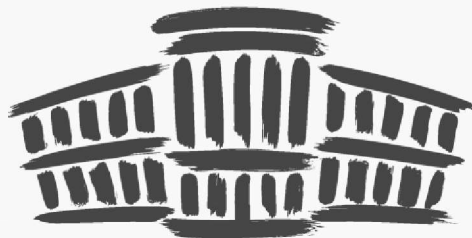


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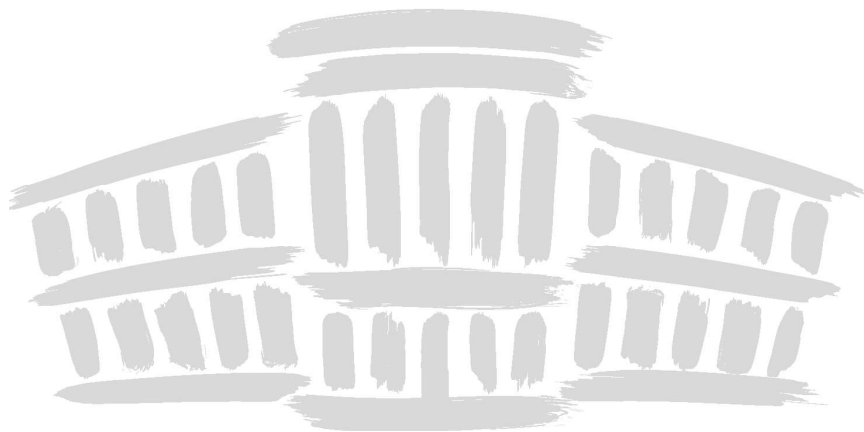
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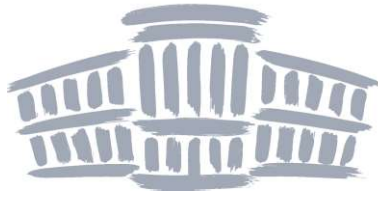


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## THE CONSTRUCTIVE POSSIBILITIES OF DRAMA PEDAGOGY IN THE LIGHT OF SCHOOL PERFORMANCE

### *Abstract*

School performance and drama pedagogy are two different areas that can have a significant impact on students in the process of education and learning. In my thesis, I intend to show how these two areas are connected to each other, and how school performance can be improved with the help of drama pedagogy.

The use of the drama pedagogy methods can provide a good basis for education, since drama is not only used in literature classes. The popularization of drama pedagogy can benefit all the participants of the educational institutions, since acting and coding combined with movement can result in a suitable cognitive structural base for the students' cognitive development.

*Keywords: school performance; drama pedagogy; constructivism, gamification, methodology*

### **1. Introduction**

School performance and drama pedagogy are two different areas that can have a significant impact on students in the process of education and learning. In my study, I aim to show how these two areas are connected to each other, and how school performance can be improved with the help of drama pedagogy.

School performance is a concept that refers to school performance and student results. It is usually measured by assessments given to students, test results, grades, and other metrics. School performance depends on many factors, such as student motivation, interest in the subject matter, teaching methods and the quality of the teacher's work. Besides, the use of drama pedagogic tools is a method in which education takes place through drama, theatre and games. Drama pedagogy is not only acting and theatre productions, but also a comprehensive learning process that includes creative expression, problem solving, role playing and group work. Drama pedagogy gives students the opportunity to participate in an interactive way of learning and build knowledge based on their own experiences, emotions and thoughts. In order to prove the connection of the two areas, that one can be a function of the other, it is necessary to examine the concepts that arise, as well as the factors - the components of school performance, all these based on domestic and international experiences in the linearity of history (Kaposi, 2013).

### **2. Concepts arising in connection with school performance research**

There can be many interpretations of effectiveness in public education with regard to the approach we take to the subject, which concepts we think about, and the various measurement methods can also produce different results. In their study, Gyökös and Szemerszki (2014) explain that the extent of how well a school achieves its goals can be decisive for success, but its performance compared to other schools is also an important criterion. Thus, several concepts can arise related to effectiveness, for example, efficiency is often used as a synonym, although – according to Hermann's (2004) study - it is stated that - efficiency does not denote only the amount of expenditure of effort or effectiveness per se,

but the relationship between the two. Another important aspect is the way how the school deals with the differences arising from the students' different abilities and different socio-cultural family backgrounds, which are also reflected in their academic results, so the equity dimension, the creation of equal opportunities, also raises the question of the realization of quality education (Gyökös and Szemerszki, 2014).

Judit Lannert has a similar opinion, she suggests that we can establish quality education only when the condition of efficiency and effectiveness is realized in education at the same time, and she also considers the aspect of fairness to be important in assessing the operation of the institution (Lannert, 2015). In a previous study, referring to the results of the PISA tests, she states that students studying in a fair education system perform at a higher level than those in more selective ones (Lannert, 2004).

The issue of fairness is indeed raised by the case of ability classification. The ratio of resilient students is used as an indicator of effectiveness and fairness, that is, they measure whether the student is able to make a progress in comparison to his family background. Severe deprivation and misery hinder the development of cognitive functions, since the efforts and worries arising from poverty consume the mental cognitive capacities, leaving no strength for other tasks. All of this is a warning sign that if the social care system cannot counterbalance the harmful effects of a child living in poverty, these children start public education with a disadvantage that the school system cannot remedy (Lannert, 2015).

Regarding the concept of resilience, I consider the study by Patakfalvi-Czirják, Papp, and Neumann (2018) worth mentioning. The researchers visited schools located in multi-ethnic environments where the teachers achieved outstanding results with their students despite their disadvantaged social background. At the center of their research, they examine what characterizes those schools with a low socioeconomic background that consistently achieve outstanding pedagogical results. While the concept of resilience is mostly used in social research to examine the resistance of individuals and communities to structural obstacles, unexpected socio-economic crises, or natural disasters, the authors of the study identify those individuals and communities as resilient that are able to overcome structural obstacles despite their disadvantage. Attila Z. Papp and Krisztián Széll adapted the concept of resilience used in OECD reports to the institutional environment, that is, to schools. In other words, based on the concept of institutional resilience, they focused on the compensating role of institutions instead of disadvantages arising from family background (Patakfalvi-Czirják, Papp, and Neumann, 2018).

The interpretation of the use of concepts arising in connection with school effectiveness research is also necessary, since school effectiveness is context-dependent, together with several concepts, and this is also a consequence of the fact that school effectiveness research has a history of several decades, both domestically and internationally.

### **3. Domestic and international experiences**

Researches of effectiveness in the world of education gained ground during domestic and international performance assessments. There is an organization and a journal for school effectiveness research, such as (ICSEI) International Congress for School Effectiveness and Improvement, and School Effectiveness and School Improvement - Journal of School Effectiveness and School Improvement.

In recent decades, the efficiency and effectiveness of public education systems have become an increasingly important educational policy issue, since the results of the assessments are indicative of the functioning of the system. However, "global waves of economic and technological development do not seem to be reaching national education systems." (Lannert, 2018: 265). A fundamental problem in the education process is that there is too much knowledge to be imparted, but there is little time available for it, so deepening the knowledge is less possible. (Lannert, 2018).

The quality, effectiveness, and efficiency of public education are truly an educational policy issue, as international performance tests (OECD, PISA) also draw attention to the importance of educational outcome measurements and the conclusions that can be drawn from the results. In his study, Lannert (2015) states that based on the efficiency index, five groups of countries are distinguished in terms of effectiveness and efficiency (Efficiency index: 26). According to this, there are elite performers who are equally effective and efficient at a high level (Finland, Japan, Korea). Besides them, there are the effective and efficient countries (e.g. Australia, the Czech Republic) which perform relatively well in both dimensions. Next are the countries (e.g. Austria, Belgium, the Netherlands) for which the quality of education is important, so they spend more on it, and as a result, they are more effective than they are efficient. In those countries (e.g. Hungary, Norway, United Kingdom, USA) where education is

underfunded, more emphasis is placed on efficiency than on quality, so these countries are more efficient than they are effective. Finally, countries where resources are not used efficiently (e.g. Brazil, Greece) are neither efficient nor effective (Lannert, 2015). An obvious question may arise as to how the Finnish level could be reached. In the case of Hungary, the teacher's salary is a pivotal problem, but a salary increase would not bring about the change that would be necessary to catch up with the Finnish education system. Furthermore, in the case of the Finns, we can speak of a homogeneous society both on a social and knowledge basis, which is again not typical of our country's society. Also, in the process of the self-evaluation system known in Finland, both students and teachers feel responsible for learning and teaching, and they pay attention to development rather than their performance in relation to other schools, so development is more emphasized than competition and comparison.

#### **4. History of school performance research**

Studies that focus on the effectiveness of the school examine to what extent the performance of students measured by tests depends on school factors. School performance research developed where there was test-based student performance data (Lannert, 2006). In this thesis, I focus on the United States and England, as well as the Netherlands, where the most intensive work was carried out in this field. In the United States, there are four stages of school performance research. In the first, a comparison of input (measurable in money) and output (student performance) can be observed. There is no significant correlation therefore the school has no effect on performance. In the second stage, research focusing on the effectiveness of the school will begin. The starting point was that they examined schools with poor facilities, where students performed well. Scales were developed to measure school climate and classroom observations were used. In the third stage, the main question was how to put the results into practice, i.e. how to create an effective school. Then, in the fourth stage, the contextual factors were also taken into account: methods, new scales (school management, teacher control and cooperation in the teaching staff) (Lannert, 2006).

The research in the United Kingdom considered the influence of the individual, the family and the community to be the main explanatory factor in terms of educability. Later, the different results of the schools were explained by the composition of the school's students, and nowadays a follow-up system based on exam results and tests has been built, where the performance of the students can be followed in time, so the added value can also be measured, however, the school management and the teaching content still receive little attention. (Lannert, 2006).

The strength of the research carried out in the Netherlands is that it focuses on school leadership, and no strong relationship was found between this and achievement. The research was greatly influenced by the process of the International Student Performance Tests, which led to the development of a measuring tool that measures the learning opportunity between the curriculum and the test. As a consequence of paying attention to school leadership, they aim to focus on classroom processes and teacher-student interactions (Lannert, 2006).

In their study, Gyökös and Szemerszki (2014) distinguish five stages based on some summary works (Creemers et al.; 2010; Reynolds et al., 2011; cited by Gyökös and Szemerszki) in the history of school performance research. The first stage analyses the 70s, when, taking into account the individual abilities and family background of the students, they came to the conclusion that the performance of the students is influenced to a small extent by school factors. The USA and England raise similar issues independently of each other. In the second stage, the 80s are examined, in the first half of which a fundamental question is the extent of the school's influence, and it was revealed that different schools and teachers have different effects on student performance, and that the school has a greater impact on disadvantaged students, which can be both positive and negative. It can also be stated that the effectiveness in educational research can be interpreted on several levels, and since student performance is linked to a specific institution, the main field of effectiveness research is the school. Besides, it is also necessary to explore contextual factors. In the third stage, at the beginning of the 90s, the focus is on what school factors are related to good academic results, and what reasons can explain them. The important factors of successful schools are the following: appropriate management; development of basic skills; orderly and safe environment; high expectations for students' knowledge; frequent assessment of student progress. In this phase, the ICSEI and SESI journals were created as a sign of institutionalization. Then in the fourth stage, at the beginning of the 2000s, investigations look for a connection between expenditures and results. An institution can be effective if it uses the available

resources efficiently. They studied effective teaching strategies and methods as well as teacher evaluation. The analysis of learning-teaching processes and the examination of the teacher's role have become more valued, which is not an easy process, since an effective teacher or teaching can be examined from many different points of view. It may be questionable what kind of subject it is, what kind of background students are taught (a teacher who is teaching a group with a low socioeconomic composition can use different methods more effectively than one teaching students of a higher social status.) Finally, in the fifth stage, after the turn of the millennium, the teachers and the impact of schools are analysed for a longer period. The complexity and dynamics of the education system are more prominent, and currently factors at the classroom or learning-teaching level are considered to be the key factors of success (Gyökös and Szemerszki, 2014).

In summary, based on the two studies, it can be concluded that the effectiveness of schools can be greatly influenced by their environment, as well as the cultural, economic and social background of the students there. The analyses also draw attention to the importance of measuring the added value. Being able to demonstrate some kind of performance shows the effectiveness of school work. The historical review of the researches on school performance is also important in order to make the factors that have been attributed importance in terms of performance visible. In the next chapter, I will examine these factors and compare them with the teaching that uses drama pedagogic methods.

## **5. Significant factors of school performance**

Nowadays, educational performance tests monitor students' abilities, family background, and previously acquired knowledge. At first, the investigations concerning the effectiveness of teachers were independent from the investigations of school effectiveness. Some tests dealt with school factors (school climate, mission) and other ones prioritized teacher and classroom factors (teacher behaviour, teacher expectations, class organization). In terms of effectiveness, school infrastructure is among the most significant factors that is examined.

During the inspection of the infrastructure, the school and classroom processes were examined. They came to the conclusion that if the objectified material capital, such as equipment, is not used in the learning process, it does not fundamentally affect the effectiveness. The object of research is the building itself, the physical environment as the architecture and quality of the building can affect students' performance (Lannert, 2006). This is indeed confirmed by the reform pedagogic efforts, since the architecture, structure, structure, and openness of Waldorf schools contributed to the creation of autonomy, endurance, and more intensive communication, which is not due to the effects mediated by the building itself, but rather represents the possibility of a new communication and behaviour changes in space. The open school also favours the methods of drama pedagogy, since in the case of group work, the students do not sit next to each other, as they would not communicate - but face each other, so the distance control necessary for the development of nonverbal communication is inevitable. This requires space, and it is important that there are no obstacles in the game, e.g. the table.

Another important factor is the role of the school management, about which opinions are divided, as some interpret it as the charm of personality, while others believe that leadership needs to be a contextual interaction of the individual and the environment in order to be realized. There are two types of leaders, one is the transactional leader, who tries to motivate with external rewards, while the other is the transformational leader, who tries to increase internal motivation (Lannert, 2006).

Drama pedagogy could also be seen in action at the management level, due to the fact that when applying the tools of this method, the teacher tries to achieve that the children play for the joy of playing. As a result, all this naturally leads to the development of internal motivation, and also, as a bonus, efficiency, from communication to emotional development to the development of the student's personality. Currently in Hungary, principals are in a difficult situation in terms of motivating teachers, as the tight framework does not really allow for external rewards, and the lack of internal motivation is shown by the number of people leaving the teaching profession, and the fact that very few apply for the unattractive teaching career.

Finally, the most powerful factor of school influence is the teacher, who plays a huge role in the students' progress. This fact is refuted by Ivan Illich in his study *The Unschooling of Society*, in which he explains that students acquire most of their knowledge outside of school in a random way and not from the teacher (Illich, 2011). Thinking further about his theory, the question may arise as to why we are last in Europe in terms of digital text comprehension (Lannert, 2018). Obviously, the use of

information communication tools, access to them and their purposeful use are also authoritative here. Or, as the PISA results showed the negative effect of the school computer, and the experts concluded that the student develops little in the controlled environment of the classroom, compared to an environment where he can make progress at his own pace, boldly making mistakes and experimenting. Young people really learn by being guided by themselves and together with their peers (Lannert, 2015). Lannert's last thought raises the reality of digital pedagogy, during which the teacher will be needed less and less in the physical reality of the present...however, raising AI here would stretch the scope of this paper. Above all, we must also keep in mind how important and indispensable the teacher's openness and modern methodology are in our education: "If the digital space appears in the physical space without the corresponding psychosocial space assigned to it, i.e. the use of the computer is not accompanied by a student-centered, playful and modern pedagogy that motivates learning, then the use of information communication tools is degraded to controlling, mechanical practice (drilling) and illustration, and their result will be counterproductive (Lannert, 2018: 274). It is difficult to connect drama pedagogy to information communication tools, but it is not an impossible task. During the processing of a story, a homework task can be to create a comic book on the Storyboard That interface, during which the teacher also adapts to the attitude of the younger generation, in addition to the experience the student gained during the activity in the lesson.

Since school affects students most strongly in the classroom, in addition to the aesthetics of the room - see infrastructural factors - the quality work of the teacher is important. How we can talk about quality work is a multi-component question. Does the teacher regularly participate in trainings? Do they have professional autonomy? Are they open to change? Do they perform depending on pay rise, or does this issue not affect them? In addition to teaching, do they also do educational work? These are also important questions because they show the quality of the teacher's work. The issue of teacher evaluation examined from the perspective of the Pygmalion effect, also raised by Lannert, is linked to this. It is dangerous when there is a significant difference between the teacher's evaluation and the student's cognitive ability (Lannert, 2006). In the evaluation process, the scoring is obviously based on performance, but I think that reflecting on the changes would also be an important aspect. However, while there is no time for this, all this can be realized with drama pedagogy. Text processing with creative methods deepens the children's understanding of texts, there is no pressure to perform in the "pretend realm" during the games, and a drama teacher pays attention to the child's personality and feelings and helps to create personal, creative interactions.

From the point of view of school effectiveness, the methodology used with different make-up of students also plays an important role. The ratio of resilient students is used as an indicator of effectiveness and fairness, whether they can progress compared to their family background (Lannert, 2015). Based on the requirement of fairness, schools must reduce the differences between students, which arise from different origins or innate abilities (Gyökös, 2015). This is fair pedagogy, opportunity-creating pedagogy. It is also worth mentioning a study titled *The school is not an island*, in which the authors visited schools in multi-ethnic environments that achieved high results with students despite their disadvantaged social background. The main question of their research was what characterizes those schools with a low socioeconomic background that achieve outstanding pedagogical results. The result showed that two types were distinguished in the case of resilient institutions. One type included schools that took part in numerous tenders and further training related to competence development, and the other type included schools focusing on tests, where students are specifically prepared for the assessment (Patakfalvi-Czirják, Papp and Neumann, 2018).

The above mentioned three school performance factors are also components of the education system and they lay the foundation for the so-called school atmosphere. In his research, Krisztián Széll (2016) examined the relationship between school atmosphere, achievement and the pedagogical competencies that influence it. The results showed a correlation between the institutional atmosphere perceived by the teachers and its success. Support for the development of students and pedagogical work focusing on them increase effectiveness much more than focusing only on the development of general abilities (Széll, 2016). As a result, in those institutions where the drama pedagogy methodology is applied, with the help of which it is possible to pay attention to the child's feelings and individual characteristics, there is a greater chance of success at school.



## 6. Summary

The relationship between drama pedagogy and school performance manifest itself in several ways. First of all, with the help of drama pedagogy, we can make the school curriculum more enjoyable and understandable for students. Drama and creative text processing provide opportunities for a deeper understanding of the subject matter, which can be particularly beneficial for students who have difficulty with traditional learning methods. When students are actively engaged in learning, they are more likely to understand it and retain information more permanently during the experience. Furthermore, because of the fact that drama pedagogy creates an interactive and cooperative learning environment where students have the opportunity to express their thoughts and feelings and collaborate with their peers, it strengthens students' communication and social skills. In addition, drama pedagogy develops students' creativity and problem-solving skills. During role play activities, students have to solve different situations and conflicts, which develop critical thinking and they also facilitate alternative solutions. This creative approach allows students to think more freely and explore new perspectives.

All of this can be an extremely important addition to the concept that "Schools should prepare young people for jobs, use technologies and solve problems that don't exist today. In order for a young person to reinvent himself in this uncertain situation, he must be curious, creative, imaginative, resilient, and empathetic. You must feel responsible for a better future not only for yourself, but also for the better future of your narrower (family, country) and wider (Earth) community. For this, it is necessary to create an individualized and well-functioning learning environment, which includes the physical (school building, classroom equipment), psychosocial (school atmosphere, modern pedagogical methods and approach) and digital (use of information communication tools, virtual learning space) environment (Lannert, 2018: 267).

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## A DRÁMAPEDAGÓGIA KONSTRUKTÍV LEHETŐSÉGEI AZ ISKOLAEREDMÉNYESSÉG TÜKRÉBEN

### Összefoglaló

Az iskolaeredményesség és drámapedagógia két különböző terület, amelyek az oktatás és tanulás folyamatában jelentős hatást gyakorolhatnak a diákokra. Dolgozatomban igyekszem bemutatni, hogy ez a két terület hogyan kapcsolódik egymáshoz, és hogyan lehet a drámapedagógia segítségével javítani az iskolaeredményességet.

A drámapedagógia módszereinek alkalmazása jó alap az oktatás során, hiszen a dráma nem csak az irodalomóra specifikuma. A drámapedagógia népszerűsítése az oktatási intézmények szereplőinek egyaránt hasznára válhat, hiszen a játékosság, a cselekedtetés, a mozgással egybekötött kódolás megfelelő kognitív strukturális bázist eredményezhet a tanulók gondolkodásában.

***Kulcsszavak:*** iskolaeredményesség; drámapedagógia; konstruktivizmus, gamifikáció, módszertan

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