



# EFFECTIVENESS OF PUPPETRY ON CONCEPT FORMATION AMONG STUDENTS WITH MODERATE INTELLECTUAL DISABILITY

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## ABSTRACT

*The study under investigation is an experimental one which aims to find out the effectiveness of Puppetry on Concept Formation among students with moderate level of Intellectual Disability. Pre-test-Post-test Non Equivalent Groups Design was used for the study. For this purpose a sample of 12 students were drawn from a special school. Purposive sampling was used for the selection of sample. Students with mild intellectual disability were the sample of the study where 6 students were in the experimental group and 6 students in the Control group. The experimental group students were using Puppetry method. The control group students were taught through the existing method of teaching used for students with Intellectual Disability. For the analysis of the collected data the investigator used descriptive statistics like Mean, median, mode, standard deviation and Mean Difference Analysis. The study reveals that there exists significant difference between post test scores of Experimental and Control group with respect to Concept formation. Students in the experimental group show significantly better performance in terms of concept formation than students in the Control group as higher mean scores are attached with them.*

**KEYWORDS:** *Puppetry method, Children with Moderate Intellectual Disability, Concept Formation.*

## INTRODUCTION

It is a prejudiced notion perceived by the society that children with Intellectual disability cannot be taught. But the fact is that if an academic intervention designed exclusively on the basis of their individual needs, then such an activity will remove all the academic barriers in front of them. There must be a clear cut change in the mode of academic transaction in order to equip them to attain academic goals. Basic element which makes any academic matter erect and firm is nothing but the clarity in concept formation. Children with Intellectual disability have limited ability to acquire new concepts because of their limitations in cognitive as well as adaptive behavioural aspects. Concept Formation can be considered as the fundamental unit of cognitive Framework. Methodologies to develop concepts among students with Intellectual Disability is a matter of debate for more than a decade.

Children with Intellectual disability need opportunity for repeated practice and training. Then only the learned matter will be maintained among them with utmost fluency. Puppetry can be considered as an effective means to inculcate academic concepts in a clear and legible manner among children. (Renfro, 1984)

The present study is to find out the effectiveness of Puppetry method on Concept Formation among children with Intellectual Disability. Concept Formation stands for achieving a concept

which is new to the cognitive framework of children. In the present study, Concept Formation stands for making students able to understand the concept of different 'sense organs' with utmost fluency. In the present study Students with Moderate Intellectual Disability are those who display significant deficit in adaptive behavior and are functional with IQ range of 35-50.

Children with Intellectual disability have certain special needs of their own. Any intervention which caters the needs of children with Intellectual disability can be considered as suitable intervention for them. Hope puppetry will serve as a suitable academic intervention for children with Intellectual Disability since it offers a platform for them to have repeated practice (Korošec, 2012). Repeated practice will enable them to achieve a new skill/ concept. Hence the study can be considered as a significant one in terms of concept formation among children with Intellectual Disability.

## About puppetry method

Puppetry method is a pleasure based teaching strategy which make uses dolls to transfer the ideas to others (Brėdikytė, 2002). In the present study, puppetry method is made used to teach children with intellectual disability, the concept of sense organs. A clear cut script is being prepared to transact the concepts. Simple dialogues between puppets will be the main means to develop concepts in this method. Since dolls impart interest



among children, this method will definitely a positive learning attitude among children with Intellectual disability and eventually leads to clear and legible concept formation (Brédikyté, 2002)..

### Objectives of the Study

Objectives of the present study are:

- To study whether there exists any significant difference between the mean pretest scores of experimental and control groups with regard to Concept Formation.
- To study whether there exists any significant difference between the mean posttest scores of experimental and control groups with regard to Concept Formation.
- To study whether there exists any significant difference between the mean pretest and posttest scores of experimental groups with regard to Concept Formation.
- To study whether there exists any significant difference between the mean pretest and posttest scores of control group with regard to Concept Formation

### Hypotheses of the Study

The present study was to test the following hypothesis.

- There will be no significant difference between the mean Pretest scores of Experimental and Control groups with regard to Concept Formation.
- There will be no significant difference between the mean Posttest scores of Experimental and Control groups with regard to Concept Formation.
- There will be no significant difference between the mean Pretest and Post test scores of Experimental group with regard to Concept Formation.
- There will be no significant difference between the mean Pretest and Post test scores of Control group with regard to Concept Formation.

### Method

The present study comes under the purview of experimental study and it has been conducted by employing the Quasi Experimental Design. The design used in the present study was the Pre-test-Post-test Non Equivalent Groups Design.

Subjects in the experimental and control groups were equated on the basis of Gender, Intelligence quotient, Socio-economic Status, Instructional Efficiency and urban-rural locality.

### Participants

For the present study a sample of 12 students were drawn from a special school. Purposive sampling was used for the selection of sample. Students with mild intellectual disability were the sample of the study where 6 students were in the experimental group and 6 students in the Control group. The experimental group students were taught through the newly developed Puppetry method. The control group students were taught through existing method of teaching used for students with Intellectual Disability.

### Instruments

For the present experimental study, a Test for Concept Formation (Arun, 2019) was used as Pre test and Post test respectively in the Experimental and Control groups. A module for Puppetry method was utilized for treatment in the Experimental group.

### Statistical Techniques Used for Analysis

For the analysis of the collected data the investigator used descriptive statistics like Mean, median, mode, standard deviation etc. To compare the effectiveness of a multimedia package on Concept Formation among children with Intellectual Disability, Mean Difference Analysis was used.

## RESULTS AND DISCUSSION

The analysis of the study lead to the following findings. Summary of Mean Difference Analysis in case of Concept Formation are summarized and discussed in this section. Data and results of the t-test done for the comparison of pretest and posttest scores in respect of Concept Formation are presented in the following sections. Data and results of the comparison of pretest scores are presented in in Table 1.

**Table 1**

*Data and Results of the Comparison of Pretest Scores Between Experimental and Control group for the Total Sample*

Sl. No.	Variables	N	Mean	SD	t- Value	Level of Significance
1.	Pretest (Experimental)	6	5	0.89	1.00	Not Significant
2.	Pretest (Control)	6	4.83	0.98		

The obtained t value is 1.00 and it is below the table value set for significance even at 0.05 level. Hence it can be concluded that there is no significant difference exists between pretest scores of experimental and control groups. Both of the groups are

comparable since the level of performance of participants found to have no significant difference.



Data and results of the comparison of posttest are presented in in Table 2.

**Table 2**

*Data and Results of the Comparison of Post test Scores Between Experimental and Control group for the Total Sample*

Sl. No.	Variables	N	Mean	SD	t- Value	Level of Significance
1.	Posttest (Experimental)	6	8.33	0.81	7.39	0.01
2.	Posttest (Control)	6	4.66	0.51		

The obtained t value is 7.39 and it is greater than the table value for significance at 0.01 level. Hence it can be concluded that there is significant difference exists in between post test scores of Experimental and Control group with respect to Concept formation.

From the Mean Difference Analysis it is understood that students in the experimental group show significantly better performance in terms of concept formation than students in the Control group

as higher mean scores are attached with them. This means that students who are intervened with Puppetry method differ significantly than students who receive Existing method of Teaching with Intellectual Disability in terms of Concept Formation. This shows the effectiveness of puppetry method among children with Intellectual Disability.

Data and results of the comparison of pretest posttest scores in respect of Concept Formation are presented in in Table 3.

**Table 3**

*Data and Results of the Comparison of Pretest - Post test scores of Experimental group*

Sl. No.	Variables	N	Mean	SD	t- Value	Level of Significance
1.	Pre test (Experimental)	6	5.0	0.89	- 5.42**	0.01
2.	Posttest (Experimental)	6	8.3	0.81		

From Table 3, the obtained t value is -5.42 and it is greater than that of table value and significant at 0.01 level. Hence it can be concluded that there is significant difference exists in between pretest and post test scores of Experimental group with respect to Concept formation.

From mean value analysis we can understand that post test scores experimental group show significantly better in terms of concept

formation with respect to pretest scores. This means puppetry method is really an effective intervention to develop Concept formation among Children with Intellectual Disability.

Data and Results of the Comparison of Pretest - Post test scores of Control Group with regard to Concept Formation is presented in Table 4.

**Table 4**

*Data and Results of the Comparison of Pretest - Post test scores of Control Group*

Sl. No.	Variables	N	Mean	SD	t- Value	Level of Significance
1.	Pretest (Control)	6	4.83	0.98	0.277	Not Significant
2.	Posttest (Control)	6	4.66	0.51		

The obtained t value is 0.277 and it is lesser than that of table value even at 0.05 level. Hence it can be concluded that there is no significant difference exists in between pretest and post test scores of Control group with respect to Concept formation.

## MAJOR FINDINGS

Major Findings of the study are as follows.

- Puppetry method can be considered as an effective strategy for concept development among students with Intellectual Disability.

- There exists no significant difference between the pretest scores of experimental and control groups in case of Concept Formation.
- There exists significant difference in the post test scores of experimental and control group in terms of Concept formation (t-value 7.39\*\*).
- There exists significant difference in the pretest and post test scores of Experimental group in terms of Concept formation before and after intervention (-5.42\*\*).
- There exists no significant difference in the pretest and post test scores of Control group in terms of Concept formation before and after intervention.



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