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Dr. Sunil Kumar AS

Assistant Professor, NSS
Training College, Ottapalam,
Kerala, India

Effectiveness of dramatization method on achievement in business studies among higher secondary school students

Dr. Sunil Kumar AS

Abstract

In the study an attempt was made to find the effect of Dramatization Method on achievement in business studies among higher secondary school students and to test the difference in mean gain scores of experimental and control groups. Drama is an imitation of life. Drama is different from other forms of literature because of its unique characteristics. It is read, but basically, it is composed to be performed, so the ultimate aim of dramatic composition is for it to be presented on stage before an audience. This implies that it is a medium of communication. The required data was collected through achievement test in business studies. Conclusions were drawn with the help of appropriate statistical techniques. It was found that Dramatization method is effective in teaching business studies at higher secondary levels. The achievement of students who were taught through Dramatization Method in business studies was significantly higher than that of the students of control group.

Keywords: Dramatization method, achievement in business studies

Introduction

Drama is a mode of fictional representation through dialogue and performance. It is one of the literacy genres, which is an imitation of some action; Drama is also a type of a play written for theaters, televisions, radios and films. Dramatization is an attempt to act or to do as other have acted or done. It is the depiction of character, movements, and activities of a story or a play through facial expression, gesture and bodily actions accompanied by the use of language. It attempt to tell the story in more vivid manner than by word alone, and to enrich the appeal of the play through addition of the pictorial element found in the movement of speaking characters across the stage. Dramatization method is one of the teaching methods based on learning by doing and it provides awareness, give confidence and increase empathy. It improves attitudes by attracting students' attention with an exciting, motivating and interest learning environment.

Statement of the Problem

The present study is entitled as "Effectiveness of Dramatization Method on Achievement in Business Studies among Higher Secondary School Students."

Variables of the Study

Variables are the conditions or characteristics the experimenter manipulates controls or observes. The present study is designed with two variables, they are:

Independent Variable

The independent variable of the study is the dramatization method in business studies.

Dependent Variable

In this study the achievement in Business Studies is the dependent variable.

Correspondence

Dr. Sunil Kumar AS

Assistant Professor, NSS
Training College, Ottapalam,
Kerala, India

Objectives of the study

- To find the effect of Dramatization Method on achievement in business studies among higher secondary school students.
- To test the difference in mean gain scores of experimental and control groups.

Hypotheses of the study

- There is an effect of Dramatization Method on achievement in business studies among higher secondary school students.
- There exist significant difference in the mean gain scores of experimental and control groups.

Method of the study

The design selected for the present study is a quasi-experimental design. It is an experimental design with pre-test and post-test non-equivalent group design. The design is often used in class room experiment when an experiment and control groups are such naturally assembled groups as in act classes which may be similar.

Sample

The sample selected for the study consist of 60 higher school students divided in to control and experimental group consist of 30 students each.

Tools and Techniques

The tools used for the present study are Dramatization module developed by the investigator along with the supervising teacher. Lesson transcripts based on constructivist method. An achievement test in business studies to be prepared and standardized.

Statistical analysis

For comparing pre-test and post-test scores of experimental and control group the statistical techniques used were student T-Test and ANCOVA.

Statistical analysis of data

Analysis of significant difference in mean pre-test scores between experimental and control groups

Data and results of analysis of significant difference between mean pre-test scores of achievement in business Studies among the control and experimental groups.

Table 1: Per-test

Pre-test	N	M	SD	T	P
Control Group	30	24.5	5.73	1.860	0.01
Experimental Group	30	27.03	4.77		

The obtained value of ‘t’ for the difference between mean scores of experimental and control group is 1.860. It means that there is no significant difference between the means of pre-test scores of students in the experimental and the control groups.

Analysis of significant different in mean pre-test and post test scores of achievement in business studies among experimental group.

Data and results of test of significance in difference in mean pre-test and post test scores of achievement in business studies among the experimental group.

Table 2: Experimental group

Experimental Group	N	M	SD	T	P
Pre-test	30	27.03	4.77	11.469	0.01
Post-test	30	35.97	5.99		

The table shows pre-test and post test mean scores and standard deviation of achievement in business studies among the experimental group. It is revealed that post test scores of achievement in business studies is significantly higher than the pre-test score of achievement in business studies. It is evident that the obtained value of ‘t’ for the difference between mean pre-test and post test scores of experimental group is 11.469. It means that there is significant difference between the means of the pre-test and post test scores of achievement in business studies among students in experimental group.

Analysis of significant difference between the mean gain scores of achievement in business studies among the control and experimental group

Data and results of test of significance in difference in mean gain scores of achievement in business studies among the control and experimental groups.

Table 3: gain score

Gain Score	N	M	SD	T	P
Control Group	30	4.833	4.194	3.754	0.01
Experimental Group	30	8.933	4.266		

Table shows the mean gain scores and SD of achievement in business studies among control and experimental groups. It is evident that the obtained value of ‘t’ for the difference between gain score of control and experimental group is 3.754. The obtained value of ‘t’ is greater than the table values and is significant at 0.01 level. It shows that there is significant difference between the means of the gain scores of students in experimental and control group.

Major Findings of the study

- The findings show that Dramatization method is effective in teaching business studies at Higher secondary levels.
- The achievement of students who were taught through Dramatization Method in business studies was significantly higher than that of the students of control group.

Suggestions for further research

The present study brings to light a number of new areas to be studied by future researchers for a more complete picture of the problem under study. The possibility of further research is based on the findings of the present study are given below.

- The study can be extended in to other subjects like Humanities, Science etc.
- The study can be expanded from preprimary to higher education level.
- Only one school was metered for the study. The study can be evaluated the experiments in various schools.
- The medium of instruction in the school taken for the study was Malayalam. It can be extended to English medium schools also.

Conclusion

In the statistical analysis, attempts between the experimental and control group revealed that there is no significant difference between the pre-test scores. It indicates that both

groups are homogenous in nature. But there is significant difference in post test scores. From this, it can be conclude that Dramatization Method is more effective for achievement in business studies than the constructivist method.

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