

Abstract

An Investigation of the Perception of
the Purposes and Value of Drama in
Secondary Education in Jamaica.

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The Researcher intended to determine through this exploratory investigation the perception of Students, Teachers and Principals to drama in education (PERCEPDE), also the unidimensionality of the factors measuring perception of drama. Additionally, the study sought to investigate the relationship between the dependent variable Perception of Drama in Education (PERCEPDE) and the independent variables Teacher Qualification (QUAL), Treatment of Drama (TRET) and Availability of Resources (AVAILRES).

Mean values were calculated to determine the perception of the three samples of the purposes and value of drama in education. Standard Deviation values were also determined to give an indication of the variability within the sample on all the variables. The data revealed that Students, Teachers and Principals all have strong positive perception of the purposes and value of Drama in Education.

Factor Analysis was employed to establish the unidimensionality of the scales. A unidimensionality of the scales measuring purposes of drama as well as the purposes and value of drama in education was observed. 't' tests were employed to establish difference in perception between the groups. The findings are:

1. Grade level (GRALEV) has significant influence on Students' perception of drama in education (PERCEPDE).
2. The treatment of drama (TRET) that is, as an intact (INTRET) or non-intact (NOINTRET) subject does not significantly influence Students' perception of drama.
3. Examinable drama that is, where the subject is examined and graded (GRAD) or not graded (NOGRAD) does not have significant influence on students' perception of drama.
4. The availability of resources (AVAILRES) to support the teaching of drama has significant influence on Students' perception of drama in education.

5. Teacher Qualification (QUAL), treatment of drama (TRET) and availability of resources (AVAILRES) to support the teaching of drama all have significant influence on Teachers' perception of drama in education.

6. The treatment of drama (TRET) has significant influence on Principals' perception of drama in education.

7. The availability of resources (AVAILRES) for the teaching of drama does not have significant influence on Principals' perception of drama.

A Strength of Association Measure using 'τ' test statistics was employed to determine how much of the variance of the dependent measure in the subgroups is explained by each of the independent variables. A fairly strong association was observed between GRALEV and PERCEPDE. There was very weak association between Students' PERCEPDE and AVAILRES.

Teacher qualification (QUAL) explained 95% of the variance in the criterion measure (PERCEPDE) for the Teacher sample, indicating a 'powerful' association between these variables. There was a very strong association, between the criterion measure (PERCEPDE) for the Teacher sample and TRET. A

strong association was revealed between teacher PERCEPDE and AVAILRES. A fairly strong association was observed between the criterion measure PERCEPDE for the Principal sample and TRET.

The implications of these findings were identified. The major ones related to treatment of drama and teacher training. Recommendations largely concerned with the development of drama curriculum and teacher training were made. Further directions for research in drama were also specified.