



DISCIPLINING STUDENTS THROUGH MUSIC, DANCE, DRAMA AND ART: AN EXPERIMENT

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Student indiscipline is a common phenomenon in secondary schools. In fact it is an integral part of an adolescent's growing years. Parents too witness indisciplined behavior in their wards and not know what to do. However, discipline in the classrooms is very essential for teaching and learning. In order to prepare students for future instilling discipline is an unavoidable and a necessary step to be taken up both by the school authorities as well as parents. An effort on their part will help to create a peaceful and harmonious environment conducive for learning and realizing the best potential of the students.

Discipline according to Cambridge dictionary is "training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken".

According to Merriam Webster dictionary "discipline is a training that corrects, moulds, or perfects the mental faculties or moral character". It is an "orderly or prescribed conduct or pattern of behavior", or "system of rules governing conduct or activity".

In this context, discipline in the classroom can be termed as a code of conduct or behavior agreed upon by the students and teachers in order to create a congenial environment where learning can take place.

The reasons for indiscipline in schools can be lack of enforcement of rules, favoritism among teachers, lack of communication, interpersonal relationships, lack of motivation for learning, lack of leadership and teacher's authority and bad habits. Indiscipline is also caused by peer influence, bad company in school or in the community, lack of discipline at home, parental

discord, lack of cooperation among parents and teachers, influence of television and video games and disturbing sites on social media.

The principal of the school as well as the investigator observed that some students were being repeatedly brought up for serious complains like:

1. Using violence and beating other students in and outside the school
2. Incomplete class work and homework notebooks
3. Using bad words and inappropriate language without any fear of reprimand
4. Bunking and missing classes and spending time in washrooms
5. Misbehaving with girl classmates
6. Engaging in sexually inappropriate and abnormal behaviour with classmates

Such was the situation encountered by the teachers. The question arose whether engaging students in activities such as music, dance, drama, games and arts will help them to use their intelligence and energies in the right direction.

Since this need was felt, the principal came up with an idea that, in order to inculcate discipline and enhance the academic performance of these students firstly, teachers need to be counseled to view students from a different perspective, secondly the parents need to be oriented to and counseled about their role and, thirdly, students have to be engaged in activities which will be cathartic and boost their confidence.

Importance of Music, Dance, Drama and Arts

Engaging in performing arts i.e. music, dance, drama and arts students develop cognitive, language, personal and social skills. Engaging in such activities gives them some work to do, provide opportunities for leisure as well as develop aesthetics. Communication abilities and social values are developed. Such experiences are essential for holistic development of students. Besides, these activities are student centered as each one participates according to their interests, needs and capacities.

Each one of them- music, dance, drama and arts has its own characteristics and body of knowledge and each makes its own distinctive contribution to learning among students. The school curriculum has to include all these areas so that all the senses aural, enactive, kinesthetic, tactile, verbal and visual are used.

According to NCERT's Position Paper National Focus Group on Arts, Music, Dance, and Theatre (2006) secondary stage is most appropriate for refining aesthetic sensibilities, and

promoting social values. For the secondary school students they provide joy, develop creative expression, opportunities for developing awareness of art and culture, use their artistic and aesthetic sensibilities, and refine sense of appreciation of different art forms.

However, the objective of maintaining discipline among the students was the main concern. It was envisaged that participation in these art forms will not only engage students in gainful activities but also reduce their aggression, enhance their self esteem and academic performance thereby discourage dropping out on mainstream schooling.

Thus there was need for teachers with personal skills and who have sensitivity to students' expressiveness and their imagination. They need to be tolerant and accept each student's individuality in terms of their perspective, expression and creativity. The principal held counselling sessions with teachers as well as parents.

Teachers Counselling

The counselling session for the teachers was held. While being present in the class they were asked to:

1. Be more alert and keep an eye on students sitting on the last benches.
2. Take a walk in the aisles and walk up to the students sitting on the last benches while teaching.
3. Not to pin point such students and label them by mentioning them in the black list.
4. Not punish such students by sending them outside or making them stand on the benches.
5. To call aside such students after class and counsel them.
6. Pay more attention and give them a hearing.
7. Be alert to their responses in class.
8. Identify at least one good quality in each student, for example a clever, helpful, fast runner, one who is good at drawing and art, singing, dancing, cares for others, good in math, or articulates and talks well.
9. Be well dressed and groomed themselves.
10. Command respect and not demand it by their good behaviour and subject knowledge.
11. Always encourage and motivate them.

Parents Counselling

Parents were oriented and counseled in two meetings. One was a general meeting of all the parents to orient them about what the school plans to do in order to help their wards. In the

second meeting parents were called one by one and told about the importance of engaging their wards in various activities involving music, dance, drama and arts which will be conducted for one hour after school hours every day. Parents were also advised to refrain from going out of station during the vacation period when the activities for the students will be conducted in full swing.

The investigator being the principal was concerned about the constant complaints by teachers, classmates, support and security staff who were keen on removal of these children from the school. The principal was desirous of bringing about changes in the lives of the students and reduce their aggression, enhance their self esteem and academic performance there by discouraging dropping out of school.

Research Question

Whether engaging students in activities will improve their academic performance, reduce aggression and enhance their self esteem?

Research Design

Since students always love participating in different kind of activities it was decided to conduct an experiment to see whether such participation will result in improvement in the students.

Methodology adopted was *experimental* in nature. *Pretesting* on aggression, self esteem and academic performance was conducted. School counselors were also involved. Marks in several academic subjects were obtained. The *treatment* in terms of activities was conducted which included, singing, dancing, dramatics, playing chess and wall painting using the Warli art and other forms. The *respondents* selected were 60 students, identified as the ones who were rowdy and most difficult to deal with. The *instruments* used were House-Tree-Person Test (HTP) a projective test designed to measure aspects of person's personality including aggression. For aggression an online rating scale was used. Rosenberg's Self Esteem Scale with modification of two items for ease of understanding was used and academic performance marks prior to the treatment and after the treatment were taken. Treatment was in terms of the planned, developed and implemented activities. Appropriate statistical techniques were used for *analysis* of the data.

Deciding the Variables of the Study

The House-Tree-Person Test (HTP) is a projective test designed to measure aspects of person's personality. The assumption of this test is that when the subject is drawing, they are projecting their inner world onto the page.

The HTP test was taken in the beginning to determine the traits and characteristics of the students. The cases were divided as per severity. Cases with severe issues were interpreted by the clinical psychologist and those less severe in nature were interpreted by the counseling psychologist.

Over all, the most frequent issues observed were aggression, hostile tendencies, strong need to receive warmth from the environment, need for nurturance, repressed emotions, insecurities at home and lack of independence. Handful of reports were observed with issues like attempting to suppress aggressive tendencies or impulse and low self-esteem. Hence, aggression and self-esteem were chosen as variables of the study as well as academic performance being an important component of school outcomes.

Planning and Implementation

First Meeting with Students

1. Explained them the need to change their behaviour
2. Focus on appearance, clean uniform, hair, nails etc
3. Focus on their talents
4. Focus on English speaking
5. Commitment for good behaviour

Implementation of the Treatment

1. Pretesting.
2. Chess game teaching by experts.
3. Wall paintings on school walls in the corridors with the assistance from the art teacher.
4. Deciding to present a cultural programme on Maharashtra Day.
5. Selection of students according to their talents for dance, dramatics and singing.
6. Every day one hour devoted after school for teaching and rehearsals by specially qualified teachers for the purpose.
7. Inspiring and motivational talks by distinguished guests. (Sandeep Bachche-well known Auto Rickshaw Driver, Aruna Dubey- severe physically disabled preparing for IAS entrance, Feroz-Film choreographer) to name a few.
8. Post testing

Daily Monitoring by the Principal

1. Mentoring students individually
2. Eye on general behaviour
3. Counselling of classmates and teachers
4. Involving parents

Analysis of Data and Results

The data was analyzed using Microsoft Excel. The following table gives the statistical analysis of the data.

Table 1 Inferential Analysis of Data

Variables	N	Pre Test		Post Test		t-values	Level of Significance
		Mean	SD	Mean	SD		
Academic Performance	60	461.66	61.81	516.88	65.95	4.90	0.01 level
Aggression	60	38.36	15.65	24.08	16.07	4.93	0.01 level
Self-Esteem	51	25.12	4.84	27.75	3.98	2.99	0.01 level

Findings and Conclusions

It is found that there is a significance difference in the pre test and the post test mean scores of the three variables included in the study. From the results it can be concluded that the students have improved considerably in their **academic performance** i.e. in terms of the marks obtained by the students in their first and second term tests.

They became less **aggressive** and showed improved behavior. They gave up violence, avoided using abusive language, were better behaved with their classmates, completed the given tasks and did not bunk classes. In fact they showed interest in both curricular as well as co-curricular activities. Their participation in the planned activities helped to increase their **self esteem**. The students' sense of value or self worth increased. They began to value, appreciate and like themselves. The planned activities proved to be appropriate for these students. Implied is that engaging students in activities which interest them prove to be cathartic. Students are intelligent and energetic. All they need is channelizing of their energies in the right direction.

Suggestions for the Stakeholders

Students' learning and academic performance as well as personality development is affected by indiscipline. It is up to the schools and their teachers to ensure that students are disciplined by

inculcating discipline among students from an early age, enforcing school rules and regulations, cultivating congenial student teacher relationships and engaging them in activities leading to their holistic development.

Participation of all stakeholders involved with the education of children is a necessary “given”. Without the support of teachers, parents and school management students will be directionless. Following are some suggestions for them.

Teachers

1. Lead by example
2. Open communication with the students
3. Not label and stereotype the students
4. Plan experiences that foster transfer of learning
5. Help students learn how to learn
6. Develop students’ responsibility
7. Promote active learning
8. Facilitate student self evaluation
9. Encourage mastery of skills and understanding of concepts
10. Extend participation, foster advanced thinking
11. Build group skills
12. Balancing teacher-to-student, student-to-material and student-to-student interactions.

Parents’ Role

1. Open communication with their children
2. Constructive criticism
3. No comparison between siblings and other students
4. Identifying the child’s true potential
5. Have realistic expectations based on capability
6. Making the child responsible and accountable for their studies and their own upkeep
7. Fulfill the child’s needs without pampering
8. Involve the child in family matters
9. Avoid marital discord in front of the child

School's Role

1. Students with indisciplined behaviour should be treated with care
2. Schools should implement such programmes to identify notorious students and divert their attention and energy towards constructive education
3. Teachers training in adolescent psychology and counselling in the classroom should be an ongoing activity
4. Subjects such as music, dance, drama and art should find place in the curriculum and conducted with sincerity as co curricular activities on a regular basis
5. Schools should have in-house full time counselors, and expert and qualified teachers for teaching music, dance and drama
6. All students should get opportunity to be on the playground every day
7. Regular physical and mental health checkups must be organized
8. Counselling and guidance on physical and mental health for parents should be take up
9. Parents should also be given guidance on nutrition of their child
10. Incentives should be planned for teachers and students who show improvement

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