

The Effect of Drama Education on Social Skill Levels of the Students Attending Child Development Associate Program

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Abstract

The study aims to find out the effect of drama education on social skill levels of the students in child development associate program. For the research design of the study, Pre-test/Post-test control group design was used. The sample of the study consisted of 68 first grade students (experimental group:38, control:30) in Child Development Program in Emet Vocational High School, Dumlupinar University and Health Services Vocational High School at Pamukkale University. For thirteen weeks, drama training was performed with the experimental group three hours in a week. Of the vocational high schools included in the study, the students in Pamukkale University Health Services Vocational High School were determined as the experimental group while the students in the other Vocational High School were the control group. The students at Emet Vocational High School, determined as the control group, were not provided drama education. As for data collection, "Personal Information Form" and "Social Skills Inventory" developed by Yuksel (2004) were used. In the analysis of data, single factor analysis of covariance was used. It is determined that there is a significant difference between the social skill points of the experimental and the control group students, with more points in the experimental group.

Keywords: *Drama education, social skills, university students*