2*Major agendas of the assemblies conducted.*

Vasudeva Kutumbakam.	Peer Pressure.
Judicious Use of Energy.	India of my Dreams.
Character and Success.	Mother- Epitome of love.
Spread a Smile.	Punctuality- A golden rule for student.
A Goal without plan is a wish.	Benefits of Healthy Lifestyle.
Small Courtesies sweetens life.	Family- A circle of happiness.
Impact of Moral Values.	Honesty and truthfulness.
Power of positive thinking.	Role of education.
Failure is pillar of success.	The spirit of giving and forgiving.
Cultivating Self	Cyber Bullying

Integrity: Staying true to our values.	Power of golden words.
Patience: A virtue for personal growth.	Antibullying.
Inspirational Stories.	Dream big and work hard.
Pleasure versus priority	Leadership through service.
Spread smiles and be kind.	Laughter is best medicine.
Importance of perseverance.	Animal welfare.
Power of Reading.	Courage: Facing challenges.
Smart work and Hard work.	Self-control and awareness.

Table 2 shows some of the selected major agendas which were presented in the assembly during the nine months of this interventional study.

h. Proposed Statistical Analysis

Data was recorded and analysed in MS Excel 2019 spreadsheet. The total sample size was 371. The present cross-sectional descriptive analysis was carried out on different eligible participants.

Descriptive statistics techniques were applied to the discrete and continuous data. Mean, standard deviation, minimum, and maximum range measures were developed from the continuous data. Relative frequency was calculated for discrete data. Mean with Standard Deviation (SD) was used to summarize the age of participants.

Inferential statistics technique such as t-test: Paired Two Sample for Means was used to test the hypothesis and assess the personal development and performance satisfaction of the students participating in morning assemblies.

4. RESULTS

a. Descriptive Statistics

i. Descriptive statistical analysis of demographic proforma variables.

Table 3

Frequency, Percentage, Mean, and Standard Deviation of demographic proforma variables of all the participants (N=371).

Variables	Frequencies	Percentage	Mean	Standard Deviation
	f	%	\bar{x}	σ
Gender			185.5	14.84
Boys	196	53%		
Girls	175	47%		

Grade		92.75	34.07
6	82	22%	
7	134	36%	
8	102	28%	
9	53	14%	

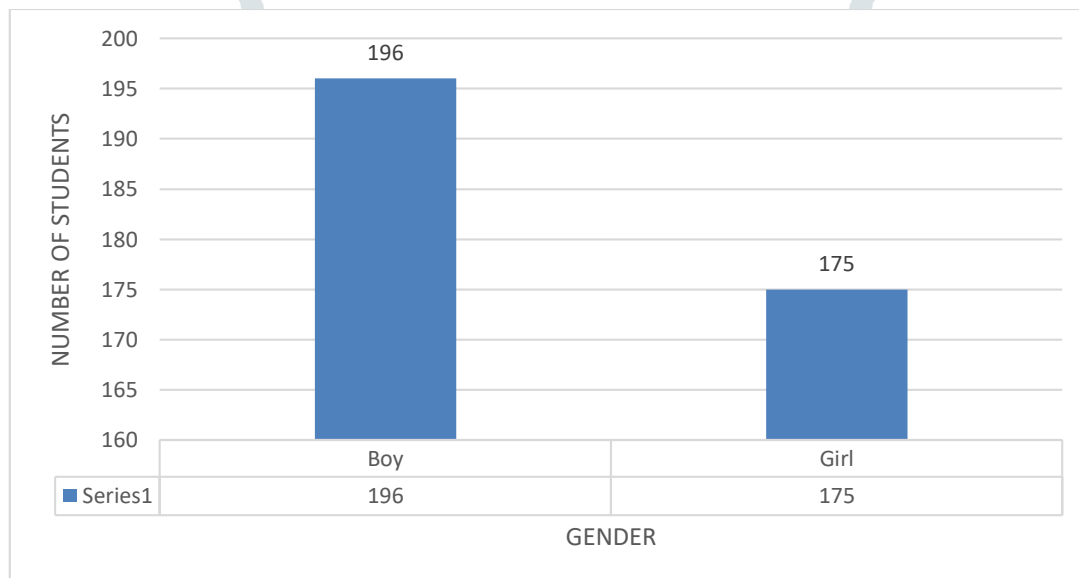
Table 3 shows the frequency, percentage, mean, and standard deviation of three hundred and seventy-one participants in terms of Gender, and Grade. In this study three hundred seventy-one participants fulfilled the inclusion and the exclusion criteria participated.

The gender of the participants varied where there were boys (53%) and girls (47%) participants. The mean and standard deviation of the gender of participants was found to be 185.5 and 14.84 respectively.

The Grade of the participants is 6th Grade (22%), 7th Grade (36%), 8th Grade (28%), and 9th Grade (14%). The mean and standard deviation of the age of participants was found to be 92.75 and 34.07 respectively.

Figure 1

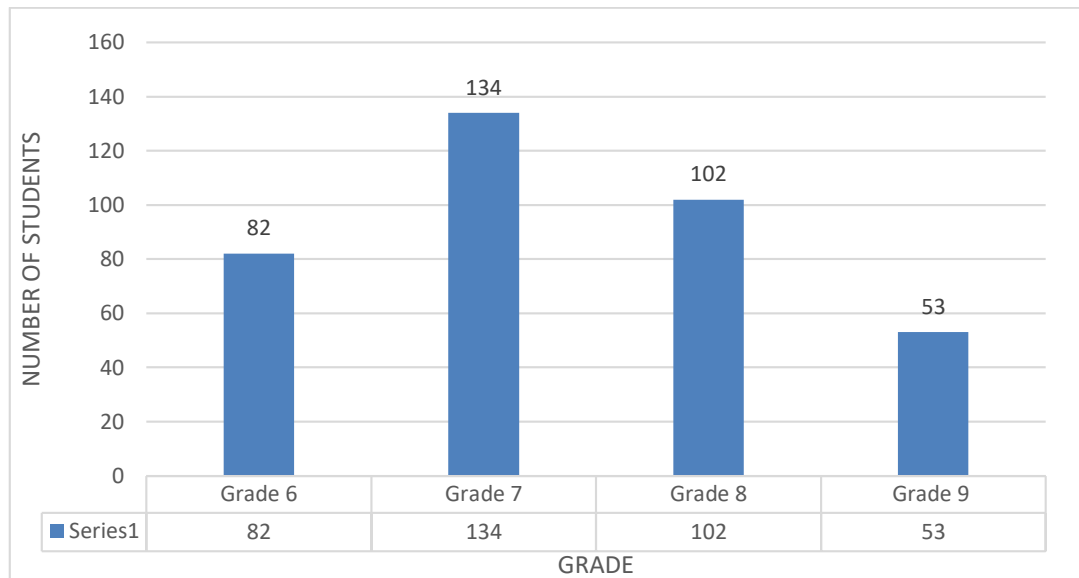
Graphical representation of the Gender of the participants (N=371).



The graphical representation shows the frequency of the participant's gender which is Boys (196) and Girls (175).

Figure 2

Graphical representation of the Grade of the participants (N=371).



The graphical representation shows the frequency of the participant's grade which is 6th Grade (82), 7th Grade (134), 8th Grade (102), and 9th Grade (53).

ii. Descriptive statistical analysis of variables.

Table 4

Mean and Standard deviation of pre-test and post-test of the Assembly feedback form.

Test	Mean	Standard Deviation
	\bar{x}	σ
Pre-Test	3.6	0.22
Post-Test	4	0.16

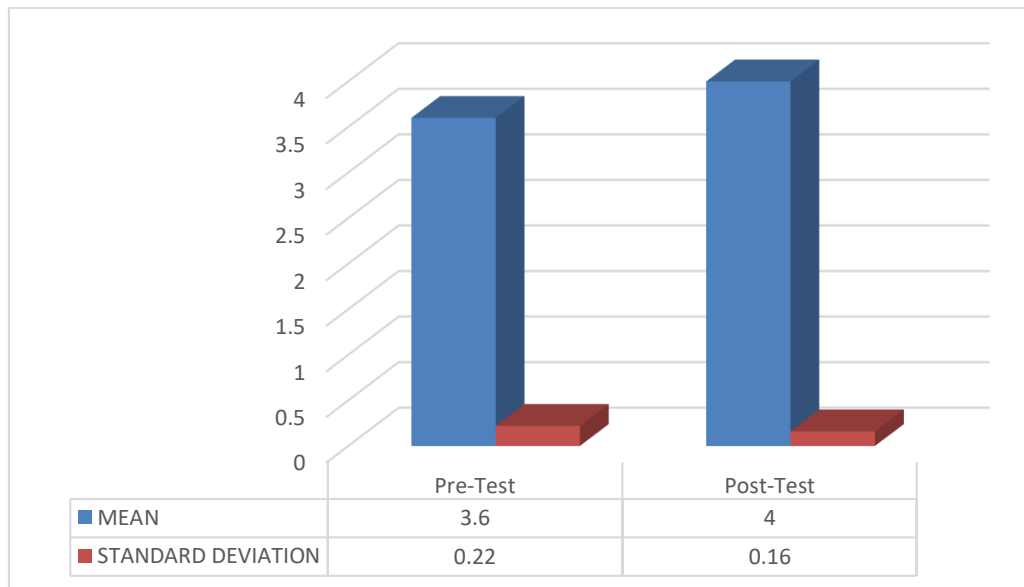
Table 4 shows the mean and standard deviation of pre-test and post-test of the Assembly feedback form.

The mean and standard deviation for Pre-test is 3.6 and 0.22 respectively.

The mean and standard deviation for Post-test is 4 and 0.16 respectively.

Figure 3

Graphical representation of pre-test and post-test of the Assembly feedback form.



The graphical representation shows the mean and standard deviation of the Pre-Test ($M = 3.6$, $SD = 0.22$), and Post-Test ($M = 4$, $SD = 0.16$).

b. Inferential Statistics

i. Inferential statistical analysis of t-test: Paired two samples for mean.

Table 5

Inferential statistical analysis of t-test: Paired two samples for mean of Pre-Test and Post-Test of Assembly Feedback

Form.

t-Test: Paired Two Sample for Means			
	Pre-Test	Post-Test	
Mean	3.625	4.05625	
Variance	0.048667	0.027958	
Observations	16	16	
Pearson Correlation	0.91722		
Hypothesized Mean Difference	0		
df	15		
t Stat	-18.2253		
P(T<=t) one-tail	6.04E-12		
t Critical one-tail	1.75305		
P(T<=t) two-tail	1.21E-11		
t Critical two-tail	2.13145		

Table 5 shows the result of a paired two-sample t-test comparing measurements taken before and after an intervention.

Statistical Significance: The t-statistic of -18.225 is highly significant, with p-values approaching zero in both one-tailed and two-tailed tests.

Practical Significance: The observed difference in means is not only statistically significant but also practically significant given the high correlation and substantial deviation from the hypothesized mean difference.

The data suggests a significant and meaningful difference between the "before" and "after" measurements, with the "after" measurements showing a higher mean. The high correlation indicates a strong relationship between the two sets of measurements.

5. DISCUSSION

This study aims to comprehensively evaluate the impact of routine morning assemblies on the personal development and satisfaction with performance among students in grades sixth to ninth in Gujarat. Three hundred and seventy-one students participated in this study and they all showed participation in the morning assembly guided by teachers as a part of Intervention.

From the table 3, it can be elucidated that fifty-three % boys and forty-seven% girls participated in the present study. Further, 22%% of the research participants were from 6th Grade followed by 36%% in 7th Grade, 28 % in 8th Grade and 14 % in 9th Grade.

From Table 5, it is clearly illustrated that in this research study, we conducted a paired two-sample t-test to examine the impact of a Regular Morning Assembly intervention on a measured variable which was the Assembly Feedback Form (16items). The data collected consisted of paired observations taken before and after the intervention. The mean of the variable before the intervention was 3.625, with a variance of 0.048666667, while after the intervention, the mean increased to 4.05625 with a reduced variance of 0.027958333. The paired observations showed a high positive correlation of 0.917, suggesting a strong relationship between the measurements before and after the intervention.

The alternate hypothesis assumed that there was significant difference in the means before and after the intervention (Hypothesized Mean Difference = 0). The results of the paired t-test indicated a highly significant difference, with a calculated t-statistic of -18.225. The p-values associated with the one-tailed and two-tailed tests were both close to zero (6.03617E-12 and 1.20723E-11, respectively). This extremely low p-value led to the acceptance of the alternate hypothesis.

Considering a significance level of 0.05, the critical values for one-tailed and two-tailed tests were 1.753050356 and 2.131449546, respectively. The calculated t-statistic far exceeded these critical values, further supporting the acceptance of the alternate hypothesis. These findings suggest that the intervention had a statistically and practically significant impact on the measured variable. The substantial deviation from the hypothesized mean difference, coupled with the high positive correlation, underscores the effectiveness of the intervention in influencing the variable of interest.

In summary, the intervention of regular participation of students in morning assembly has positively enhanced the development of the students as well as provided performance satisfaction which motivates them to do better in future and build-up their overall personality. Hence, the hypothesis stated that *“Consistent participation at morning assemblies is positively correlated with enhanced personal development and performance satisfaction among students”* is accepted.

5.1 Conclusion

The findings of the study revealed that there was a positive difference observed in the pre-test and the post-test. Hence, the intervention was successful and it fulfilled its properties. The study revealed that Consistent participation at morning assemblies is positively correlated with enhanced personal development and performance satisfaction among students.

It is concluded that the results from this study showed that morning assembly plays a vital role in the personal development of the students and also provides them the performance satisfaction which enhances their self-efficacy and personality to do better as a student and an individual.

5.2 Implications

The findings suggesting that morning assemblies play a pivotal role in enhancing students' personal development and performance satisfaction hold several implications for educational practices. Firstly, educators and school administrators can consider optimizing the structure and content of morning assemblies as a deliberate strategy for fostering a positive learning environment. Incorporating motivational talks, goal-setting exercises, and interactive elements during these assemblies may contribute to a more engaged and satisfied student body.

Moreover, recognizing the impact of morning assemblies on personal development implies that schools should prioritize these rituals as integral components of their holistic educational approach. This acknowledgment may lead to increased investment in training for assembly facilitators, ensuring that they possess the skills to create meaningful and impactful sessions. Schools may also consider involving students in the planning and execution of morning assemblies, empowering them to contribute to the cultivation of a positive and supportive school culture.

5.3 Limitations and Future Directions

Despite the positive implications, it is crucial to acknowledge certain limitations inherent in the existing research. One limitation is the potential for bias in self-reported measures. Students may provide responses that align with perceived expectations, potentially inflating the positive impact of morning assemblies. Future research could address this limitation by incorporating more objective measures or triangulating data from multiple sources.

Additionally, the generalizability of findings may be limited by the specific characteristics of the studied population. Research conducted in a particular cultural or socio-economic context may not be universally applicable. Recognizing this limitation calls for more diverse samples in future studies, ensuring a broader understanding of how morning assemblies impact personal development and performance satisfaction across varied settings.

Future research in the realm of morning assemblies should delve into differential impacts across educational levels, conduct longitudinal studies to assess sustained effects, compare various assembly formats, explore the influence of specific content, and extend investigations internationally and across diverse cultures. These directions aim to provide a more nuanced understanding of how morning assemblies can be optimized for different student populations and contexts, offering valuable insights for educators and school administrators seeking to enhance students' personal development and performance satisfaction.

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7. ANNEXURES

a. Demographic Performa

DEMOGRAPHIC PERFORMA

1. NAME:
2. FATHER'S NAME:
3. CLASS: 6 / 7 / 8 / 9
4. SECTION: A / B / C / D / E / F
5. GENDER: Boy / Girl

b. Feedback Assembly Form**ASSEMBLY FEEDBACK**

No.	Items
1.	I feel that I have been given the role as per my convenience.
2.	I always try to give my best in whichever role I represent.
3.	I feel that I get an opportunity to improve my leadership skills.
4.	I gain confidence by performing on the stage.
5.	My role motivates me to perform better.
6.	I feel good when the entire class comes together and works on a particular agenda.
7.	It gives me an opportunity to show my talent.
8.	It helps me in motoring my body posture and vocabulary.
9.	I feel good that through this I get to interact and bond with all my classmates.
10.	I get to a chance to learn as every time the theme is different.
11.	I develop my creativity and brainstorming skills.
12.	I feel satisfied with my performance.
13.	When I perform, I feel proud of myself.
14.	I feel good and motivated when my classmates show good response to my performance.
15.	I feel happy when all the teachers and school friends appreciate the class after the performance.
16.	I look forward to learn and do new things to improve my performance.

5- Point Likert Scale

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Two Domains:

Sr. No.	Domain	Items
1	Self-Improvement	1-11
2	Performance Satisfaction	12-16

