

The Effect of Creative Drama Method on the Attitude towards Course: A Meta-Analysis Study¹

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ABSTRACT

The purpose of this study is both to gather the experimental studies which investigate the effect of creative drama on the attitudes of students towards the courses and to synthesize the findings of these studies. The studies within the scope of this current research were obtained from various databases such as "ProQuest Citations, Council of Higher Education National Thesis Center, Google Scholar, EBSCO, Taylor & Francis Online, Ebscohost, ERIC and Science Direct" by using keywords like drama, creative drama, creative drama method, attitude and attitude towards course. From the database searches, a total of 30 studies (12 articles, 16 master's theses and two doctoral dissertations) which examined the effect of creative drama method on students' attitudes towards different courses and which were in accordance with the criteria for the meta-analysis, were obtained. The data were analyzed by using the "Comprehensive Meta-Analysis (CMA)" and "Data Analysis and Statistical Software (STATA)" programs. As the studies included in the meta-analysis distributed heterogeneously, the effect size of the studies were calculated by applying random effects model. According to the results of this study, it was identified that creative drama method positively affected the attitudes of students towards the courses. In the experimental studies, the differences in students' attitudes towards their courses were investigated in the direction of moderator variables. Among these moderator variables, not only the period of experimental process, but also the educational level of the participants who were implemented the experimental applications created a significant difference in the effect size, whereas the other variables did not have a significant difference.

Key Words: Creative drama method, Attitudes towards course, Meta-analysis



DOI Number: <http://dx.doi.org/10.12973/jesr.2016.61.5>

¹ This study is the extended version of the proceeding presented in International Conference on New Horizons in Education, held in Barcelona between the dates 10-12 July, 2015.

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INTRODUCTION

Drama is derived from the Greek word “dran”, meaning to “do, perform, practice” (Lehman, 1986 Cited in: San, 1990). Creative drama can also be defined as “Impersonation of a purpose or opinion by utilizing techniques such as improvisation and role-play within a group based on the experiences of the group members” (Adıgüzel, 2015, 56). One of the most important representatives of creative drama, Heathcote (1984) describes creative drama as the enhancement of life experiences.

Creative drama enables individuals to learn by doing and practicing. In addition, the activities in creative drama practices contribute to the development of individuals at various levels. Creative drama activities possess dramatic characteristics and they are generally performed as a group (Chalmer, 2007). Individuals do improvisations by sharing roles together their friends in a group (Adıgüzel, 2015). These improvisations bear the indications of lives and are actualized predicating on interaction. New and authentic products come to light as a result of creative drama activities (Baldwin & Fleming, 2003). On the one hand, creative drama ensures students enhance their emotions, opinions and behaviors in a positive way (Somers, 1994) and to think independently (Ward, 1960). Moreover, creative drama increases students’ willingness to learn and actively participate in the teaching and learning process and thereby extend students’ self-confidence and courage (Ulubey & Gözütok, 2015). It also maintains that students learn by feeling what they have experienced by impersonating (Adıgüzel, 2006).

Creative drama, as a method, provides developing various characteristics of individuals, and has been applied increasingly for the academic achievement of students in terms of different courses (Kırmızı, 2012; Şahin, 2012; Rüzgâr, 2014; Bıyıklı & Yağcı, 2015; Bingöl, 2015; Bulut & Aktepe, 2015; Dikmenli-Vardar, 2015; Ulubey & Gözütok, 2015; Yıldırım & Işık, 2015), and also to transform students’ attitudes to be positive towards courses. Attitude is a concept which has been studied for a long time. That’s why in literature there have been plenty of studies conducted in relation to attitude. According to the Turkish Linguistic Society (TDK [Türk Dil Kurumu], 2005), attitude, which has been studied in different fields for a long time, is defined as “the way of behavior an individual takes on towards people, incidents and non-living things”, and according to Demirel (2012) it is also described as “A learned disposition which boosts an individual to demonstrate specific behaviors towards particular individuals, objects and situations”. Besides, according to Allport (1935 Cited in: Bordens, 2000), attitude refers to the cognitive and emotional readiness which are organized by experiences and also which has a direct and powerful influence on individuals’ reactions against all the related situations and objects. According to Smith (1968 Cited in: Tavşancıl, 2014), “a disposition which is attributed to an individual and constitutes his opinions, feelings and behaviors regarding a psychological object in an orderly manner”. Additionally, Erkuş (2003, 151) emphasized the fact that attitude is a directly unobservable variable by defining it as “like many psychological variables (intelligence, motive etc.), attitude is interconnected and it cannot be observed directly however it can be regarded as a theoretical variable existing together with some observed behavioral indicators”. Even though many other definitions of the concept of attitude have been developed, the first two definitions mentioned still maintain their validity.

Attitudes are acquired by learning, in other words they are not innate. Moreover, attitudes comprise of opinions, emotions and evaluations towards an object. An individual

who has a positive attitude towards an object, endeavors to behave positively towards this object, approach and sympathize with it and also promote the object. On the other hand, in the event of negative attitude, the individual chooses to not be concerned with this object, moving away from it and criticizing it (Ozankaya & Arıcı, 1984; Bordens & Horowitz, 2002; Freedman, Sears, & Carlsmith, 2003). Attitudes have three factors, namely cognitive, affective and behavioral (Morgan, 1998). These factors cause a difference between achievement and failure since the attitude taken towards incidents has a determinant role on achievement. Affective aspect of attitude far outweighs than the other aspects because if an individual is willing against a specific object or situation, he will be provided with opportunity to go towards this way and endeavor in this direction.

Attitude, whose affective aspect far outweighs, is one of the most important subject areas of the academic field, which is why there has been a great many studies conducted on attitude across different fields as found in the literature. One of these fields is education. In the literature, there are many studies investigating the attitudes of students or pre-service teachers towards various courses and fields. For instance, it has been determined that there are studies which have examined the attitudes towards courses such as Science (Kozcu-Çakır, Şenler, & Göçmen-Taşkın, 2007; Güven & Sülün, 2012; Bozkurt & Fansa, 2013), Chemistry (Kurbanoglu, 2014; İnci-Aka & Sert-Çıbık, 2015), Physics (Tanel & Tanel, 2013), Social Studies (Kılınc & Dere, 2015; Eker, 2016), Mathematics (Özyaprak & Davaslıgil, 2015; Polat & Doğan, 2015), Turkish (Savaş, 2016), Physical Education and Game Teaching (Dalaman, 2015) and Music (Gün & Köse, 2013). In addition studies have been identified regarding the attitudes of pre-service teachers towards the use of technology (Beacham & McIntosh, 2014; Şimşek & Yıldırım, 2016), inclusive education (Saloviita, 2015) and also the attitudes of students in higher education towards the effect of interactive boards (Mata, Lazar, & Lazar, 2016). When the subjects of these studies are investigated, it can be asserted that in many fields, students' attitudes have been tried to be developed in a positive way. Apart from these aforementioned studies, there are plenty of studies in the literature which aim to positively change students' attitudes towards various courses by applying the creative drama method.

It has been determined that the courses in which students' attitudes have been endeavored to be positively changed are generally numerical-based courses such as Science, Mathematics and Geometry. For instance, in some of the studies investigating the effect of creative drama on students' attitudes towards the course of Science, it was identified that the attitudes of the students taking place in the experimental group towards Science increased more significantly and at a higher level when compared to the control group students (Sağırılı & Gürdal, 2002; Başkan, 2006; Yılmaz-Cihan, 2006; Hendrix, Eick, & Shannon, 2012; Ormancı & Özcan, 2014); whereas in some other studies no significant difference was observed (Çokdar & Yılmaz, 2010; Akbaş, 2011; Durusoy, 2012; Öcal, 2014). A similar situation was also determined in the studies investigating attitude towards mathematics and geometry courses. While according to some studies, significant differences were observed in the attitudes of students belonging to the experimental group towards the courses of Mathematics (Debreli, 2011; Ceylan, 2014) and Geometry (Duatepe, 2004), in some of the studies, there were no significant differences determined between the experimental and control groups for either Mathematics (Kayhan, 2004; Ekinözü & Şengül, 2007; Geçim, 2012) or Geometry (Kale, 2007; Duatepe-Paksu & Ubuz, 2009).

In addition to numerical-based courses, some experimental studies which investigate the effect of creative drama method on the attitudes of students towards verbal courses such as Foreign Languages and Social Studies have been identified in the literature. For instance, according to the study of Kılıç (2009), it was determined that the attitudes of students in the experimental group towards speaking English (as a foreign language) were found to be significantly better than the students in the control group. On the other hand, according to the study of Aydeniz (2012), it was concluded that the attitudes of students in the experimental group towards speaking French (as a foreign language) were not found to be significantly better when compared to those in the control group.

A similar situation was also valid in terms of the Social Studies course. Even though, according to the studies of Evin-Gencil (2009) and Günaydın (2008), it was identified that the attitudes of students in the experimental group were found to be more significant when compared to students in the control group, it was determined in the studies of Göncüoğlu (2010) and Saraç (2015) that there were no significant differences observed between the experimental and control groups.

When the studies which have investigated the effect of creative drama on different courses are evaluated as a whole, it can be asserted that, as a method, creative drama has a positive effect on students' attitudes towards different courses. However, there are some studies in which no significant difference between experimental and control groups has been observed. Therefore, it is rather important to gather all these studies and summarize the results of them so that these studies can be synthesized and the effect of creative drama on the attitudes of students towards different courses can be accurately determined through meta-analysis.

Meta-analysis can be defined as "Depending on some particular criteria, grouping the similar studies conducted in a specific subject or field, gathering the quantitative findings obtained from these studies and analyzing them" (Hunter, Jackson & Schmidt, 1991 Cited in: Erkuş, 2013, 109; Dinçer, 2014, 4). According to Cohen, Manion and Morrison (2007, 291), meta-analysis can be regarded as "the analysis of analyses" (Glass 1976 Cited in: Chambers, 2004).

Meta-analysis ensures more detailed and extensive synthesizing in order to interpret and compare the results of many studies which contain similarities and differences (for example; creative drama) and to give shape to new studies and research (Lipsey & Wilson, 2001; Schulze, 2007). This method aims to gather the results obtained from studies conducted in different places or over different periods in order to make estimations about the exact condition of the case or cases (Yıldız, 2002).

In the literature, there have been meta-analysis studies which investigate the relationship between students' reading achievements and their attitudes towards reading (Petscher, 2010), smoothing the prejudiced attitudes (Lee, Ata, & Brannick, 2014), the effect of collaborative learning on attitudes towards mathematics (Capar & Tarim, 2015), the effect of constructivist learning on attitudes towards courses (Ayaz & Şekerci, 2015; Toraman & Demir, 2016), the attitudes of pre-service teachers towards their profession (Erdamar, Aytaç, Türk, & Arseven, 2016), the effect of concept map technique on the attitudes of students (Batdı, 2015), the effect of 5E learning model on the attitudes of students towards courses (Ayaz, 2015), the effect of constructivist learning approach on the attitudes of students (Ayaz & Şekerci, 2015; Semerci & Batdı, 2015), and the effect of survey and questioning on the attitudes towards science courses. On the other hand, it was identified that even though a great deal of meta-

analytic studies investigated the effect of creative drama on academic achievement were found to have been conducted in the literature (Aydın, Kaşaracı & Yurt, 2012; Batdı & Batdı, 2015; Ulubey & Toraman, 2015), no studies were found on positively transformed attitudes of students towards different courses. In this current study, experimental research investigating the effects of creative drama method on the attitudes of students towards different courses are examined. Within the framework of this study, it was considered that comparable and generalizable information can be reached by looking at studies which examined the effect of creative drama on the attitudes of students towards different courses and by gathering the various results obtained from these studies.

In accordance with the aforementioned justifications, it was aimed in this study both to gather the experimental studies which investigate the effect of creative drama on the attitudes of students towards the courses, determine the effect level of these studies and to synthesize the findings obtained from them. In line with this purpose, the hypotheses below were tested:

H1: There is a significant difference between the attitudes of students who were applied creative drama in their courses and the students who were applied other methods or techniques in the courses.

H2: Different periods for experimental process is a significant moderator variable on the effect size.

H3: Different practitioner is a significant moderator variable on the effect size.

H4: Different teaching level is a significant moderator variable on the effect size.

H5: Different publication type is a significant moderator variable on the effect size.

H6: Different course field is a significant moderator variable on the effect size.

METHOD

This study is a type of meta-analysis research. Meta-analysis stands for “the investigation of effect sizes which have been reported in the research articles” (Petitti, 2000: 13). The study is predicated on examining the studies, which have investigated the effect of creative drama on the attitudes towards courses, by using the method of meta-analysis and determining the effect size.

Data Collection

The studies taking place within the scope of this research were obtained from various databases such as “ProQuest Citations, Council of Higher Education National Thesis Center, Google Scholar, EBSCO, Taylor & Francis Online, Ebscohost, ERIC and Science Direct” by using keywords like drama, creative drama, creative drama method, attitude and attitude towards course. From the database searches, a total of 30 studies (12 articles, 16 master’s theses and two doctoral dissertations) which examined the effect of creative drama on students’ attitudes towards different courses and which were in accordance with the criteria for the meta-analysis, were obtained. All of the studies were conducted between 1997 and 2015, inclusive.

Criteria to Be Included in the Meta-Analysis

For all studies included in this research; the following points of criteria were taken into consideration: the participants in the experimental groups were applied creative drama method, whereas participants in the control group were applied other methods and techniques except for creative drama; the attitudes of participants towards courses were determined; post-test measurements for the experimental and control groups were calculated; arithmetic means, standard deviations and the number of the participants regarding the experimental and control groups were identified; the studies were either articles or theses which were produced as a result of scientific research; the educational level of the participants, the application period of the study, and the information related to the practitioner who applied the methods were maintained in the study; measurement regarding the attitude towards course were supplied, and lastly the publication type and year of the study were noted.

Data Analysis

In order to determine the studies to be included within the scope of this study, a codification list was created. In the codification list, the number of authors, location and year of the studies, research type, sample size, application period of the studies, practitioners who conducted the applications and also the arithmetic means and standard deviations of the findings were included. The data which compensated for the determined criteria were transferred to the "Data Analysis and Statistical Software (STATA)" and "Comprehensive Meta-Analysis (CMA)" programs for analysis.

In the meta-analysis studies, effect size is utilized as the elementary unit. Identifying the effect sizes of all the studies, common effect size is tried to be achieved. Besides, it is quite important to determine which method should be applied in order to determine the effect size. In the literature, there are two effect models to be found, which are fixed effects model and random effects model. The fixed effects model assumes that the studies included in the meta-analysis share the actual effect sizes (Borenstein, Hedges, Higgins, & Rothstein, 2009). The most important assumption in the fixed effects model is that "all the studies in the meta-analysis have just one real effect size". However, the random effects model emphasizes the assumption that "the effect size might change due to variables such as age, educational level or class size" (Üstün & Eryılmaz, 2014). The assumptions of the random effects model and fixed effects model are accurately different from each other (Borenstein et al., 2009).

Another important statistic applied in the determination of either fixed or random effects models are Q statistics. In the analysis of Q statistics, the hypotheses are tested in the direction with the expression "whether or not all the studies share the general effect". As a result of the analysis, if the value of significance (p) is below the critical value, it means that the studies do not share the general effect. In this condition, it can be asserted that there is heterogeneity among the studies (Hedges & Olkin, 1985; Card, 2012; Pigott, 2012). I² statistics provide information regarding the ratio of this heterogeneity. In this study, the calculated Q statistics demonstrate that there is heterogeneity among the studies included in this study. Hence, the effect size was calculated through random effects size model.

The publication bias of the studies included in the study is investigated by using funnel plot. On the condition that there is no publication bias in the funnel plot, symmetry is expected to take place. Moreover, the studies' accumulating in the interior or end points of the plot proves the fact that its contribution to size effect is high. According to Cooper, Hedges, and

Valentin (2009), when there is publication bias in the research, an asymmetrical image takes shape and one corner of the plot stands to be emptier when compared to the other corner. In this case, studies which have a small effect or contribute to the common effect at a low rate take place in the spaces at the bottom corner of the funnel plot. In the plot, “y” line stands for the certainty and precision of the meta-analysis. According to this line, the studies cumulating at the top has a high level of certainty/precision. In this study, funnel plot was applied in order to determine the contribution of the studies to the effect size and whether or not they were symmetrical.

In addition, moderator analysis is a method which enables determination of the direction of differences among subordinate groups and the differences between the average effect sizes of variables (moderators) (Littel, Corcoran, & Pillai, 2008). The statistical significance of the difference between moderator variables can be tested through Q statistics technique (Hedges & Olkin, 1985). In this technique, Q statistics are performed in two different Q by separating it into two parts, namely, Q_{between} (Q_b) and Q_{within} (Q_w). Q_w tests the homogeneity of the moderator variable in itself, whereas Q_b tests the homogeneity between groups (Hedges & Olkin, 1985; Card, 2012).

The data collected within the scope of this study were investigated according to moderator variables such as the period of the experimental process, the practitioner who conducted the application, publication type, educational level and course field. In the experimental studies, the period of the process is quite important because the effect of the experiment is expected to enhance as long as the period of the experimental process increases. Especially in the studies related to attitude, situation is rather more important. Attitudes have the tendency of changing over a long period. Moreover, it is also fundamental that the applications are conducted by the same practitioner in the experimental studies in order that the control in the experimental and control groups can be maintained. Besides, the data were obtained from scientific articles, master’s theses and doctoral dissertations. In addition, the time allocated for these studies and the level of the difficulties of studies might demonstrate some differences. The studies involved in this meta-analysis study were conducted in the levels of primary education, secondary education and higher education. Hence, the attitudes of students who are together over different periods, of different age groups and who have different purposes might be different from each other. Additionally, attitudes of students studying at different educational levels might well also show differences. On the other hand, social sciences and physical sciences are two converse fundamental fields, hence why some students might develop positive attitudes towards courses related to physical science, whereas other students might have positive attitudes towards courses on social sciences. When all these reasons were taken into consideration, it was determined to investigate these five moderator variables within the framework of this study.

As a result of all these justifications mentioned, it was endeavored not only to determine the effect of creative drama on students’ attitudes towards courses but also to identify whether or not moderator variables such as the period of the experimental process, the practitioner who conducted the application, educational level, publication type and course fields had an influence on this aforementioned effect. The statistical significance of the difference between moderator variables was investigated through the values of Q_b .

FINDINGS

30 studies matching the determined criteria were included in this meta-analysis research study. The studies were found to be conducted between the years 1997 and 2015. In the studies taken into the scope of this study, 885 individuals took place in the experimental groups and 812 participants were in the control groups. Demographic information related to these studies is shown in Table 1.

Table 1. *Descriptive statistics regarding studies investigating the effect of creative drama method on attitudes towards course*

<i>Variables</i>	<i>Levels</i>	<i>n</i>
Period of Experimental Process	3 hours	1
	5 hours	1
	8 hours	3
	9 hours	1
	10 hours	2
	12 hours	2
	14 hours	1
	15 hours	2
	16 hours	5
	17 hours	1
	18 hours	3
	20 hours	1
	24 hours	1
	25 hours	1
	26 hours	1
28 hours	1	
30 hours	2	
	<i>Total</i>	29
Practitioner	Researcher	23
	Teacher	4
	Researcher/Teacher	3
	<i>Total</i>	30
Educational Level	Primary Education	27
	Secondary Education	1
	Higher Education	2
	<i>Total</i>	30
Publication Types	Article	11
	Master's Thesis	17
	Doctoral Dissertation	2
	<i>Total</i>	30
Course Fields	Numerical	16
	Verbal	14
	<i>Total</i>	30

According to Table 1, it can be observed that the periods of the experimental process of the studies varied from 3 (n=1) hours to 30 (n=1) hours. However, the period of the experimental process belonging to one of the studies was not included in the study. Most of the experimental studies were conducted by researchers (n=23), whereas very few of them were practiced by teachers (n=4). The vast majority of studies were conducted on primary school education (n=27), with very few conducted on secondary education (n=1) or higher education (n=2). Most of the studies were master's theses (n=17) and articles (n=11), while very

few were doctoral dissertations (n=2). Nonetheless, the numbers of numerical (n=16) and verbal (n=14) studies were almost equal.

The Effect of Creative Drama Method on Attitudes

In meta-analysis studies, effect size can be calculated either by fixed or random effects models. However, the method to be applied in order to determine the effect size is identified on whether or not the studies are heterogeneous or homogeneous to each other. The heterogeneity level of this study was found to be 90% ($I^2=89.996$, CMA: $Q_{(29)}=289.874$; STATA: $Q_{(29)}=276.12$ $p<.05$). According to the classification of Cooper, Hedges, and Valentine (2009), this value of I^2 is an indicator of heterogeneity at a high level. In this context, the effect size was calculated by using “random effects model”. The forest plot demonstrating the effect size calculated by random effects model and the weightiness of studies in meta-analysis are demonstrated in Figure 1 and Figure 2.

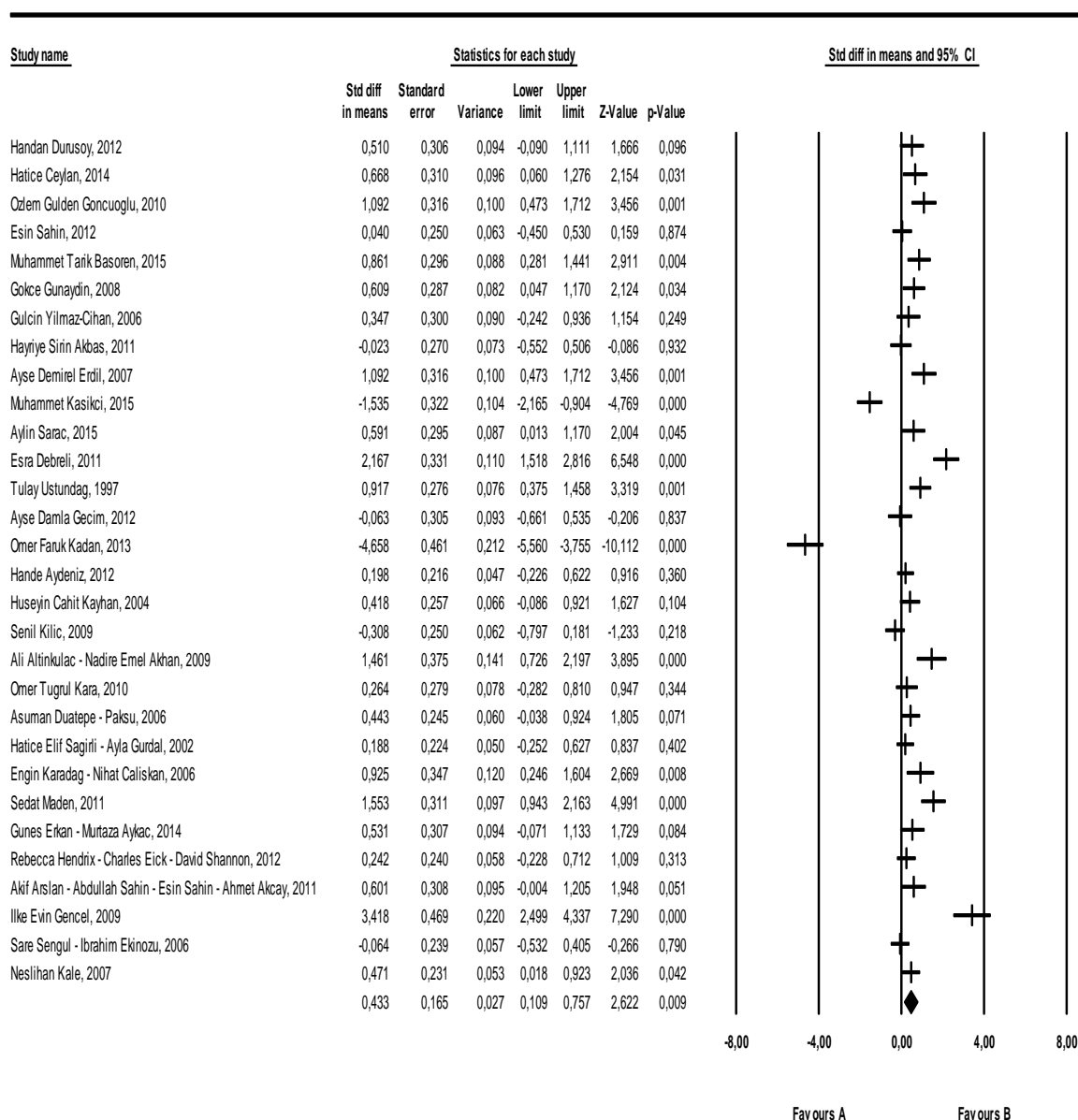


Figure 1. Forest plot regarding the effect of creative drama method on the attitudes towards course (using the CMA program)

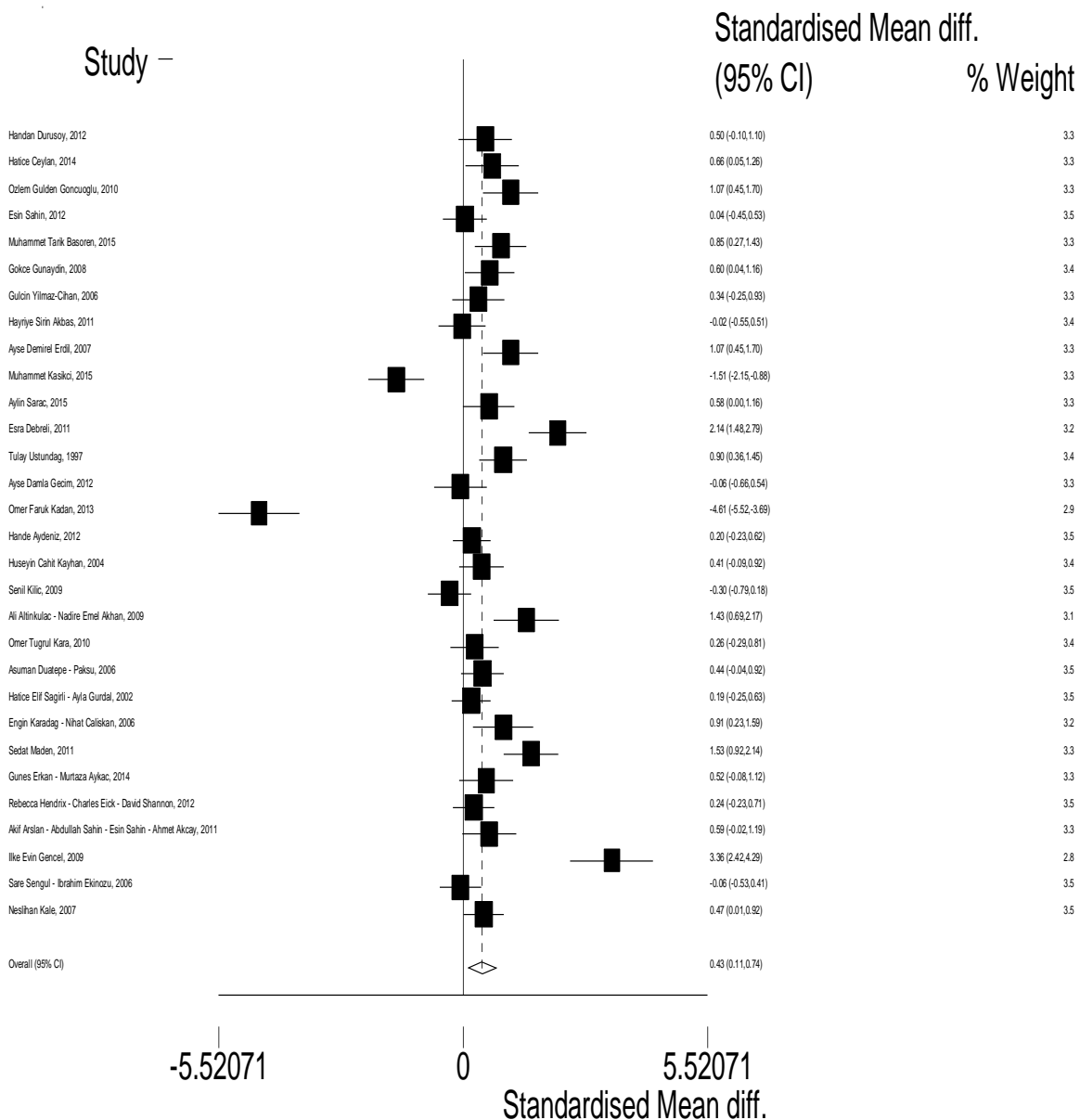


Figure 2. Forest plot regarding the effect of creative drama method on the attitudes towards course (using the STAT program)

In Figure 1 and Figure 2, the weightiness of studies included in this meta-analysis study and their effect sizes one by one can be indicated. The studies which identified that the attitudes of students in the experimental group, to whom creative drama method was applied, towards their courses was found to be more positive and its effect size was also significant when compared to the control group were Altinkulaç and Akhan (2010), Başören (2015), Ceylan (2014), Debrelil (2011), Demirel-Erdil (2007), Evin-Gencel (2009), Göncüoğlu (2010), Günaydin (2008), Saraç (2015), Kale (2007), Karadağ and Çalışkan (2006), Maden (2011), and Üstündağ (1997). However, there were studies which determined a significant effect size in favor of control group such as the studies of Kadan (2013) and Kaşıkçı (2015). Table 2 provides meta-analytic results in compliance with the random effects model.

Table 2. Meta-analysis results

Packaged Program	EB	Z	p	S _{error}	95% Confidence Interval	
					EB _{sub}	EB _{super}
CMA	0.433	2.622	0.009	0.165	0.109	0.757
STATA	0.426	2.630	0.008	--	0.109	0.743

$Q_{(29)}=289.874; p<.05; I^2=89.996$

According to Table 2, the effect size was found to be significant at the 95% confidence interval (CMA: $Z=2.622$; STATA: $Z=2.630$ $p<.05$). The average value for the effect size was calculated as 0.433 and it was found to be positive. The effect size obtained can be regarded to be at a low level according to the classification of Cohen (1988). Besides, in this study, the reference group was identified to be the experimental group. As the results of meta-analysis were found to be positive, it can be asserted that the experimental process increased the positive attitude towards the courses. In addition, the result obtained from the effect size was in favor of the experimental group. Moreover, the investigation of publication bias is given as funnel plot in Figure 3.

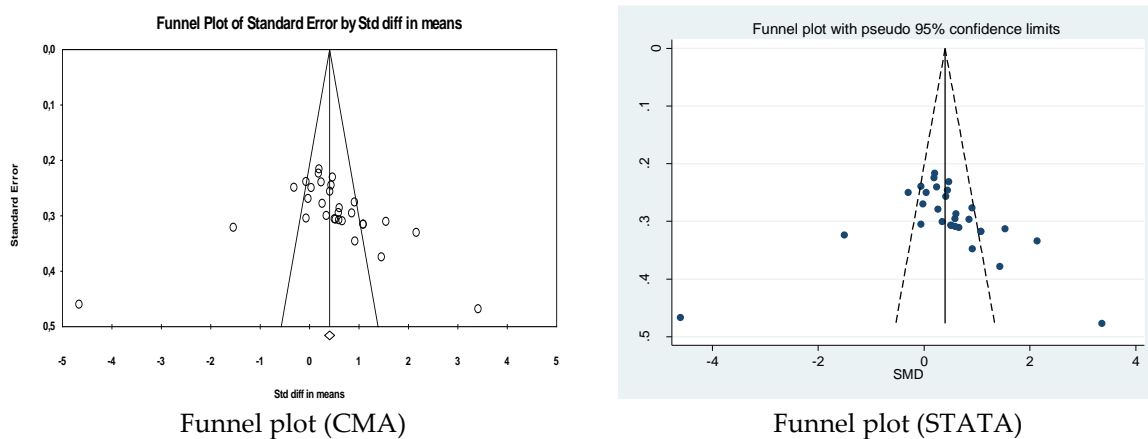


Figure 3. Funnel plot regarding publication bias using CMA and STATA programs

According to the funnel plot in Figure 3, it can be obviously stated that there was publication bias. Symmetry was observed in the funnel plot and the publications demonstrated an accumulation to the right. In order to provide symmetry, as a result of the correction conducted by the method of “clip-paste” (Pigott, 2012), which is scrolling from one side of the plot to the other, it was asserted that 11 studies should be moved across from the right side of the plot to the left. The effect size obtained by applying this method was calculated as 0.283.

The STATA program has a specialty to demonstrate studies which have publication bias through charts by including the names of the studies. In Figure 4, a chart for publication bias obtained by using the program of STATA was provided.

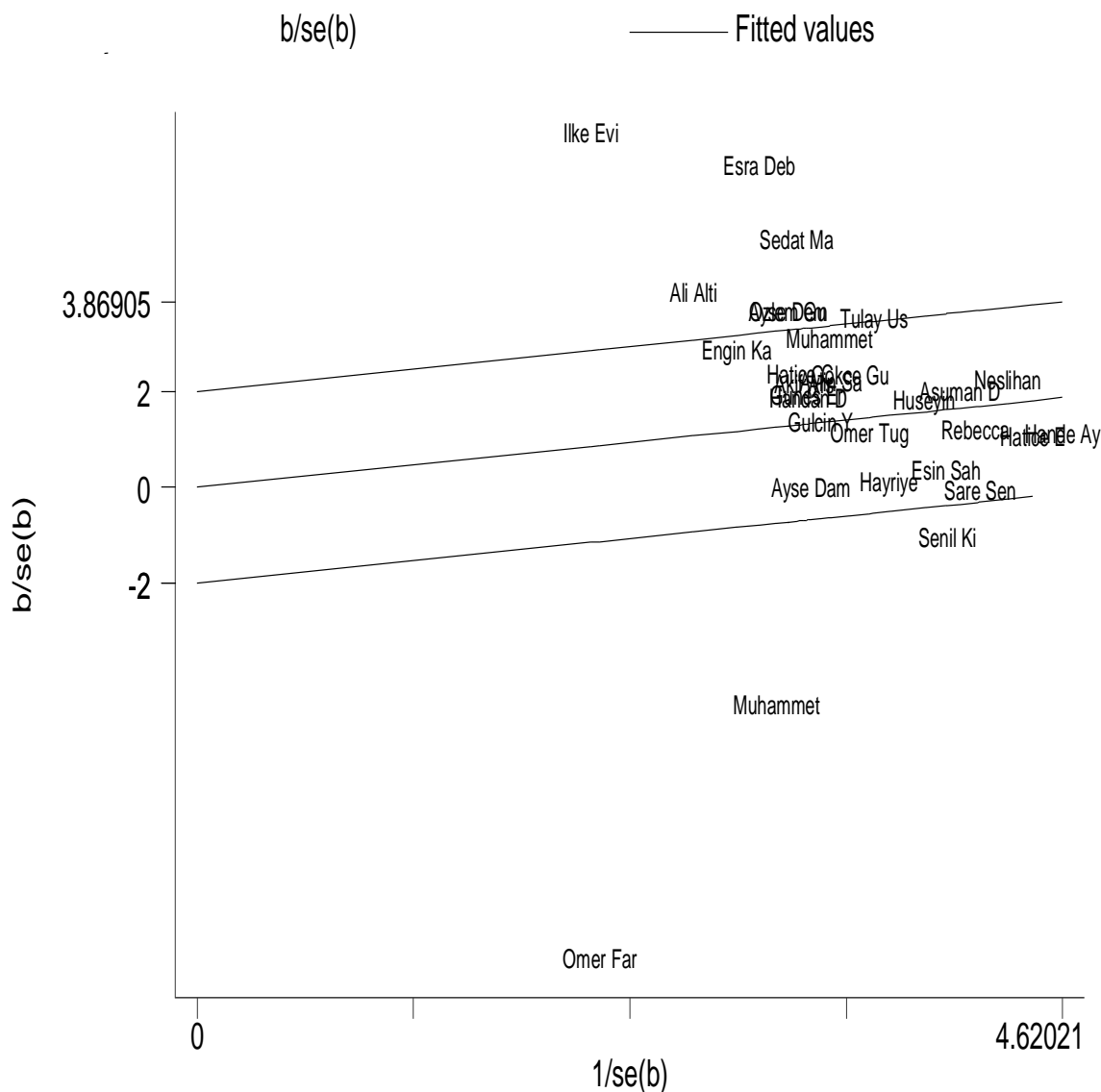


Figure 4. Publication bias

When Figure 4 is investigated, it can be indicated that the heterogeneity levels of the studies belonging to Evin-Gencil (2009), Debreli (2011), Maden (2011), Kadan (2013), and Kaşıkçı (2015) increased.

Effect of Creative Drama Method on Attitudes towards Courses- Moderator Variables

Are the variables of period for experimental process, practitioner who applied the experimental process, educational level, publication type, and course field significant moderators in terms of the effect of creative drama and other methods on the attitudes towards courses? The answer to this question was researched by using moderator analysis in the meta-analysis. The findings obtained from this analysis are summarized in Table 3.

Table 3. The effect of creative drama method on the attitudes towards course

Moderator Variables	N	ES	S _{error}	Z	Effect Size at 95% Confidence Interval		Q _{between} (Q _b)	sd	
					ES _{sub}	ES _{super}			
Period for Experimental Process	3 hours	1	1.461	0.375	3.895***	0.726	2.197	151.492***	17
	5 hours	1	0.418	0.257	1.627	-0.086	0.921		
	8 hours	3	0.694	0.216	3.214***	0.271	1.117		
	9 hours	1	0.198	0.216	0.916	-0.226	0.622		
	10 hours	2	1.200	0.346	3.472***	0.523	1.878		
	12 hours	2	1.372	0.788	1.742	-0.172	2.916		
	14 hours	1	0.242	0.240	1.009	-0.228	0.712		
	15 hours	2	0.307	0.284	1.081	-0.249	0.863		
	16 hours	5	0.149	0.116	1.289	-0.078	0.376		
	17 hours	1	-0.063	0.305	-0.206	-0.661	0.535		
	18 hours	3	0.974	1.337	0.729	-1.645	3.594		
	20 hours	1	0.917	0.276	3.319***	0.375	1.458		
	24 hours	1	-4.658	0.461	10.112***	-5.560	-3.755		
	25 hours	1	0.443	0.245	1.805	-0.038	0.924		
	26 hours	1	0.601	0.308	1.948	-0.004	1.205		
	28 hours	1	0.531	0.307	1.729	-0.071	1.133		
30 hours	2	0.087	0.389	0.225	-0.676	0.850			
Unspecified	1	0.925	0.347	2.669**	0.246	1.604			
Practitioner	Researcher in experimental group, or Teacher in control group	3	0.847	0.607	1.396	-0.342	2.037	3.889	2
	Researcher in both experimental group and control group.	23	0.597	0.147	4.050***	0.308	0.886		
	Teacher in both experimental group and control group	4	-1.000	0.822	-1.217	-2.610	0.611		
Educational Level	Primary Education	27	0.486	0.184	2.636***	0.125	0.848	6.660*	2
	Secondary Education	1	-0.308	0.250	-1.233	-0.797	0.181		
	Higher Education	2	0.130	0.164	0.797	-0.190	0.451		
Publication Type	Doctoral Dissertation	2	0.470	0.438	1.073	-0.389	1.329	3.479	2
	Master's Thesis	17	0.170	0.254	0.671	-0.327	0.668		
	Article	11	0.803	0.226	3.555***	0.360	1.246		
Course Field	Numerical	16	0.383	0.171	2.243*	0.048	0.718	0.079	1
	Verbal	14	0.484	0.313	1.544	-0.130	1.098		

*p<.05, **p<.01, ***p<.001

Among the moderator variables, both the period for experimental process and educational level created a significant difference in the effect size ($p<.05$), whereas the moderator variables of practitioner who conducted the experimental process, publication type of the study (article or thesis) and the field of the course in which the experimental process was applied (numerical-verbal) did not have a significant difference on the effect size ($p>.05$).

In terms of the moderator variable of the period for experimental process, significant effect size was obtained in studies of 3 hours, 8 hours, 10 hours, 20 hours, and 24 hours, plus in the study with an unspecified period of application. Moreover, a significant effect size was also attained in the studies in which the applications were conducted by the researcher in order to maintain the control both in the experimental and control groups. The significant effect sizes

obtained from the studies were in favor of the experimental groups. However, the moderator variable of the practitioner who conducted the application was determined to be a moderator which could not create a significant difference in the effect size. As much as the effect size which was determined to take place on the condition that the individual who conducted the experimental application was the researcher, the aforementioned effect size was expected to be larger and more significant when compared to the studies in which the researcher practiced the application only in the experimental group or teachers who conducted the application in both of the groups because of the participation of the researcher as practitioner in both the experimental and control group maintained the control. However, the results were not actualized in the direction of this expectation. Besides, a significant difference in the effect size was determined in terms of the variable of the period for the experimental process. Normally, it was anticipated that the positive attitudes of the experimental group would increase in accordance with the increase in the period of the application. Nevertheless, the results could not compensate this anticipation because significant differences were determined to be in favor of the experimental groups, not only in the short-term applications, but also in the long-term applications.

On the other hand, the variable of educational level was determined to be a moderator which created a significant difference in the effect size. In the studies which had been conducted at the primary educational level, a significant effect size was obtained. This significant effect was identified to be in favor of the experimental group. Moreover, the types of studies which were converted into publications were dealt with in the forms of articles, master's theses or doctoral dissertations. The variable of the publication type was determined to be a moderator variable which does not create a significant difference on effect size. However, a significant effect size was obtained in the studies converted into articles. This significant effect was found to be in favor of the experimental groups. In fact, not only doctoral dissertations, but also master's theses can be regarded as studies in which a large amount of time and effort are invested. However, a significant effect size could not be determined in these studies. Nonetheless, this finding also did not match expectations. Significant effect sizes could not be achieved in the studies which were conducted studiously over longer periods.

In addition, all the studies included in this research study were conducted within the scope of a course and they all investigated the effect of creative drama on the attitudes towards a course. The courses in which the studies were conducted could be categorized as numerical or verbal courses. The field to which the course belonged was handled as a moderator in this study. However, a significant difference in the effect size could not be attained in terms of this moderator variable. Nonetheless, in the courses belonging to the numerical field, a significant difference in the effect size was determined. This effect size was found to be in favor of the experimental group. Briefly, when compared to verbal, even though a significant effect size was determined to be in favor of the experimental group in terms of the numerical field, the course field can be regarded as not being of such importance as a moderator which creates differences in the attitudes.

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

In this study, whose purpose was both to gather experimental studies which investigated the effect of creative drama on the attitudes of students towards courses, and to synthesize the findings of these studies, the results obtained from the data collected were discussed and some recommendations provided.

Within the scope of this study, which investigated the effect of creative drama method on the attitudes towards the courses in which experimental applications were conducted, 30 studies were included in the meta-analysis which matched the determined criteria were included in this meta-analysis study. It was determined that the studies included in this study had publication bias and heterogeneity with each other. In this study, significant effect size was obtained by applying random effect sizes model (0.433). This significant effect size was determined to be in favor of the group to whom the experimental processes were applied. However, the effect size can be categorized to be at a low level according the classification of Cohen et al. (2007). According to the result, it can be accurately asserted that the creative drama method developed the attitudes of students towards their courses in a positive way. There were no meta-analysis studies encountered in the related literature which investigated the effect of creative drama method on the attitudes of students towards the courses. Nevertheless, some studies which have investigated the effect of creative drama on the academic achievement of students were encountered in the literature (Aydın et al., 2012; Batdı & Batdı, 2015; Ulubey & Toraman, 2015). As a result of all these meta-analysis studies, it was deduced that creative drama method positively affected students' academic achievement regarding different courses. According to this result obtained from the study, it was identified that creative drama method had a positive effect on the attitudes of students towards various courses. When these two results are examined together, it can be asserted that the positive attitudes of students towards the courses in which creative drama method was applied might have increased the academic achievement of students in the aforementioned courses. On the other hand, except from these studies, some other meta-analysis studies investigated the effect of creative drama method on self-respect (Conard & Asher, 2000) and on students studying at primary schools (Kardash & Wright, 1987). According to these studies, it was also determined that creative drama method had a significant effect. It can be remarked that it is quite important that a method, itself can develop different characteristics at various fields.

Among the moderator variables, not only the period for experimental process but also the educational level created a significant difference in the effect size, whereas the other moderator variables had no significant difference on the effect size. What is interesting about these moderator variables which created a significant difference is the moderator of the period for the experimental process. It was expected that as long as the period for the experimental process increased, the effect of the experiment would also increase. However, some of the results did not support this expectation. In terms of the moderator variable of the period of experimental process, significant effect size was obtained in the studies of 3 hours, 8 hours, 10 hours, and 24 hours duration. When the fact that the application of 10 hours was actualized in a period of 10 weeks is taken into consideration, it can be asserted that a change might have occurred in the attitudes at such a period. In the applications for 3 hours or 8 hours, the difference was identified to be generally in favor of the experimental group. Only in one apiece study, a difference was obtained to be in favor of the experimental group. The reasons of this condition could not be understood. As a result of the study in which 24 hours of experimental process was applied, it was rather remarkable that the effect size was not only at a high level, but also that it was in favor of the control group. The reason why this unexpected condition arose might be down to the fact that the teacher who conducted the experimental application could not have received education in the field of creative drama; a field of some specialty. It is not considered possible for a teacher with no training in drama, to apply creative drama due to the directions of the researcher. Moreover, a teacher can apply the methods and techniques

which he has practiced each and every day in the control group more easily and in a better way. That's why it is possible that the mean scores of the control group were higher when compared to the experimental group.

In addition, it was also expected that a significant difference would take place in the effect size in terms of the moderator of the practitioner who conducted the experimental process, because another aspect that should be kept under control is the qualifications of the practitioner who conducts experimental applications. In the experimental studies, when the practitioner is the researcher in the experimental group, and the teacher in the control group, it can be the source of differences. In these researches, the practitioner who conducted the experimental application was determined as a moderator variable in order to identify whether or not the significant differences resulted from the experimental process or from the practitioner. However, it was concluded that this moderator could not create a significant difference in the effect size. This result demonstrates that the variable of the practitioner could not have a significant difference. In spite of this result, a significant difference in the effect size was found when the individual who conducted the experimental processes was the researcher himself; both in the experimental group and the control group.

Moreover, in terms of the moderator variable of educational level, it was concluded that not only the number of the studies conducted at primary education level was considerable, but that also the significant effect size was determined to be in favor of this educational level. On the other hand, it is also remarkable that the subject matter was dealt with in very few studies at the secondary education or higher education level. The fact that there had been too few studies at both of these educational levels regarding this subject caught the attention of the researchers. The moderator variable of educational level can be regarded as an important variable, so as to create a significant difference in the calculated effect sizes. However, the number of studies found in the literature related to secondary or higher education was limited. If a study based on comparison is designed on the condition that the number of the studies conducted in these educational levels increase, it might come up with more realistic results.

The moderator variable dealt in the forms of article, doctoral dissertation or master's thesis, and the publication type was determined to be a moderator which had no significant difference in the effect size. However, it was identified that the effect size obtained in the articles was found to be significant and it was in favor of the experimental group. This result demonstrates similarity with the study of Yılmaz, Altunkurt, and Yıldırım (2015). One of the reasons for this result might be that research that finds differences are more likely to be published in the journals (Borenstein et al., 2009); which in this respect, including the theses and dissertations in this study, might have decreased the publication bias and provided more accurate information.

The courses in which the studies were conducted were categorized under the titles of numerical or verbal fields. However, a significant difference in the effect size was attained in favor of the experimental group in the courses belonging to numerical fields. In summary, when compared to verbal-based courses, even though a significant effect size was determined to be in favor of the experimental group in terms of the numerical field, the field can be identified as not an important moderator which creates differences in attitudes.

The effect of creative drama method on attitude has taken place among study areas already greatly researched. Nevertheless, studies related to attitude are oriented at improving

the attitudes of students towards the courses, and they are often prepared haphazardly, instead of being prepared in accordance with the attitude theory. It has been determined that the comprehensive meta-analysis studies which might provide the determination of effect sizes of the studies, and comparison of the gathered study findings in creative drama field has not been conducted sufficiently, and that studies could not have been generalized. For this reason, in order to identify the effect of creative drama method on academic attitude in a better way, several comprehensive studies are needed to be conducted, and these studies performed in order to determine the effect of creative drama method on the attitudes of students. In future studies, for instance, meta-analysis studies towards determining relationships between creative drama and skills might be conducted. In the courses in which students face difficulties, it might possible to furnish students with a positive attitude towards courses by applying the creative drama method. Apart from the theses and articles, newly published studies and printed proceedings might also be involved within the scope of further studies to conduct a new meta-analysis study. In the meta-analysis studies found in the literature, it has been determined that creative drama method increases academic achievement, and this current study determined the creative drama method can favorably improve the attitudes of students. It might be further examined whether or not there is a relationship between these two results.

In the current research, short term studies have been determined to have an effect on changing attitudes in the moderator variable of experimental method. It has not been determined with which variable this situation might be associated. In future studies, “period of experimental process” would be a variable considered worthy of further research.

In the studies in which the individual who conducted the experimental process was determined as a moderator variable, a significant effect size was identified on the condition that the individual conducting the applications was the researcher himself, so not only in the experimental group but also in the control group. For future studies, it can be recommended that the effect of the practitioner should be researched in detail.

When the number of studies related to “the effect of creative drama on the attitude towards course” in secondary and higher education increases, repeating the meta-analysis studies will support decisions concerning the educational level moderator variable. On the other side, it is noteworthy that there have been only a few studies conducted on this subject based on secondary or higher education. It is therefore recommended to repeat the meta-analysis study supposing that the findings of new proceedings and unpublished research are reached, as not involving studies whose findings cannot be accessed for meta-analysis increases publication bias. In this current study, publication bias was also detected.

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Yaratıcı Drama Yönteminin Derse Yönelik Tutuma Etkisi: Bir Meta Analiz Çalışması⁴

Çetin TORAMAN⁵ & Özgür ULUBEY⁶

Giriş

Yaratıcı drama “Bir grupla, grup üyelerinin yaşantılarından yola çıkarak, bir amacın, düşüncenin, doğaçlama, rol oynama gibi tekniklerden yararlanarak canlandırılmasıdır.” (Adıgüzel, 2015, 56). Yaratıcı drama bireylerin yaparak yaşayarak öğrenmelerini sağlar. Yaratıcı drama çalışmalarındaki etkinlikler bireylerin farklı düzeylerde gelişimine katkı sunar (Chalmer, 2007). Bireyler gruptaki arkadaşları ile birlikte rol paylaşımı yaparak doğaçlama yaparlar (Adıgüzel, 2015). Doğaçlamalarda yeni ürünler ortaya çıkarılır (Baldwin & Fleming, 2003). Yaratıcı drama, öğrencilerin ve bağımsız düşüncelerini (Ward, 1960) sağlayarak duygu, düşünce ve davranışlarının olumlu yönde değişmesini sağlayabilir (Somers, 1994). Öğrencilerin öğrenmeye yönelik isteklerini artırarak, onların özgüvenlerinin ve cesaretlerinin gelişmesini sağlayabilir (Ulubey & Gözütok, 2015).

Bireylerin çeşitli özelliklerinin gelişmesini sağlayan yaratıcı drama yöntemi, öğrencilerin farklı öğretim kademelerindeki derslerde akademik başarılarının artırılmasına (Kırmızı, 2012; Şahin, 2012; Rüzgâr, 2014; Bıyıklı & Yağcı, 2015; Bingöl, 2015; Bulut & Aktepe, 2015; Dikmenli-Vardar, 2015; Ulubey & Gözütok, 2015; Yıldırım & Işık, 2015) ve derse yönelik tutumlarının olumluya dönüştürülmesine yönelik kullanılmıştır.

Tutum çok uzun süredir çalışıla gelen bir kavramdır. Bu nedenle tutumla ilgili farklı alanlarda çok sayıda çalışmaya rastlanmaktadır. Türk Dil Kurumu’na göre (2005) tutum “bireyin insanlar, olaylar ve cansız varlıklar karşısında takındığı davranış biçimi”, Demirel’e göre (2012) ise “bireyi belli insanlar, nesnelere ve durumlar karşısında belli davranışlar göstermeye iten öğrenilmiş eğilim” olarak tanımlanmaktadır. Tutumun sözlük anlamı dışında tanımlarının yapıldığı da görülmektedir. Allport’a göre (1935 Akt. Bordens, 2000) tutum, yaşantılar yoluyla örgütlenen, bütün ilişkili durum ve objelere bireylerin tepkileri üzerinde doğrudan ve güçlü bir etkiye sahip olan zihinsel ve duygusal hazır oluşturmaktır. Smith’e göre (1968 Akt. Tavşancıl, 2014), “bir bireye atfedilen ve onun bir psikolojik obje ile ilgili düşünce, duygu ve davranışlarını düzenli bir biçimde oluşturan bir eğilimdir”. Tutumun sonraki yıllarda farklı tanımları yapılmasına, bu iki tanım geçerliğini devam ettirmektedir.

Tutumlar öğrenme yoluyla kazanılırlar, yani doğuştan gelmezler. Tutumlar bir nesneye karşı duygu, düşünce ve değerlendirmelerden oluşmaktadır. Bir nesneye karşı olumlu tutum geliştiren bir birey, bu nesneye karşı olumlu yaklaşmaya, yakınlık göstermeye, davranmaya çalışır. Olumsuz tutum durumunda, o nesneye yönelik ilgisizlik, ondan uzaklaşma, eleştirme yolunu seçebilir (Ozankaya & Arıcı, 1984; Bordens & Horowitz, 2002; Freedman, Sears & Carlsmith, 2003).

Tutum, akademik alanın en önemli çalışma konularından biridir. Bu nedenle alanyazında çok farklı alanlarda tutuma yönelik çalışmalar yapılmaktadır. Bu alanlardan birisi de eğitimidir. Eğitim alanında öğrencilerin ve öğretmen adaylarının farklı derslere ve alanlara

⁴ Bu çalışma 10-12 Haziran 2015 tarihleri arasında International Conference on New Horizon in Education adlı konferansta sunulan bildirinin genişletilmiş halidir.

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yönelik tutumlara etkisinin incelendiği çalışmalar bulunmaktadır. Örneğin öğrencilerinin Fen Bilgisi (Kozcu-Çakır, Şenler & Göçmen-Taşkın, 2007; Güven & Sülün, 2012; Bozkurt & Fansa, 2013), Kimya (Kurbanoglu, 2014; İnci-Aka & Sert-Çıbık, 2015), Fizik (Tanel & Tanel, 2013), Sosyal Bilgiler (Kılınç & Dere, 2015; Eker, 2016), Matematik (Özyaprak & Davaslıgil, 2015; Polat & Doğan 2015), Türkçe (Savaş, 2016), Beden Eğitimi ve Oyun Öğretimi (Dalaman, 2015) ve Müzik (Gün & Köse, 2013) dersine yönelik tutumları incelenmiştir. Bunun yanısıra öğretmen adaylarının eğitimde teknoloji kullanımına (Beacham & McIntosh, 2014; Şimşek & Yıldırım, 2016), kapsayıcı eğitime (Saloviita, 2015) yükseköğretimdeki öğrencilerin etkileşimli tahtanın etkisine (Mata, Lazar & Lazar, 2016) yönelik tutumlarının incelendiği görülmektedir. Araştırmalarda, çeşitli alanlarda, öğrencilerin tutumları olumlu yönde geliştirilmeye çalışıldığı görülmektedir. Yukarıdaki çalışmaların dışında, yaratıcı drama yöntemi kullanılarak da öğrencilerin farklı derslere yönelik tutumları olumlu yönde değiştirilmeye çalışılmıştır.

Tutumların olumluya dönüştürülmeye çalışıldığı dersler genellikle Fen Bilgisi (Sağırılı & Gürdal, 2002; Başkan, 2006; Yılmaz-Cihan, 2006; Hendrix, Eick & Shannon, 2012; Ormancı & Özcan, 2014), Matematik (Debreli 2011; Ceylan, 2014) ve Geometri (Duatpepe, 2004), Yabancı Dil (Kılıç, 2009; Aydeniz, 2012) ve Sosyal Bilgiler (Günaydın, 2008; Evin-Gencil, 2009) gibi derslerdir. Yaratıcı drama yönteminin farklı derse yönelik etkilerinin incelendiği çalışmalar bir bütün olarak değerlendirildiğinde, yöntemin öğrencilerin farklı derslere yönelik tutumlarını olumlu yönde etkilediği, buna karşın kontrol grubu ile aynı etkiyi yaptığı çalışmalarında olduğu söylenebilir. Bu nedenle bu çalışmaların bir araya getirilerek sonuçların özetlenmesi, çalışmaların sentezlenmesi ve yaratıcı drama yönteminin, öğrencilerin farklı derslere yönelik tutumlarına etkisinin bir bütün olarak belirlenmesi açısından önemlidir. Böyle bir sentezleme ancak meta analiz yöntemi ile gerçekleştirilebilir. Bu nedenle, bu araştırmada yaratıcı drama yönteminin öğrencilerin derslere yönelik tutumlarına etkisinin incelendiği deneysel çalışmalar konu edinilmiştir. Bu araştırma ile yaratıcı drama yönteminin, öğrencilerin farklı öğretim kademelerindeki derslere yönelik tutumlarına etkisinin incelendiği çalışmalara ulaşılması ve farklı sonuçları olan çalışmaların bir araya getirilerek karşılaştırılabilir ve genellenebilir bilgilere ulaşılacağı düşünülmüştür.

Yukarıdaki gerekçelerden hareketle bu araştırmada yaratıcı drama yöntemi kullanılarak öğrencilerin farklı öğretim kademelerindeki derslere yönelik tutumlarına etkisinin incelendiği deneysel çalışmaların etki düzeyinin belirlenerek araştırma bulgularının sentezlenmesi amaçlanmıştır. Bu genel amaç bağlamında aşağıdaki hipotezler test edilmiştir:

H1: Farklı yöntem ve teknikler kullanılarak işlenen derslerdeki öğrencilerin tutumları ile yaratıcı drama yöntemi kullanılarak işlenen derslerdeki öğrencilerin tutumları arasında anlamlı fark vardır.

H2: Farklı deneysel işlem süresi etki büyüklüğünde anlamlı bir moderatör değişkendir.

H3: Farklı uygulayıcılar etki büyüklüğünde anlamlı bir moderatör değişkendir.

H4: Farklı öğretim kademeleri etki büyüklüğünde anlamlı bir moderatör değişkendir.

H5: Farklı yayın türleri etki büyüklüğünde anlamlı bir moderatör değişkendir.

H6: Farklı ders alanları etki büyüklüğünde anlamlı bir moderatör değişkendir.

Yöntem

Araştırma kapsamındaki çalışmalara ulaşmak için drama, yaratıcı drama, yaratıcı drama yöntemi, tutum ve derse yönelik tutum sözcükleri kullanılarak, “ProQuest Citations, YÖK Ulusal Tez Merkezi, Google Akademik, EBSCO, Taylor & Francis Online, Ebscohost-Eric ve ScienceDirect” veri tabanları taranmıştır. Yaratıcı drama yönteminin öğrencilerin tutumlarına etkisinin incelendiği ve meta analize dahil etme ölçütlerine uyan 2 doktora tezi, 16 yüksek lisans tezi ve 12 makale olmak üzere toplam da 30 çalışmaya ulaşılmıştır. Araştırma kapsamında elde edilen bilgiler “Data Analysis and Statistical Software (STATA)” ve “Comprehensive Meta Analysis (CMA)” programları ile analiz edilmiştir.

Araştırmada çalışmalar arasında heterojenlik olması nedeniyle rastgele etkiler modeli kullanılarak etki büyüklüğü belirlenmiştir. Araştırmada, çalışmaların meta analizdeki etki büyüklüğüne katkısı ve simetrikliği huni grafiği ile incelenmiştir. Yaratıcı dramının yönteminin öğrencilerin derse yönelik tutumlarına etkisinin yanı sıra bu etkiye, deneysel işlem süresi, uygulamayı kimin yaptığı, öğretim kademesi, ders alanları ve yayın türü moderatör değişkenlerin fark yaratıp yaratmadığı incelenmiştir. Moderatör değişkenler arasındaki fark olup olmadığı Q_b değerleri kullanılarak belirlenmiştir.

Bulgular*Yaratıcı Drama Yönteminin Derse Yönelik Tutuma Etkisi*

Meta analizde etki büyüklüğü sabit ve rastgele etkiler yöntemleriyle hesaplanabilmektedir. Ancak etki büyüklüğünde kullanılacak yöntem araştırmaların birbiriyle heterojen ya da homojen olma durumuna göre belirlenmektedir. Bu araştırmada heterojenlik düzeyi % 90'dır ($I^2=89.996$, $Q_{(29)}=289.874$, $p<.05$). Cooper, Hedges & Valentine'in (2009) sınıflamasında bu I^2 değeri yüksek düzeyde heterojenlik göstergesidir. Bu durumda etki büyüklüğü “rastgele etkiler modeliyle” hesaplanmıştır. Evin-Gencil (2009), Debreli (2011), Maden (2011), Kadan (2013) ve Kaşıkçı'nın (2015) çalışmalarının heterojenlik düzeyini arttırdığı söylenebilir.

Araştırmada hesaplanan etki büyüklüğü anlamlı bulunmuştur (CMA: $Z=2,622$; STATA: $Z=2,630$ $p<.05$). Ortalama etki büyüklüğü değeri 0,433 ve pozitifdir. Elde edilen etki büyüklüğü Cohen'in (1988) sınıflamasında düşük düzeydedir. Bu araştırmada referans grup deney grubu olarak belirlenmiştir. Meta analiz sonucunun pozitif çıkması deneysel işlemin derse yönelik olumlu tutumu arttırdığını göstermektedir. Etki büyüklüğü sonucu deney grubu lehinedir.

Yaratıcı Drama Yönteminin Derse Yönelik Tutuma Etkisi–Moderatör Değişkenler

Moderatör değişkenlerden deneysel işlem süresi ve öğretim kademesi etki büyüklüğünde anlamlı düzeyde farklılık yaratırken ($p<.05$), deneysel işlemi yapan kişi, çalışmanın yayına dönüştürüldüğü tür (tez-makale) ve deneysel işlemin yapıldığı dersin yer aldığı alan (sayısal-sözel) moderatör değişkenleri ise etki büyüklüğünde anlamlı düzeyde farklılık yaratmamıştır ($p>.05$).

Sonuç, Tartışma ve Öneriler

Araştırmada meta analize alınan 30 çalışmanın yayın yanlılığı olduğu ve birbiri içinde heterojen olduğu belirlenmiştir. Rastgele etkiler modeliyle etki büyüklüğü hesaplanan araştırmada anlamlı etki büyüklüğü elde edilmiştir. Bu etki büyüklüğü deneysel işlem yapılan grup lehinedir. Ancak elde edilen etki büyüklüğü Cohen, Manion & Morrison, (2007)

sınıflamasına göre düşüktür. Bu sonuca göre yaratıcı drama yönteminin, öğrencilerin farklı öğretim kademelerindeki derslere yönelik olumlu tutum geliştirmeyi sağladığı söylenebilir. Alanyazında yaratıcı drama yönteminin kullanıldığı derslerde öğrencilerin derslere yönelik tutumlarına etkisini inceleyen herhangi bir meta analiz araştırması bulunmamaktadır. Buna karşın yaratıcı drama yönteminin akademik başarıya etkisini inceleyen araştırmalar bulunmaktadır (Aydın, Kaşarcı & Yurt, 2012; Batdı & Batdı, 2015; Ulubey & Toraman, 2015). Bu meta analiz çalışmalarının tamamında, yaratıcı drama yönteminin öğrencilerin farklı derslerdeki akademik başarılarını olumlu yönde etkilediği belirlenmiştir. Bu araştırma sonuca göre yaratıcı drama yöntemi öğrencilerin farklı derslere yönelik tutumlarını olumlu yönde etkilediği görülmüştür. Bu iki sonuç birlikte değerlendirildiğinde, yaratıcı drama yöntemi kullanılarak yürütülen derslerdeki öğrencilerin olumlu tutumları öğrencilerin akademik başarılarını da arttırmış olabilir. Öte yandan başarı ve tutum çalışmalarının yanı sıra dramanın benlik saygısına (Conard & Asher, 2000) ve ilköğretim öğrencilerine etkisinin incelendiği meta analiz çalışmaları bulunmaktadır (Kardash & Wright, 1987). Bu çalışmalarda da yaratıcı drama yönteminin etkili olduğu görülmüştür. Bir yöntemin tek başına farklı alanlarda farklı özellikleri geliştirmesi oldukça önemli olduğu söylenebilir.

Moderatör değişkenlerden deneysel işlemin süresi ve uygulamanın yapıldığı öğretim kademesi moderatörlerinin etki büyüklüğünde anlamlı farklılık yarattığı, diğer moderatörlerin ise anlamlı farklılık yaratmadığı belirlenmiştir. Anlamlı farklılık yaratan moderatörlerden ilgi çekici olanı deneysel işlem süresi moderatörüdür. Deneysel işlemin süresinin artması ile deneyin etkisinin artacağı beklenmektedir. Ancak bazı sonuçlar bunu destekler nitelikte değildir. Üç, sekiz, on saatlik deneysel işlem ile yirmi dört saatlik deneysel işlemde anlamlı etki büyüklüğü belirlenmiştir. On saatlik uygulamanın on haftada gerçekleştirildiği göz önünde bulundurulursa bu sürede tutumlarda bir değişme olabilir. Üç ve sekiz saatlik uygulamaların genelinde deney grubu lehine fark vardır. Sadece birer çalışmada deney grubu lehine fark çıkmıştır. Bunu durumun nedeni anlaşılamamıştır. Yirmi dört saatlik deneysel işlem süresinin uygulandığı çalışmanın sonucunda etki büyüklüğü yüksek olduğu kadar kontrol grubu lehine olması dikkat çekicidir. Bu beklenmeyen durumun nedeni uygulamayı yapan öğretmenin yaratıcı drama alanında eğitim almamış olmasından kaynaklanıyor olabilir. Çünkü yaratıcı drama uzmanlık gerektiren bir alandır. Bu alanda eğitim almamış bir öğretmenin, araştırmacının direktifleri doğrultusunda drama uygulaması yapması mümkün değildir. Ayrıca öğretmen kontrol grubuna her gün uyguladığı yöntem ve teknikleri daha kolay ve daha iyi bir şekilde uygulayabilir. Bu nedenle kontrol grubunun ortalamasının daha yüksek olması mümkün olabilir.

Deneysel işlemi yapan birey moderatörünün de etki büyüklüğü bakımından anlamlı farklılık olması beklenmiştir. Çünkü deneysel işlemde kontrol altında tutulması gereken bir diğer konu uygulamayı yapan kişinin nitelikleridir. Deneysel çalışmalarda, deney grubunda uygulamayı yapan araştırmacı, kontrol grubunda ise öğretmen olması tartışma konusu olabilmektedir. Bu araştırmalarda, araştırma sonucunda elde edilecek anlamlı farklılıkların deneysel işlemde mi yoksa uygulayıcıdan mı kaynaklandığının belirlenmesi için deneysel işlemi yapan birey moderatör değişkeni olarak belirlenmiştir. Ancak bu moderatörün anlamlı farklılık yaratmadığı belirlenmiştir. Bu sonuç uygulayıcı değişkeninin önemli bir farklılık yaratmadığını göstermektedir. Bu sonuca karşın hem deney hem de kontrol grubunda uygulamayı yapan birey araştırmacı olduğu durumda deney grubu lehine anlamlı etki büyüklüğü belirlenmiştir.

Öğretim kademesi moderatör değişkeninde hem ilköğretimde yapılan çalışma sayısının fazla olduğu hem de anlamlı etki büyüklüğünün bu kademedeki olduğu belirlenmiştir. Diğer yandan lise ve yükseköğretimde konunun az çalışılmış olması dikkat çekicidir. Bu öğretim kademelerinde konuyla ilgili araştırmanın az olması konuya ilgisi olan araştırmacıların dikkatine sunulmuştur. Öğretim kademesi moderatör değişkeni, hesaplanan etki büyüklüklerinde fark yaratacak kadar önemli bir değişkendir. Ancak lise ve yükseköğretimdeki çalışma sayısı azdır. Bu kademelerdeki çalışma sayılarının artması durumunda yapılacak bir karşılaştırma daha gerçekçi sonuçlar verebilir.

Makale, doktora tezi ve yüksek lisans tezi biçiminde ele alınan moderatör değişkeni, Yayın türü etki büyüklüğünde anlamlı farklılık yaratan bir moderatör olmadığı sonucuna ulaşılmıştır. Ancak makalelerde elde edilen etki büyüklüğünün anlamlı ve deney grubu lehine olduğu görülmüştür. Bu sonuç Yılmaz vd. (2015) çalışması ile benzerlik göstermektedir. Bu sonucun nedenleri arasında fark çıkan araştırmaların dergilerde yayınlanma olasılığının yükselmesi (Borenstein vd., 2009) gösterilebilir. Bu açıdan meta analize tezlerinin dâhil edilmesi, yayın yanlılığını azalmasına ve yaratıcı dramının tutuma olan etkisine ilişkin doğru bilgiler elde edilmesini sağlamış olabilir.

Çalışmaların yapıldığı dersler sayısal ya da sözel alan altında sınıflandırılmıştır. Yayın moderatör değişkeninin etki büyüklüğünde anlamlı farklılık elde edilememiştir. Ancak sayısal alandaki derslerde deney grubu lehine anlamlı etki büyüklüğü elde edilmiştir. Özetle sayısal alanda, sözel alana göre anlamlı etki büyüklüğünün deney grubu lehine saptanmış olmasına karşın, alan tutumunda farklılık yaratacak kadar önemli bir moderatör değildir.

Yaratıcı drama yönteminin tutuma etkisi, üzerinde çok çalışılan konular arasında yer almaktadır. Buna karşın tutum çalışmalarının genellikle öğrencilerin derse yönelik tutumlarına geliştirmeye yönelik olduğu görülmekte, herhangi bir tutum kuramına göre değil de gelişim güzel hazırlandığı görülmüştür. Yaratıcı drama alanındaki çalışmalarda yeterince meta analiz yapılmadığı, bu alandaki çalışmaların genellenemediği belirlenmiştir. Bu araştırma farklı derslerde kullanılan yaratıcı drama yönteminin öğrencilerin tutuma etkisinin belirlenmesi amacıyla yapılmıştır. Daha sonraki dönemde yaratıcı drama ile beceri ilişkisinin belirlenmesine yönelik meta analiz çalışmaları yapılabilir. Öğrencilerin zorlandığı derslerde yaratıcı drama yöntemine yer verilerek öğrencilerin derslere yönelik olumlu tutum geliştirmeleri sağlanabilir. Araştırma kapsamına, alınan tez ve makalelerin yanına yeni yayınlanan çalışmalar da alınarak yeni bir meta analiz çalışması yapılabilir. Alanyazındaki meta analiz çalışmalarında yaratıcı drama yönteminin akademik başarıyı arttırdığı, bu araştırmada da öğrencilerin tutumunu olumlu yönde geliştirdiği belirlenmiştir. Bu iki sonuç arasında bir ilişki olup olmadığı incelenebilir.

Araştırmada deneysel işlemin moderatör değişkeninde kısa süreli çalışmaların tutumu değiştirmede etkili olduğu belirlenmiştir. Bu durumun ne ile ilişkilendirileceği tam olarak belirlenmemiştir. İleride yapılacak araştırmalarda “deneysel işlemin süresinin” araştırılmaya değer bir değişken olduğu düşünülmektedir.

Deneysel işlemi yapan birey özellikle moderatör değişken olarak belirlendiği değişkende hem deney hem de kontrol grubunda uygulamayı yapan birey araştırmacı olduğu durumda deney grubu lehine anlamlı etki büyüklüğü saptanmıştır. İleride yapılacak araştırmalarda uygulayıcı etkisinin derinlemesine araştırılması önerilmektedir.

Lise ve yksekđretimde “yaratıcı dramanın derse ynelik tutuma etkisi” ile ilgili alıřma sayısı arttıđında meta analiz arařtırmalarının tekrarlanması đretim kademesi moderatr deđiřkeni ile ilgili verilecek kararları destekleyecektir. Diđer yandan lise ve yksekđretimde konunun az alıřılmış olması dikkat ekicidir. Bu đretim kademelerinde konuyla ilgili arařtırmanın az olması konuya ilgisi olan arařtırmacıların dikkatine sunulmuřtur. Konuyla ilgili bildiri ve yayınlanmamıř alıřmaların bulgularına ulařıldıđı takdirde meta analizin yinelenmesi nerilir. nk zellikle verilerine ulařılamayan alıřmaların, meta analiz arařtırmalarına dhil edilememesinin yayın yanlılıđını arttırdıđı bilinmektedir. Bu arařtırmada da yayın yanlılıđı tespit edilmiřtir.

Anahtar Szckler: Yaratıcı drama yntemi, Derse ynelik tutum, Meta analiz

Atıf iin / Please cite as:

Toraman, . & Ulubey, U. (2016). The effect of creative drama method on the attitude towards course: a meta-analysis study [Yaratıcı drama ynteminin derse ynelik tutuma etkisi: Bir meta analiz alıřması]. *Eđitim Bilimleri Arařtırmaları Dergisi - Journal of Educational Sciences Research*, 6(1), 87-115. <http://ebad-jesr.com/>