



ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS TEACHING THROUGH MUSIC AND DRAMA

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ABSTRACT

Music and drama makes teaching learning process more smoothing and enjoyable, it is a symbolic language with which we represent the 'real' world. Music and drama helps students get in touch with their creativity and spontaneity as well as to develop confidence in the expression of their ideas. Todays generation is called cyber generation who seems to be walk with music on their mobile and very smart in their behavior. This generation now involved in the teaching profession also. It is observed that students enroll in many teacher training institutions having different kind of hidden talent in them. But the question always arise in researcher mind, will these students use their love for music and drama for teaching in schools? This paper is intended to study the attitude of prospective teacher towards teaching through music and drama. The data of the study has been analyzed in a quantitative way. The findings of the study revealed that prospective teachers from science stream having favorable attitude towards teaching through music and drama.

Key Words: Prospective Teachers, Music and Drama, Attitude towards teaching.



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INTRODUCTION :

“ If I tell students they will forget, if I show, they will remember but if I involve them they will understand.” This is the phrase we always use in our teacher training profession, but whether our prospective teachers act according to this phrase in future, is doubtfull.

Form the time of birth children love music (child sleep only after listing mothers song) and also they express their feelings through acting (cry when feel hungry). That's means children having music and acting sense from their birth, we can say its natures gift. But during the schooling period no one think about this seriously. Teaching process hardly touches music and drama as teaching learning tool and so the education becomes boring for childrens, and the process of learning becomes burden for the child.

Many researches prove that music and drama makes teaching learning process more smoothing and enjoyable, it is a symbolic language with which we represent the 'real' world. It is an outlet for self expression. Music and Drama are an effective learning tool because it

involves the student intellectually, physically, socially, and emotionally. These Activities develop the creative potential in the students and help to develop critical thinking skills. In other words, it provides another "non-traditional" opportunity for students to learn and to demonstrate learning. At the same time, music and drama helps students get in touch with their creativity and spontaneity as well as to develop confidence in the expression of their ideas. Finally, it teaches self-discipline, acceptance of and positive response to criticism, and cooperation with others.

Teacher training colleges (B.Ed colleges) are having remarkable effects on the development country because these training colleges make the prospective teachers who are going to shape and direct our country. So it is expected that prospective teachers trained through this training colleges must be well versed with knowledge at the same time they must be enthusiastic and creative. It is observed in many teacher training institutions the students enroll for this course having different kind of hidden talent in them. Now days due to impact of films, serials or internet this generation shown more interest in music and drama. But the question always arise in researchers mind, Will these students use their love for music and drama for teaching in schools? Will their attitude towards teaching through music and drama is favorable?? Hence researcher decided to carryout research on this topic to find out their attitude towards teaching through music and drama.

STATEMENT OF THE PROBLEM:

The problem selected by the researcher is ‘Attitude of Prospective Teachers’ towards teaching through Music and Drama.’

OPERATIONAL DEFINITIONS:

- 1. Prospective Teachers:** Students enroll for the two B.Ed course in CSSM from different disciplines (Arts and Science).
- 2. Attitude towards Teaching through music and drama :** It is the feeling, opinion or perception of Prospective Teachers (may be favorable, unfavorable or neutral) towards teaching through music and drama. It locate interest of prospective teachers’ towards music and drama and their willingness to use it in during teaching learning process.

AIMS OF THE STUDY

The broad aim of the study is to study Attitude of Prospective Teachers’ towards Teaching through Music and Drama, of B.Ed colleges affiliated to Mumbai University.

OBJECTIVES OF THE STUDY

The research will be conducted with the following objectives:-

1. To study gender differences in the prospective teachers' attitude towards teaching through music and drama.
2. To study the difference in prospective teachers' attitude towards teaching through music and drama, on the basis of their disciplines.

HYPOTHESIS OF THE STUDY

1. There is no significant gender difference in the prospective teachers' attitude towards teaching through music and drama.
2. There is no significant difference in prospective teachers' attitude towards teaching through music and drama, on the basis of their disciplines.

DESIGN OF THE STUDY:

Methodology of the study

The method used by the researcher in this study will be the descriptive research method. In the present study, the researcher studied the prospective teachers' attitude towards teaching through music and drama.

Sample :

Sample of the study will be comprised of a total number of 39 prospective teachers from Chembur Sarvankash Shikshanshastra Mahavidyalaya affiliated to Mumbai University. For the purpose of the present study purposive sampling technique will be used by researcher.

Tool of the study:

In the present investigation, the investigator prepared tool to measure attitude of prospective teachers' towards teaching through music and drama. This tool contains total 9 positive items which are to be rated on five point rating scale.

Scope of the study:

The present study focuses on attitude of prospective teachers' towards teaching through music and drama. The present study focuses on assessing separately the attitude towards teaching through music and drama, of prospective teachers' of C.S.S.M. B.Ed college affiliated to Mumbai University with respect to their gender and disciplines. The study will consider Aided section of C.S.S.M. B.Ed colleges affiliated to Mumbai University.

Delimitation of the study:

1. The study is delimited to the Aided section of C.S.S.M. B.Ed colleges affiliated to the Mumbai University.
2. The study is delimited to the attitude towards teaching through music and drama scale prepared by researcher himself.
3. The study is delimited to the prospective teachers perceived attitude towards teaching through music and drama.

ANALYSIS AND INTERPRETATION:

Testing of Hypothesis: The statistical techniques used to test this hypothesis is ‘t’ test

Hypothesis 1: There is no significant gender difference in the prospective teachers’ attitude towards teaching through music and drama.

The following table shows the relevant statistics of attitude towards teaching through music and drama scores of Male and Female prospective teachers’.

Table 1: Relevant Statistics Of The Attitude Towards Teaching Through Music And Drama Of Male And Female Prospective Teachers.

Variable	Group	N	Mean	SD	Table Value		‘t’ value	I.o.s.
					0.05	0.01		
ATTP	Male	13	31.62	6.79	2.03	2.72	0.08	NS
	Female	26	31.77	4.95				

$$df = N - 2 = 37$$

From Table D, for df 37

Tabulated t = 2.03 at 0.05 level and 2.72 at 0.01 level.

Interpretation of ‘t’ : - The obtained value of ‘t’ for the attitude towards teaching through music and drama scores of Male and Female prospective teachers is 0.08 which is less than table value 2.03 . Thus ‘t’ is not significant at 0.05 level. Hence null hypothesis is accepted.

Findings 1: -

There is a no significant difference in prospective teachers attitude towards teaching through music and drama on the basis of their gender.

Hypothesis 2: There is no significant difference in prospective teachers’ attitude towards teaching through music and drama on the basis of their disciplines.

The following table shows the relevant statistics of prospective teachers’ attitude towards teaching through music and drama scores on the basis of their disciplines.

Table 2: Relevant Statistics Of The Attitude Towards Teaching Through Music And Drama On The Basis Of Disciplines.

Variable	Group	N	Mean	SD	Table Value		't' value	I.o.s.
					0.05	0.01		
ATTP	Arts	27	30.3	5.29	2.03	2.72	2.58	0.05
	Science	12	34.92	4.87				

$df = N - 2 = 37$

From Table D, for df 37

Tabulated t = 2.03 at 0.05 level and 2.72 at 0.01 level.

Interpretation of 't' : - The obtained value of 't' for the attitude towards teaching through music and drama scores of Arts and Science prospective teachers is 2.58 which is greater than table value 2.03 . Thus 't' is significant at 0.05 level. Hence null hypothesis is rejected.

Findings 2: -

There is a significant difference in prospective teachers attitude towards teaching through music and drama on the basis of their discipline.

As the mean of Science stream prospective teacher is more than Arts prospective teachers, hence attitude towards teaching through music and drama of science stream prospective teacher is favourable. That means prospective teachers from Science discipline are more enthusiastic for using music and drama in their teaching learning process.

CONCLUSION :

As we think god is universal, present in every particles, in the same way music is also present in every particle. No person on the earth who didn't having love for music and drama. These are universal tools which help human being to express their feelings. So education, specially teaching profession could not remains away from this tool. If teachers try to use music and drama in their teaching from that day all childrens start loving the school. The education becomes more enjoyable and energetic.

But the findings of the research shows that yet not all teachers are ready or eager to use music and drama as their teaching tool. Hence the study also shows prospective teachers from Science are develop favourable attitude towards this profession but this favourable attitude was yet not develop in prospective teachers from Arts discipline. In the two years B.Ed course Arts and Drama in education subject is started. This is the positive steps taken by the NCTE to make prospective teachers aware about strength of music and drama in education.

Hope in future all prospective teachers irrespective of their gender and disciplines develop favourable attitude towards teaching through Music and Drama, and the process of teaching learning becomes more enjoyable, which ultimately makes the world happy.

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