

A Study on the Effectiveness of the 'Drama and Art in Education' Subject in the B.Ed. Second year Curriculum for Enhancing the Teaching Aptitude of Students-Teachers

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Abstract

The present study was conducted to examine the effectiveness of the 'Drama and Art in Education' subject in enhancing the teaching aptitude of B.Ed. second-year student-teachers. The study employed an experimental research method with a one-group pre-test-post-test research design. The population consisted of 100 B.Ed. second-year student-teachers of R. C. Patel B.Ed. College, Shirpur. Although 85 students completed the pre-test and 76 completed the post-test, only the responses of 76 student-teachers who completed both tests were considered for analysis. A Teaching Aptitude Scale developed by the researcher was used as the research tool. The collected data were analysed using Mean, Standard Deviation, and the t-test. The findings revealed that the mean teaching aptitude score increased from 45.69 in the pre-test to 54.21 in the post-test. The obtained t-value (6.39) was greater than the table value (2.00) at the 0.05 level of significance, indicating a significant improvement in teaching aptitude. The study concluded that the 'Drama and Art in Education' subject is effective in enhancing the teaching aptitude of B.Ed. second-year student-teachers.

Keywords: Drama and Art in Education, Teaching Aptitude, B.Ed. Student-Teachers, Experimental Research, Teacher Education.

Introduction

Education in the 21st century emphasizes not only subject knowledge but also the development of teaching competencies that enable teachers to create meaningful and motivational learning experiences. B.Ed. programmes, therefore, focus on preparing prospective teachers with the knowledge, skills, attitudes, and pedagogical abilities required for effective classroom teaching. Among the various components of the B.Ed. curriculum, the 'Drama and Art in Education' subject plays a significant role in developing creativity, communication, self-confidence, collaboration, and learner-centred teaching practices.

Drama and art are recognised as most effective Teaching tools that make teaching –learning process more interactive, enjoyable, and experiential. Through activities such as role play, storytelling, creative drama, art integration, music, dance, and other participatory methods, student-teachers learn to present concepts creatively, motivate learners, and promote active classroom participation. These approaches not only enhance students' learning experiences but also improve the teaching aptitude and professional competence of prospective teachers. Teaching aptitude is an essential quality of an effective teacher, as it reflects the ability to plan, organise, communicate, motivate learners, and manage classroom situations efficiently. Since drama and art are increasingly integrated into school education through activity-based and experiential learning approaches, it is important to examine their contribution to the development of teaching aptitude among student-teachers.

The present study, therefore, was undertaken to examine the effectiveness of the 'Drama and Art in Education' subject in enhancing the teaching aptitude of B.Ed. second-year student-teachers. The study adopted an experimental research method using a one-group pre-test–post-test design. The teaching aptitude of the student-teachers was assessed before and after studying the subject using a researcher-developed Teaching Aptitude Scale. The findings of the study are expected to provide useful insights into the role of the 'Drama and Art in Education' subject in strengthening the professional competencies of prospective teachers and improving the quality of teacher education.

Statement of the Problem

To Study the Effectiveness of the 'Drama and Art in Education' Subject in the B.Ed. Second year Curriculum for Enhancing the Teaching Aptitude of Students-Teachers

Objectives

To assess the level of teaching aptitude among B.Ed. second-year student-teachers before studying the 'Drama and Art in Education' subject.

To study the implementation of the 'Drama and Art in Education' subject in the B.Ed. second-year curriculum.

To compare the pre-test and post-test scores of B.Ed. second-year student-teachers to determine the effectiveness of the 'Drama and Art in Education' subject in enhancing their teaching aptitude.

Hypothesis

There is no significant difference between the mean pre-test and post-test scores of B.Ed. second-year student-teachers on teaching aptitude after studying the 'Drama and Art in Education' subject.

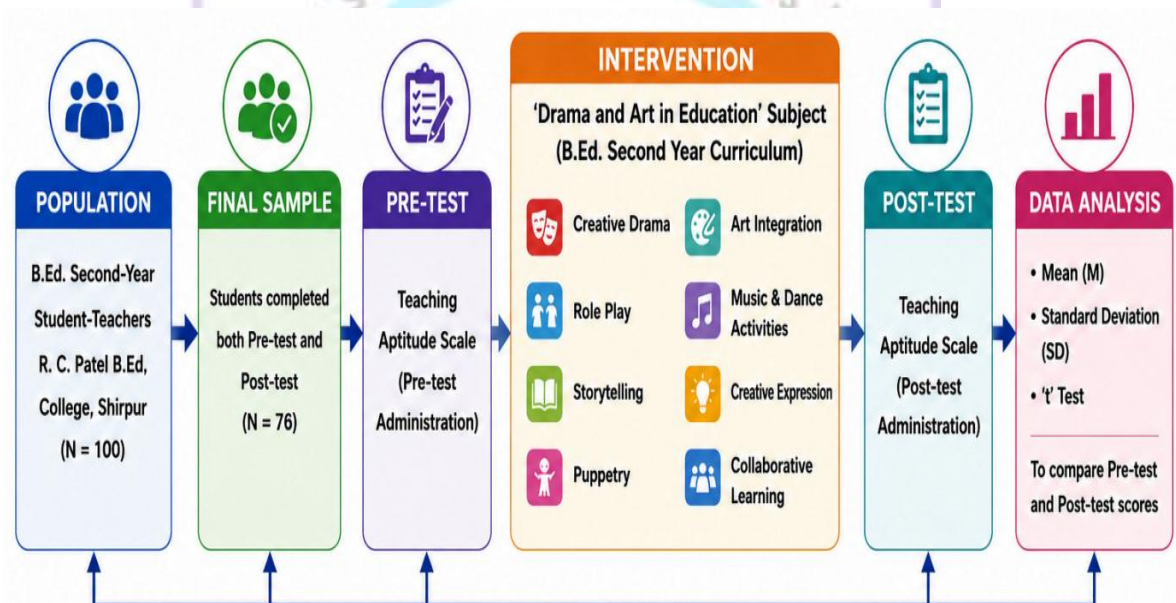
Research Methodology

Research Method- The present study employed an experimental research method to examine the effectiveness of the 'Drama and Art in Education' subject in enhancing the teaching aptitude of B.Ed. second-year student-teachers.

Population and Sample- The population of the study comprised 100 B.Ed. second-year student-teachers enrolled at R. C. Patel B.Ed. College, Shirpur. The sample was selected using a purposive sampling technique. Although all 100 student-teachers were enrolled in the 'Drama and Art in Education' subject, 85 students completed the pre-test and 76 students completed the post-test. Since only the responses of students who completed both the pre-test and the post-test were considered for analysis, the final sample for the present study consisted of 76 B.Ed. second-year student-teachers.

Research Design

The study followed a one-group pre-test-post-test experimental design.



Research Tools

Teaching Aptitude Scale- The primary research instrument used in the present study was a Teaching Aptitude Scale developed by the researcher. The scale was administered as both the pre-test and the post-test to assess the teaching aptitude of the student-teachers before and after studying the 'Drama and Art in Education' subject.

'Drama and Art in Education' Subject- The 'Drama and Art in Education' subject prescribed in the B.Ed. second-year curriculum served as the experimental intervention in the study.

Statistical Tools for Data Analysis- The following statistical tools were used for the analysis and interpretation of the collected data:

Mean (M): The mean was used to determine the average teaching aptitude scores of the student-teachers in the pre-test and post-test after studying the 'Drama and Art in Education' subject.

Standard Deviation (SD): The standard deviation was used to measure the variability and dispersion of the teaching aptitude scores around the mean.

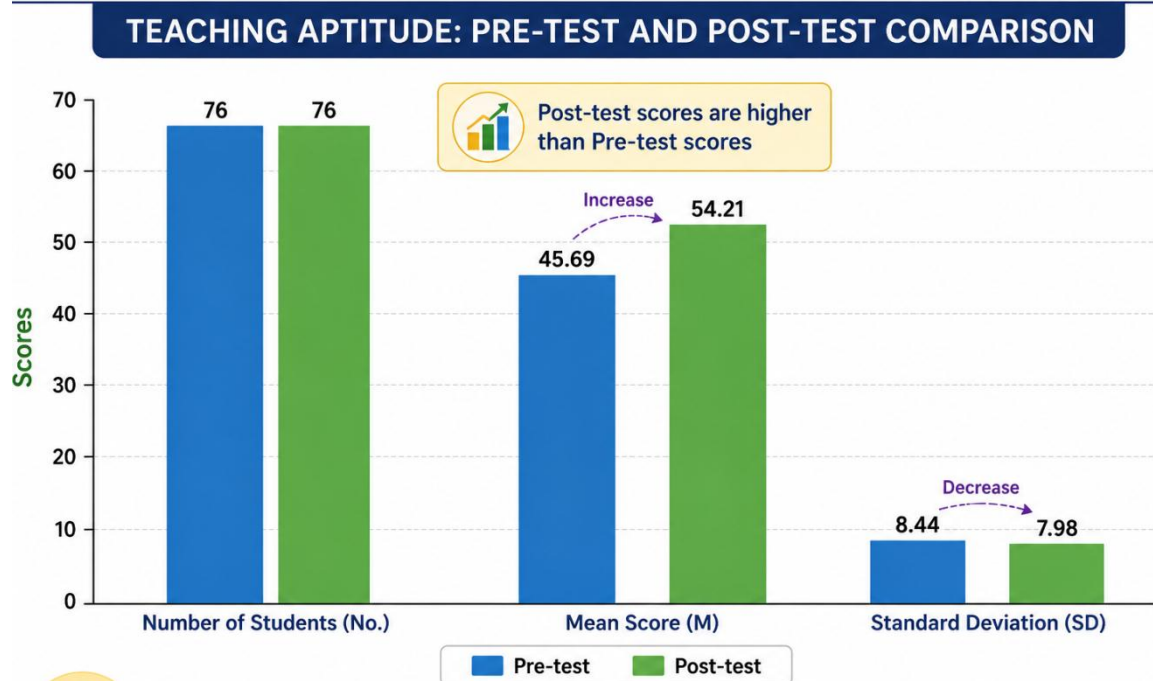
't' Test: The 't' test was employed to determine whether there was a statistically significant difference between the pre-test and post-test mean scores of the teaching aptitude of B.Ed. second-year student-teachers after studying the 'Drama and Art in Education' subject.

Data Analysis and Interpretation

There is no significant difference between the mean pre-test and post-test scores of B.Ed. second-year student-teachers on teaching aptitude after studying the 'Drama and Art in Education' subject.

Table no. 01

Teaching Aptitude	No.	Mean	SD	Table 't' value	Obtained 't' Value	Accepted/ Rejected
Pre-test	76	45.69	8.44	2.00	6.39	Rejected
Post-test	76	54.21	7.98			



Analysis and Interpretation-

Table 1 show that the mean teaching aptitude score of the B.Ed. second-year student-teachers in the pre-test was 45.69 with a standard deviation of 8.44. After studying the 'Drama and Art in Education' subject, the post-test mean score increased to 54.21 with a standard deviation of 7.98.

The obtained t-value (6.39) is greater than the critical table t-value (2.00) at the 0.05 level of significance with 140 degrees of freedom ($df = 140$). Hence, the null hypothesis is rejected.

The results indicate a statistically significant difference between the pre-test and post-test mean teaching aptitude scores of the B.Ed. second-year student-teachers. This significant improvement suggests that studying the 'Drama and Art in Education' subject positively influenced their teaching aptitude.

Since the post-test mean score (54.21) is higher than the pre-test mean score (45.69), it is concluded that the 'Drama and Art in Education' subject was effective in enhancing the teaching aptitude of B.Ed. second-year student-teachers.

Finding

There is significant difference between the mean pre-test and post-test scores of B.Ed. second-year student-teachers on teaching aptitude after studying the 'Drama and Art in Education' subject. (The 'Drama and Art in Education' subject was effective in enhancing the teaching aptitude of B.Ed. second-year student-teachers.)

Discussion

The findings of the study indicate that the 'Drama and Art in Education' subject had a positive effect on the teaching aptitude of B.Ed. second-year student-teachers. A significant improvement was observed in the post-test scores compared to the pre-test scores, indicating that the subject effectively enhanced their teaching aptitude.

The improvement may be attributed to the activity-based nature of the subject, which includes drama, role play, storytelling, art integration, and other creative teaching-learning activities. These approaches actively engage student-teachers, improve communication, creativity, confidence, and classroom interaction, and encourage learner-centred teaching practices. Since drama and art are widely used in day-to-day classroom teaching, studying this subject helps prospective teachers develop the skills required to make teaching more effective, interactive, and enjoyable.

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