

ABSTRACT

An Investigation Into the Perception That Teenage Boys' Involvement in Drama/Theatre as an Extacurricular Activity Contributes to Their Social Development and Their Engagement With Learning: A Case Study of Three Students and Two Teachers From Two Secondary Schools in Trinidad and Tobago

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This paper explores the value of teenage males' involvement in drama/theatre as an extra-curricular activity. Using the qualitative paradigm, the case study used five purposefully sampled participants: three students who had been involved for at least two years, and two teachers. The study sought to: 1) evaluate whether their involvement in drama/theatre had an impact on the lives of the three teenage boys, and 2) examine the value of drama/theatre as extra-curricular activity. Data were collected through interviews, and triangulation was conducted by telephone and e-mail. The study found that the most significant impact on the participants was the effect of a group as social unit. They learnt important social skills that led to industry and personal responsibility. They also learnt coping skills and became more engaged in learning. Drama/theatre improved the quality of their school life, social life, and individual life.

Keywords: Male students; Drama education; Perceptions; Extracurricular activities; Secondary school teachers; Secondary school students; Self concept; Learning styles; Sociology of education; Case studies; Trinidad and Tobago