



EFFECTIVENESS OF DRAMA BASED PROGRAMME DEVELOPED FOR STUDENT TEACHERS' SOCIAL INTELLIGENCE

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ABSTRACT

This paper discusses about the use of drama in education. Drama is the most significant model of learning and is a basic activity for learning. It is the way of helping children to think about their individual or social problems. Children can learn to explore issues, events and connections, by means of drama. As drama is an effective tool of learning it can be used in developing social intelligence also. Hence the drama based programme is developed to improve the social intelligence of student teachers. The sample of 25 student teachers of Adhyapak Mahavidyalaya, Aranyeshwar, Pune has been selected for the present study and the drama based programme developed for improving social intelligence is found effective.

Keywords- Social Intelligence, Drama based programme, Student teachers.



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Introduction—

Social Intelligence is equivalent to interpersonal intelligences. One of the types of intelligence identified in Howard Gardner's theory of multiple intelligence and closely related to theory of mind. The original definition by Edward Thorndike in 1920 is "the ability to understand and manage men and women, boys and girls to act wisely in human relation." More recently, popular science writer Daniel Goleman has drawn on social neuroscience research to propose that social intelligence is made up of social awareness (including empathy, attunement, empathic accuracy and social cognition) and social facility (including synchrony, self presentation, influence and concern). Goleman's research indicates that our social relationships have a direct effect on our physical health and the relationship the deeper the impact. Effect include blood flow, breathing, mood such as fatigue & depression and weakening of the immune system. Thorndike and Goleman contribute in the field of social intelligence.

Drama is a unique tool to explore and express human feelings. It is an essential form of behavior. Drama is firmly grounded in the use of the body to skillfully communicate ideas

and emotions through movement and gesture. Drama can enhance children's expressive range of mobility. Educationally, drama can improve cognition through developing an understanding from a greater perspective, if than just the conventional intellectual. Education, which is the process of helping people to find essential meanings in life, involves both teaching and learning. To this end, drama can be useful for learning in the curriculum. Therefore, education and drama are similar in that they are closely linked in the learning process and they deal with children. Traditional education may be summed up as the center as curriculum centred outside the child. However, the new movement in education, which has introduced the concept of child centered education, is combined with children's play. It is a fact that the meaning of child centered education is deemed close to children's play rather than subject centered education. Moreover, drama is seen as the "play way" to education. Both imagination and play are inherent parts of effective education. Thus, drama is a vital part of education. Drama is the centre of existence; because, it is a valuable form of communication. Drama provides children with an opportunity to work together cooperatively on a shared life. As a result, it gives children the chance to express themselves more effectively in everyday situations. Moreover, drama encourages children to learn how to influence others and how to put themselves in other people's shoes. This activity is thought to have educational value. Some people claim that trying to be in someone else's shoes and to imagine in certain situations gives a physical, visual and immediate experience or discussing the same things.

Background—

Social intelligence means ability to react to social situations of daily life. Social Intelligence would not include the feeling or the emotions aroused in us by other people, but merely our ability to understand other and to react in such a way towards them that the ends desired to be attained. High S.I. is possessed by those who are able to handle people well. Adequate adjustment in social situation is the index of social intelligence.

The student teachers are future teachers, they shape the society. They should be aware of the fact that education is a process of making an all-round development of the human being. Education is based on the four key pillars, which all together shape an individual as a whole. It is teacher's responsibility to develop in young people the character traits we associate with goodness traits such as kindness, generosity, compassion and helpfulness but see the plight of the country that teachers who are responsible for producing food people themselves are culprits of inhuman behavior towards their students. They have to interact with students ,

parents, society; they have to maintain the relations with others so this will study help them for the same .

Need and Importance—

It is said that man is a social animal. Hence he lives in society. He has to adjust himself while living in society. Social intelligence is useful in solving everyday social problems of life. Social intelligence also helps to work effectively in group, so student teachers should be aware of their social competencies. Socially competent teachers have high social awareness. They know how their emotionalexpressions affect their interactions with others. Such teachers also recognize and understand the emotions of others.

The student teachers come from different environments. They have to build strong and supportive relationships through mutual understanding and cooperation.

As student teachers are future teachers they should be socially competent, understand that others may have different perspectives than they do and take this into account in relationships with students, parents and colleagues. Socially intelligent students have enhanced social problem solving abilities.

Teachers are the role models for their students hence they should be effectively trained to help their students avail maximum benefits make better adjustments in their life. People have social intelligence up to some level but the teachers require high social intelligence as they have to interact with student and society. Hence if future teachers get proper training for the enhancement of social intelligence it will help them for effective teaching learning process. But unfortunately there is no provision in B.Ed. syllabus to enhance social intelligence of student teachers. So the present study will help the future teachers to understand the importance and process of enhancing their social intelligence.

Statement of the problem—

To study the effectiveness of drama based programme developed for student teachers' social intelligence.

Operational Definitions—

i) Drama based Programme—

A programme including role play, dramatization, pantomime and street play.

ii) Social Intelligence—

According to social intelligence scale by N.K.Chaddha and UshaGaneshan including dimensions patience, cooperativeness, confidence level, memory.

iii) Student teachers—

The students who are learning in colleges of education.

Objectives—

- 1) To find out social intelligence of students teachers.
- 2) To develop drama based programme for social intelligence of student teachers.
- 3) To check the effectiveness of drama based programme developed for social intelligence.

Scope—

- 1) Present research is related to all colleges of education in Pune city.
- 2) The educational scope of present research is related to social intelligence.

Limitations—

- 1) Conclusions of this research study depend on the responses given by responders.

Delimitations—

- 1) This study is related to the 25 students of first year B.Ed. from AdhyapakMahavidyalaya, Aranyeshwar, Pune-9
- 2) This study is limited to the four dimensions of social intelligence given in social intelligence scale by N.K.Chaddha and UshaGaneshan.

Hypothesis—

1) **Research hypothesis-**

There is increase in social intelligence of student teachers after implementation of drama based programme.

2) **Null hypothesis-**

There is no significant difference in social intelligence of student teachers after implementation of drama based programme.

Research method—

To study the effectiveness of drama based programme experimental method is used. Post test one group design is used.

a) Population—

This research is related to the student teachers from colleges of education in Pune city.

b) Sample—

The sample of 25 students of first year B. Ed. From AdhyapakMahavidyalaya, Aranyeshwar, Pune-9 . Purposive Sample is used.

c) Data collection tool—

A standardized Social Intelligence scale developed by N. K. Chaddha and Usha Ganeshan is

used for data collection.

d) Statistical technique—

Percentile

Analysis and Interpretation of data— Pre- test

Sr. No.	Percentile and description	Memory	Patience	confidence	cooperativeness
1.	Low 0--20 Average 41--60 High 61--100 Total	14 08 03 <hr/> 25	-----	----	-----
	Very Low 0--20 Low 21--40 Average 41--60 High 61--80 Very high 81--100 Total	---	00 13 08 02 02 <hr/> 25	----	-----
3.	Very Low 0--20 Low 21--40 Average 41--60 High 61--80 Very high 81--100 Total	---	---	00 15 07 02 01 <hr/> 25	-----
4.	Very Low 0--20 Low 21--40 Average 41--60 High 61--80 Very High 81--100 Total	----	----	----	00 08 12 02 03 <hr/> 25

Observation—

For all four dimensions more than 50% student teachers are in range of average and low.

Interpretation—

For four dimensions of social intelligence i.e. patience, memory, confidence and cooperativeness student teachers are low.

Post- test

Sr. No.	Percentile and description	Memory	Patience	confidence	cooperativeness
1.	Low 0--20 Average 41—60 High 61—100 Total	05 10 10 <hr/> 25	-----	----	-----
2.	Very Low 0--20 Low 21--40 Average 41--60 High 61--80 Very high 81--100 Total	---	00 02 05 12 06 <hr/> 25	----	-----
3.	Very Low 0--20 Low 21--40 Average 41--60 High 61--80 Very high 81--100 Total	---	---	00 01 12 10 02 <hr/> 25	-----
4.	Very Low 0--20 Low 21--40 Average 41--60 High 61--80 Very High 81--100 Total	----	----	----	00 01 07 11 05 <hr/> 25

Observation—

For the four dimensions of social intelligence most of the student teachers are in high range.

Interpretation—

Most of the student teachers’ patience, cooperativeness, memory and confidence is high.

Findings—

- 1) It has been found that student teachers remember the dialogues properly.
- 2) It has been found that the confidence level of student teachers is increased.
- 3) It has been found that the skill of cooperativeness is developed among student teachers due to group work of drama.
- 4) It has been found that the sense of patience is developed among student teachers.

Conclusions—

- 1) The drama based programme developed for student teachers’ social intelligence is effective.
- 2) The drama based programme is helpful for development for confidence, memory, patience and cooperativeness.

Possible knowledge contribution—

- 1) College of education will get a programme to develop social intelligence of student teachers through this study.
- 2) Student teachers will get a programme to develop their own personality.
- 3) Present study will be beneficial to the teacher-educators in framing curriculum.
- 4) Present study will help the other branches of education to develop such programmes for the development of their students.
- 5) It will help teachers to understand the need of development in their social intelligence.

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