

International Journal of Innovative Research in Science, Engineering and Technology

(An ISO 3297: 2007 Certified Organization)

Vol. 5, Issue 9, September 2016

Physical Activity, Self-Esteem and Wellness for School Children through Theatre

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ABSTRACT: Theatre covers a wide area of techniques incorporating physical movement, vocal action, and mental concentration. In every culture in the world young children who are developing normally pretend. They will do this because their brains need opportunity to imagine and because they enjoy pretending. Because the brain needs to pretend, it makes the activity enjoyable, to make sure it happens. So, dramatic play and drama are naturally highly motivating to young children.

The research focuses on some of the major and minor issues like problems faced by children in school as far as learning is concerned and getting children to schools, need to attract them by using teaching methods which involve fun and games. Theatre helps children to inculcate skills like: problem solving, gain confidence, work in groups, and bring out the hidden talents. Theatre motivates children and is a powerful way of building skills such as speaking and listening, enhancing children's self-esteem, and connecting learning creatively.

KEYWORDS: Physical activity, Theatre, Self esteem, Wellness, Techniques, Problem solving

I. INTRODUCTION

Theatre covers a wide area of techniques incorporating physical movement, vocal action, and mental concentration. In every culture in the world young children who are developing normally pretend. They will do this because their brains need opportunity to imagine and because they enjoy pretending. Because the brain needs to pretend, it makes the activity enjoyable, to make sure it happens. So, dramatic play and drama are naturally highly motivating to young children.

Theatre helps children to inculcate skills like: problem solving, gain confidence, work in groups, and bring out the hidden talents. Theatre motivates children and is a powerful way of building skills such as speaking and listening, enhancing children's self-esteem, and connecting learning creatively. Skills acquired using theatre techniques are: problem solving, analyzing, creative thinking, planning, organizing, empathy, self-confidence, communication, listening, and reading. Theatre provides an outlet for children's' creative expression, developing their aesthetic sense, opening their minds to the full range of human experience, helping them to see and feel the beauty, inherent in shape, colour, harmony and movement. It helps children development and higher-level skills such as creativity, problem solving, communication and critical thinking. The impact that theatre has in developing life skills such as: Increased confidence, Development of voice and deportment, Commitment to a group activity and Ability to communicate with others. As well as provides opportunity for discussion, role reversal, movement, effective speech and work in group.

II. RELATED WORK

The Practical Primary Drama Handbook, Applied Theatre: *International Case Studies and Challenges for Practice*: By Monica Prendergast, Juliana Saxton, *Children Engaging With Drama - An evaluation of the National Theatre's drama work in primary schools 2002-2004* by Social Science Research Unit Institute of Education University of London -May 2004. This book gives helpful information, advice and practical material that help to explain theatre skills and techniques at an introductory level. It also contains sample drama units and offers few useful tips on how to use drama in the primary school. Also step by step practical examples are given to show how theatre can work in schools across a range of curriculum subjects.

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Konrad, R.R. Empathy, art, and the social studies: The effect of an empathy based, arts enriched, United States history curriculum on middle school students (American History). (Doctoral dissertation, University of California, Los Angeles). Dissertation Abstracts International, 60 (07), 2352A. (1999).

McTeer, J.H., & Bailey, R.T. The effect of the teaching technique of using theatre upon students' attitude toward history and subject matter knowledge. (ERIC Document Reproduction Service No.ED196749) (1980).

These studies support the contention that students who participate in theatre education have higher academic achievement scores than students who do not participate in theatre education.

III. METHODOLOGY

The research design plays an important role in this study. Descriptive research design is used to give greater accuracy of school heads/principals/in charge teacher on opinion towards education and theatre. It deals with conditions or relationship that exist, opinion that prevail process that are going on, effects that are manifest or trends that are developing. It is mainly concerned with the present though it often considers past events and influences as relating to current status. A closed and structured questionnaire, in which the respondent answers by ticking wither 'Yes' or 'No' as the case may be in the other type, more than two alternative answers are given and the respondent ticks one or as many as he thinks pertinent.

Distribution of Sample over different type of locality

Sl. No.	Locality	No. of Respondents	Total Respondents
1.	Bangalore North Urban	50	100 respondents
2.	Bangalore North Rural	50	

IV. FINDINGS AND DISSCUSSION

A survey was conducted to assess the opinion of the school heads/principals/in charge teacher on development of personality of children through Theatre. The sample selected for the study was 100 school heads from selected primary and secondary schools from Bangalore Rural and Urban Districts of Karnataka State.

Table 1 shows the opinion of the school heads/principals/in charge teacher on development of personality of children through Theatre

Sl. No.	Theatre helps to develop students'	Highly Agree		Agree		Disagree		Highly Disagree		No Comment	
		F	%	F	%	F	%	F	%	F	%
1.	Self confidence	38	38.0	62	62.0	-	-	-	-	-	-
2.	Positive attitude	31	31.0	67	67.0	-	-	-	-	2	2.0
3.	Creativity	43	43.0	55	55.0	1	1.0	1	1.0	-	-
4.	Collaborative skill	33	33.0	66	66.0	1	1.0	-	-	-	-
5.	Observational skill	39	39.0	59	59.0	1	1.0	-	-	1	1.0
6.	Communication Skill	44	44.0	56	56.0	-	-	-	-	-	-

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7.	Problem solving skill	25	25.0	65	65.0	5	5.0	1	1.0	4	4.0
8.	Sense of responsibility	27	27.0	69	69.0	4	4.0	-	-	-	-
9.	Empathy	27	27.0	67	67.0	4	4.0	-	-	2	2.0
10.	Self reflection	30	30.0	64	64.0	2	2.0	1	1.0		
11.	Critical Thinking Skill	27	27.0	63	63.0	4	4.0	5	5.0		

Source: Field Work

The above table depicts that 38% highly agree and 62% agree, on the whole 100% teachers agree that theatre helps students develop self confidence. 31% highly agree and 67% agree with 2% teachers stating no comment when asked about theatre helps in developing positive attitude. 43% teachers highly agree, 55% agree, 1% disagree and 1% highly disagree, overall 98% of teachers agree that theatre increases creativity skill. Most of the teachers 99%, (i.e.) 33% highly agree and 66% agree respectively to theatre as a developing tool of collaborative skill. 25% of teachers highly agree and 65% agree with 5% who disagree and 1% highly disagree with theatre as a developing tool to increase the problem solving skill. 69% and 27% respectively feel theatre helps develop students' sense of responsibility with only 4% stating no to it. 27% and 67% highly agree whereas 4% and 2% do not agree when asked about empathy through theatre. 30% highly agree, 64% agree, 2% disagree, 1% highly disagree and 3% no comment respectively on the opinion about theatre as an increasing tool of self-reflection. 27% of teachers highly agree and 63% agree as theatre increases critical thinking skill among students, whereas 4% disagree 1% highly disagree and 5% of teachers have no comment in this regard.

Overall the above table concludes that most of the teachers believe that theatre increases and develops students self confidence, positive attitude, creativity, collaborative skill, observation skill, communication skill, problem solving skill, sense of responsibility, empathy self reflection, and critical thinking skill.

Table 2 shows teachers' opinion towards achievement of learning and teaching out comes through theatre.

Sl. No.	Learning and Teaching Outcomes	Highly Agree		Agree		Disagree		Highly Disagree		No Comment	
		F	%	F	%	F	%	F	%	F	%
1.	Removes stage fear/inferiority complex	60	60.0	38	38.0	2	2.0	-	-	-	-
2.	arousing and enhancing the motivation to learn	40	40.0	57	57.0	1	1.0	-	-	1	1.0
3.	Enhancing language competence	45	45.0	53	53.0	1	1.0	-	-	1	1.0
4.	deepening understanding of subject knowledge	40	40.0	55	55.0	3	3.0	-	-	1	1.0
5.	integration of knowledge across subjects	28	28.0	66	66.0	3	3.0	-	-	3	3.0
6.	catering for individual differences	26	26.0	66	66.0	5	5.0	1	1.0	2	2.0

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7.	fostering self-learning	36	36.0	60	60.0	3	3.0	-	-	1	1.0
8.	Transfer and application of knowledge	30	30.0	67	67.0	2	2.0	-	-	1	1.0
9.	Developing effectiveness and moral values.	42	42.0	58	58.0	-	-	-	-	-	-

Source: Field Work

From the table it is observed that 60% of teachers highly agree that theatre removes stage fear or inferiority complex whereas 38% agree and 2% disagree in this view. About 40% of teachers highly agree and 57% agree that theatre arouses and enhances the motivation to learn whereas 1% disagree and 1% has no comment to this. 45% of teachers highly agree and 53% teachers agree that theatre enhancing language competence among the students whereas 1% disagree and 1% do not have comment to this. 40% of teachers highly agree and 53% agree that theatre helps in understanding the subject better whereas 3% disagree and 1% has no comment to this. 28% and 66% of teachers agree that theatre integrates knowledge across subjects whereas 3% disagree and 3% have no idea about this. When it comes to catering for individual differences through theatre 26% of teachers highly agree with it and 66% agree whereas 5% disagree 1% highly disagree and 2% do not comment. 36% of teachers highly agree and 60% of them agree that theatre fosters self-learning whereas 3% disagree and 1% do not comment to this. 30% of teachers highly agree and 67% agree that theatre transfers and helps in application of knowledge. 2% of teachers disagree and 1% do not comment to this. 42% and 58% of teachers highly agree that theatre develops effectiveness and moral values.

The table thus concludes that achievement of teaching and learning outcomes through theatre is agreed by the more than 95% teachers.

The study shows that theatre is an active tool with profound positive effects on a children's cognitive, social, emotional, and physical development. Theatre is sound pedagogy that reaches students of multiple intelligences and different learning styles. It is a multi-sensory mode of learning that engages mind, body, senses, and emotions to create personal connections to the material that improve comprehension and retention.

V. CONCLUSION

Students these days bring to class vast differences in maturity, personality, interest, gender, hopes, ability, dreams, ethnicity, social-class, culture, and so on. All over, today's education system seems unable or unwilling to grasp these differences. They treat students by grading them with the core – curriculum and education has become a one sided approach. Therefore, there is a need of a new method or technique which identifies encouragers and caters to the different needs of the students. Throughout the world, theatre practitioners have constantly experimented with elements of theatre to bring about a qualitative change in the field of education. Education is one such factor which adds to the quality of the present and future living and many educationists have strived for it. Implementing theatre in education truly gives joy to both the students and the teachers. It is that form of entertainment that is boundless and grows eternally. The imagination, adaptation and creative interest that theatre can capture has no boundaries. Theatre for children thus needs to be both sustained and encouraged by all.

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