



The Effect of Creative Drama Method in In-Service Trainings*

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Abstract

Problem Statement: In modern world, reasonable thinking people are needed. The memory based education system is not sufficient to educate that kind of people for business area. Business life needs employees who are creative, problem solver, initiative taker, observer and fast decision makers. In-service trainings have been applied to supply that need. However, in-service trainings should be served in the right time, to the right target market and in effective way. Creative drama method can be very effective as a teaching methodology. It is a practical oriented method from the real life situations rather than memorising. Participants can have enjoyable time and they get ready for the real situations. And moreover, it is fun.

Purpose of the Study: Purpose of the study is to compare and analyze the effectiveness of the in-service training with two different methods given to two different groups. The methods are classical teaching method and creative drama method.

Method: The research has two data gathering methods which are quantitative and qualitative. Two different groups have been created as control and experiment. Quantitative method contains pre-test and post-test control group experimental pattern. Qualitative method contains some open ended questions after trainings. Experiment and control groups have been compared eachother according to pre-test and post-test of HİE, İBDG, GİG questionnaires results. Since the results show normality distribution and variences are homogeneous, co-variation analysis and t test techniques has been used for the dependent and independent groups.

Results and Recommendations: Positive effect has been detected on the employees who have involved in an in-service training with the creative drama method. Therefore, during the education activities creative drama method should be applied both in private and public sector. Body and body language related activities need some time in order to be observed its effectiveness on participants. The result of the questions show that participants enjoyed body related activities but they just could not sense the effect of it in the short time.

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Control group participants explain that the classical teaching method could not give them any chance to apply what they have learnt and so that they could not have any idea of how effective body language using techniques were for them. The confidence, friendship and harmony of participants of experiment group has been shown more development compared to the control group. As a result, it can be clearly seen that in this research creative drama method is very effective in the in-service training process.

Keywords: Creative drama, education, in-service trainings.

INTRODUCTION

The learning need of a person is not limited with school. Since life is not stable and very changing rapidly, learning should be a lifelong process. A new technique and system occurs any time. To compete with innovations, one must adapt him/her self anytime and has to be flexible with enough capacity (mental and theoretical) to change. Students in a classical education system (memorizing and lack of practice) have no chance to find a right solution and adapt to new environment when they come across with a problem that never been taught at school. Without creativity, they play their role as decision implementors instead of decision makers. This situation let workers be dependable to others, take almost no initiative, and also act in hierarchical order as order taker.

However, in modern world, reasonable thinking people are needed. The main aim of education is to strengthen human. Human being is not a creature that can first learn and then apply. That is why, at an early age human can be taught by doing (Tanilli, 2007).

University education may not be adequate for students to be successful and adapt into business life. Especially as the different dynamics and practical ideas of business life and theoretical way of university education compared, the desired employee profile may not be observed. Therefore, most of the new graduates can have a period of time to get accustomed to the business life. This means cost for companies. To decrease the cost, companies introduce to new comers in-service trainings so that they can adapt to the business and learn what they will do. These trainings are very important in terms of motivation and productivity. However, it does not mean that every training increases motivation and productivity. If training does not suit for the employee, then it will be a great opportunity to spend that time as resting and escape from workload. In this case, training would not be effective on that employee. In order to get the maximum effect and attention of the employee, trainings should be designed according to their needs and interests. Employees should feel the joy from the trainings and also vocational and personal developments should be supplied with practical applications. It is possible to design and apply a training with creative drama method. This method may let employees participate in an enjoyable environment with more interest and at the same time a learning environment with examples from real life situations.

The Definition and Necessity of In-Service Training

New information and applications are needed to supply goods and services for the detailed and unsatisfied needs of consumers. With the understanding that every consumer is at the same time a supplier and employee in the society, demand and expectation of employees called as internal customers are changing also. Success can not be measured only with hard working and physical power. Today, people who can get updated information and knowledge with practical applications into business life have more chance to get the success. The best way to follow change is education and in-service trainings.

In-service training is a process that aims to supply the desired skills and ability for the employees who works in the company. The companies that produce goods and services in a fast changing environment should follow the new trends and adapt themselves. The education taken in the institutions may not be edaquate after some time because the trends are changing. Therefore, companies should follow these new trends and educate their employees periodically (Bucak, 2011).

This changing environment forces employees to adapt new technology, strategies, workers, company, norms. This is a need and in-service trainings occur because of those needs. In order for a company to be dynamic and effective in any time, employees should be educated according to their needs. To catch the time is only possible in this way.

Human resources quality is getting more important day by day with this changing environment. Today it is strongly needed to have an employee who can concentrate on personal and business targets with enthusiasm and success, aware of not only vocational expertism but also skills and emotions and be open to new trends with those qualifications. Beside, it is necessary to have employees who can communicate and taking problems, needs and emotions of others serious, can work as a team, to have the ability to convince and compromise. Therefore, it has become a necessity to have a continuous in-service training for employees to improve their personal development in a systematic way (Selimoğlu & Yılmaz, 2009).

In-service trainings are carried out to fill the gap between the expected performance and realized performance.

Yılmaz (2004; cited by: Özer, 2010), has explained the reason for in-service training below:

- Technological change
- Change in working methodology
- Change in marketing methodology
- Decrease in production
- Decrease in quality and increase in fault ratio
- Increase in production costs
- Increase in customer and consumer complaints
- Decrease in work satisfaction and increase in work absenteeism
- Increase in work accidents and resignation
- Corruption of relations between workers
- Promotion of worker or job rotation

Benefits of In-Service Training

A research shows that increase in awareness of the employee, self confidence and motivation have been observed as beneficials of the in-service training (Atay, Gider, Karadere, and Şenyüz, 2009). In-service trainings give chance to employees to be socialized each other and be aware of new vocational knowledges and technology. With the help of trainings, employees know work itself better, a bridge between managers and organization is built, a good communication between employees come into action and common work development process is provided. In-service trainings are tool for the communication of personnel and management and beside employees come together during those trainings (Gürel, 2009). Those trainings decrease costs and learning time. It prevents cost and time increase occurred by trial and error. Employees know what to do and how. It makes new employees to adapt the company. It makes communication better and team work gets easier. Turn over rate decreases and with better service or products customer loyalty and satisfaction go up (Barutçugil, 2004).

Company image will be affected in good way by the educations served as vocational and personal development. Planning trainings only for employees' vocationally development may cause employees feel themselves as a money machine. Therefore, companies should plan in-service trainings for their personal developments also. It will not be wasted money. Personal development is very needed to have creative thinking employees, for faster decision makings and many other skills. With those trainings, employees' trust against company may increase.

In-Service Training Process

Companies who realize the importance of education has established education units, developed the existing ones or had some consultation by firms who design some unique education programmess according to the needs of the company (Bucak, 2011).

To plan an education process, firstly education needs of the company should be analyzed. After this analysis, education programmes are prepared, objectives are established, employees are selected, instructor is found, the subjects of the education are decided, time and place for the education are determined and then the appropriate methodology is chosen and the process ends with the evaluation (Bucak, 2007). Time and money should not be wasted with unnecessary educations. Education needs should be taken into consideration in an order (Bingöl, 2010).

Needs emerge from deficiencies. Organizational needs, employees' deficiency areas, personal development areas are determined. This process is very important because employees should be a part of it. Educations planned by only management level are just wasting time and money. Willingness is the basic principle for a good quality education. If employees are asked to be a part of the planning process, then educations will be effective and meaningful for the companies which are spending money and time. Needs of employees should not be disregarded. Management level and employees should both determine the educational needs in a common understanding. Employees may demand some educations which are not related with job. In this case, sometimes this demand should be taken into consideration and

beside job related educations; those demands should be placed in the education calender. This will make employees happy and see themselves valuable for the company and the result will be increase in satisfaction.

After determining the educational needs, policy and purposes would be set. Educations according to those purposes, selecting the instructor and budget should be decided. Measurability is very important for an education to be worthful for employees and company. Statistically the effect of the education should be measured after the process. Moreover, employees should evaluate the instructor and the process. In this way, the professionalism and the qualification of the instructor and also the usefulness of the education programme can be determined at the end of the process. This may help company to arrange better programmes after that. Figure below shows the education planning process (Bingöl, 2010).

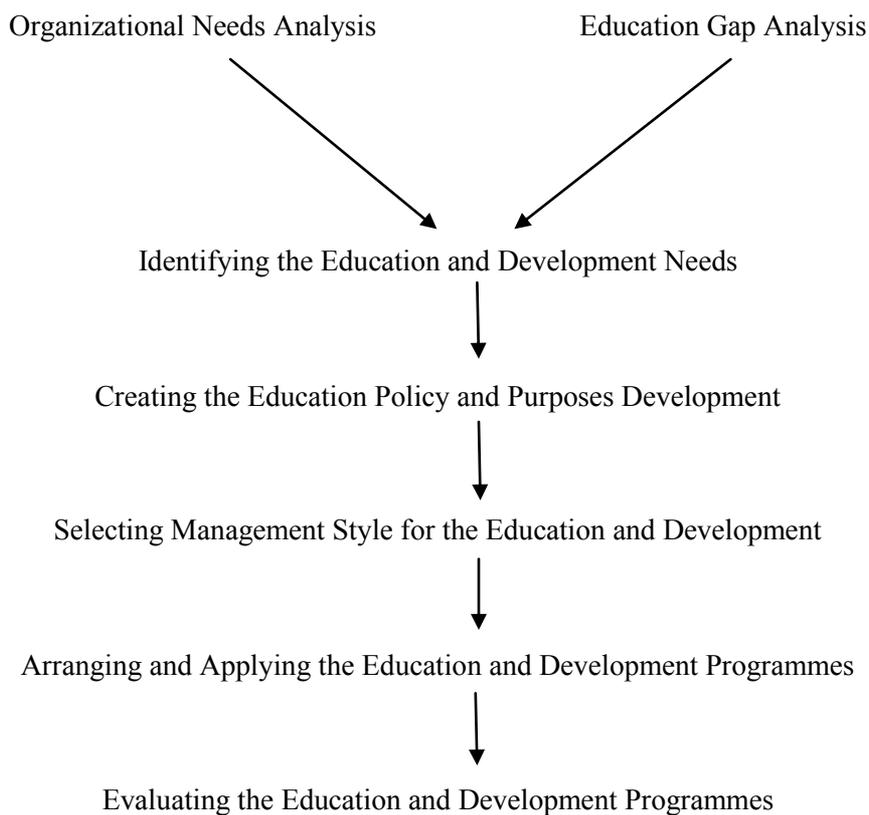


Figure 1: Process of In-Service Trainings (Bingöl, 2010)

Managers and especially owner of the company would want to see the benefits of the educations on employees. They like to demand this benefit as in numerical outputs. They would like to see if they made the right decision, the benefit for the company, and effect of it on the production. However, every education programme may not be measurable in a short period. Some programmes may not be result oriented. On the contrary, some educations are process oriented and that kind of educations are not applicable for the managers who are not having a vision and not patient.

Instructors should develop some unique evaluation questionnaires for the education programmes to be measurable. At the end of the programme, this questionnaire should be applied for the process and the instructor so that the effect of the process can be evaluated for the future plannings.

The Importance of Creative Drama Method in In-Service Trainings

Companies have been applying the creative drama method in in-service trainings for sometime in the world. In Turkey, according to a protocol made between Çağdaş Drama Institution and Ministry of National Education, creative drama in-service trainings have been applying to the teachers in the government schools by the creative drama instructors. Moreover, this has been given to police officers for some years. Okvuran (1993:60) emphasizes that creative drama and with its game oriented feature subjects can be easily taught.

Üstündağ (2008) stresses the importance and effects of creative drama on police officers' in-service trainings. Especially for the development of empathy concept after creative drama process, it is important for police officers who wear a uniform should name themselves as a person serving for the citizens. In the branch courses at Intelligence Academy, it has been observed the similar effects on police officers during the creative drama trainings. To seek the way for effective communication and to give a chance to group members including instructor know eachother better, some games were played at the beginning of the education. Those games helped participants increase their motivations during the learning process.

Using creative drama method during in-service trainings is not very common. There are few academic departments and qualified courses in Turkey. It is very new area of study and to train a profession for this area is very long term process. All of these factors are the reason of creative drama method not known by the companies. However, it is getting more known day by day with the applications done in business life.

METHOD

Research contains quantitative and qualitative data gathering methods. Scope of the research has two different groups which are control and experiment groups. Every group has same number of participants and the total participant is 28.

Pre-test and post-test control group experimental pattern has been used in the quantitative data gathering method. Control group had 3 hours communication and body language education with classic teaching method. In this education, instructor had taught the subject applying the presentation techniques with the help of computer and projector. Experiment group had the same education for 18 hours with creative drama method and techniques. Both groups had the same pre-test and post-tests before and after the educations processes.

In the qualitative data gathering method, open ended questions have been asked to both groups after the educations. Content analysis has been used during the analysis of the questions. Answers of the participants have been analyzed by the researcher.

Research Group

The research groups have been selected within the employees of the Ankara Dedeman Hotel. Participants have been chosen and divided into two groups as control and experiment randomly and equally.

Validity and Reliability Analysis

In order to test the effectiveness of the creative drama education 3 different questionnaires has been developed according to the structure and need of the research. These questionnaires are for testing the change in in-service education idea of employees, development of communication and body language skills, development in group relations. According to the specified purposes, objects are developed and every object has been expressed in 3 different sentences. Likert 5 has been used in the questionnaires and before pilot implementation 11 questions in HİE (In-service Education), 12 questions in İBDG (Communication and Body Language Improvement), 20 questions in GiG (In Group Relations) questionnaires has been created. Expert critics have been taken for content validity before the pilot implementation. All questionnaires have been developed by the researcher. According to the experts' feedback some corrections on the questionnaires have been made. Pilot implementation has been applied in a group having the similar characteristics to test the understandability of the questions asked in the questionnaires. At the end of the implementation questionnaires have the accepted Cronbach Alfa reliability coefficient number as 0.75, 0.72, and 0.85 in order. It can be easily stated that questionnaires have the high level reliability value. It is known that the closer Cronbach Alfa value to 1 the reliability gets higher. After this process, item analysis has been made. With this respect, corrected item-total correlation has been calculated for every item and results are shown in table 1, 2 and 3.

Table 1.HİE Questionnaire item analysis results

| Items | Corrected item-total correlation |
|--------------|---|
| 1 | 0.46 |
| 2 | 0.47 |
| 4 | 0.48 |
| 14 | 0.52 |
| 15 | 0.52 |
| 23 | 0.43 |
| 32 | 0.47 |
| 33 | 0.56 |
| 15c | 0.29 |
| 15b | 0.23 |
| 15a | 0.28 |

As table 1 is analyzed, it can be clearly seen that corrected item total correlation is changing between 0.43 and 0.56 except for some items as 15a, 15b and 15c. Items reliability has been calculated by analyzing the corrected item total correlation values. The value above 0.30 has been put into the questionnaires and some items as 15a, 15b and 15c have been excluded. It can be stated in this direction that except

those items which are excluded, the other items's reliability are high. It can be a proof that this questionnaire can distinguish people according to the characteristics of the items tested and those items are consistent eachother.

Table 2. İBDG Questionnaire item analysis results

| Items | Corrected item-total correlation |
|------------|----------------------------------|
| 5 | 0.37 |
| 6 | 0.49 |
| 10 | 0.31 |
| 12 | 0.32 |
| 18 | 0.47 |
| 20 | 0.45 |
| 21 | 0.45 |
| 25 | 0.39 |
| 29 | 0.31 |
| 34 | 0.35 |
| 3a | 0.14 |
| 10c | 0.17 |

According to table 2, corrected item total correlation is changing between 0.31 and 0.49 except some items 3a and 10c. This result can be a proof that this questionnaire can distinguish people according to the characteristics of the items tested except items numbered as 3a and 10c. In this direction, those items are not included into the questionnaire.

Table 3. GİG Questionnaire item analysis results

| Items | Corrected item-total correlation | Items | Corrected item-total correlation |
|-------|----------------------------------|-----------|----------------------------------|
| 3 | 0.39 | 26 | 0.50 |
| 7 | 0.40 | 27 | 0.72 |
| 8 | 0.60 | 28 | 0.62 |
| 11 | 0.63 | 30 | 0.44 |
| 13 | 0.39 | 31 | 0.51 |
| 16 | 0.37 | 35 | 0.36 |
| 17 | 0.70 | 1a | 0.14 |
| 19 | 0.45 | 1b | 0.22 |
| 22 | 0.51 | 1c | 0.11 |
| 24 | 0.43 | 7c | 0.21 |

Table 3 shows that corrected item total correlation is changing between 0.36 and 0.72 except some items as 1a, 1b, 1c and 7c. This result can be a proof that this questionnaire can distinguish people according to the characteristics of the items tested except the numbers above. In this direction 1a, 1b, 1c and 7c items are not included into the questionnaire.

In addition to these, for every questionnaire in the research, items reliability has been identified and t test values related to differences between groups item scores of

%27 below and above has been analyzed. Results of the related to below-above group item analysis, high t values and 0.05 meaningful level items have been taken.

As a result of the analysis, identified total scores for 27% below and above groups related to differentiated item scores t values are meaningful on the 0.05 level except for HİE questionnaire items 15a, 15b and 15c and t values that are accepted as meaningful are between 2.26 and 5.41. İBDG questionnaires t values are meaningful on the 0.05 level except for 3a and 10c items and values are changing between 2.51 and 4.53. T values for GİG questionnaires changing between 2.65 and 4.03 and meaningful except items 1a, 1b, 1c and 7c. It shows for every questionnaire that on the 0.05 level they all are meaningful and consistent eachother. Item reliabilities are high and test the same manners. Therefore, these findings support the findings held by the item total correlations.

Data Analysis

Study, based on the comparison of pre-test and post-test scores of the experiment and control groups, groups have shown normality distribution from every questionnaires and since the variance is homogeneous, t-test and covariation (ANCOVA) analysis techniques have been applied for the dependent and independent groups.

FINDINGS

Finding 1: To determine whether there is a significant difference between pre-test and post-test scores of the participants in control and experiment groups for HİE questionnaire, t-test for independent groups has been made. The results of both groups according to the t-test with pre-test scores are shown at table 4.

Table 4. T-test results of control and experiment groups observed in HİE questionnaire related to pre-test averages

| Pre-Test | N | \bar{X} | Sd | T | P |
|------------------|----|-----------|------|------|-------|
| Experiment group | 14 | 33.71 | 5.55 | 2.59 | 0.01* |
| Control group | 14 | 28.28 | 5.52 | | |

*p<0,05

It is clearly be seen from the table 4 that there is a statistically a meaningful difference between the pre-test and post-test scores of experiment and control group participants in HİE questionnaire ($t_{(26)}=2.59$; $p<0,05$). Since experiment group average ($\bar{X}=33.71$) is higher than the control group average ($\bar{X}=28.28$) it can be declared that difference came up in total test score is advantegous for the experiment group.

As pre-test scores of the experiment and control group participants in HİE questionnaire taken under control, it has been compared with covariation analysis (ANCOVA) in terms of a meaningful difference. Data related to experiment and control groups are shown in table 5 below.

Table 5. The descriptive statistics of experiment and control group post-test scores in HİE questionnaire

| Group | N | \bar{X} | Sd | Corrected average |
|------------------|----|-----------|------|-------------------|
| Experiment group | 14 | 35.28 | 4.71 | 34.41 |
| Control group | 14 | 28.78 | 4.21 | 29.66 |

As can be clearly seen in table 5, in HİE questionnaire arithmetic average of experiment group post-test scores ($\bar{X}=35.28$) is higher than control group ($\bar{X}=28.78$). As pre-test scores taken under control of the groups, post-test corrected average score of experiment group ($\bar{X}=34.41$) is higher than the corrected average of control group ($\bar{X}=29.66$). Analysis results whether there is a meaningful difference between post-test groups are shown at the table 6.

Table 6. Covariation analysis related to HİE questionnaire total corrected post-test scores

| Dimensions | Variation source | Square Totals | Sd | Square Average | F | P |
|-------------|-----------------------------|---------------|----------|----------------|-------------|--------------|
| Total score | pretest | 83.44 | 1 | 83.44 | 4.79 | 0.04 |
| | Grouping main effect | 125.18 | 1 | 125.18 | 7.18 | 0.01* |
| | Fault | 435.77 | 25 | 17.43 | | |
| | Total | 29551 | 28 | | | |

*p<0,05

Table 6 shows that under taken control for pre-test total scores of HİE questionnaire, groups post-test total corrected average scores in terms of grouping main effect has been meaningful ($F_{1-25}=7.18$; $p<0,05$). In another way of explanation, between experiment and control groups participants there is a meaningful difference in terms of total corrected post-test scores in HİE questionnaire and this meaningful may be in favor of the experiment group.

According to the statistical results of the datas, experiment group compared to control group has changed its way of thinking against in-service training concept in a positive direction and statistically there is a meaningful difference.

Finding 2: To determine whether there is a significant difference between pre-test and post-test scores of the participants in experiment group for GİG questionnaire, t-test for dependent groups has been made and results has been shown at table 7.

Table 7. T-test result of experiment group related to pre-test and post-test scores in GİG questionnaire

| Experiment Group | N | \bar{X} | Sd | T | P |
|------------------|----|-----------|------|------|------|
| Pre test | 14 | 64.64 | 6.66 | 0.45 | 0.66 |
| Post test | 14 | 65.71 | 7.63 | | |

As can be seen from table 7, between pre-test and post-test scores of experiment group participants there is no any statistically meaningful difference ($t_{(13)}=0.45$; $p>0,05$) seen in GIG questionnaire.

Although there is no any meaningful difference, arithmetically even a slight improvement has been observed. Because of the shift system, participants had to interrupt the process and this interruption caused the effectivity decrease. Creative drama is a process that needs to be done without interruption. During the activities which concentration needed, entering or leaving the class could make the harmony of the whole group go down.

Finding 3: To determine whether there is a significant difference between pre-test scores of the participants in experiment and control groups in GIG questionnaire, t-test for independent groups has been made and results has been shown at table 8.

Table 8. T-test results of experiment and control groups related to pre-test averages in GIG questionnaire

| Pre Test | N | \bar{X} | Sd | t | P |
|------------------|----|-----------|------|------|-------|
| Experiment group | 14 | 64.64 | 6.66 | 3.44 | 0.00* |
| Control group | 14 | 54.07 | 9.35 | | |

* $p<0,05$

As data examined at the table 8, it can be seen that there is statistically meaningful difference between experiment and control group participants' pre-test scores in GIG questionnaire ($t_{(26)}=3.44$; $p<0,05$). It can be said that since the experiment group average ($\bar{X}=64.64$) is higher than control group average ($\bar{X}=54.07$), the difference occurred from total test scores is in favor of experiment group.

As pre-test scores of the experiment and control group participants in GIG questionnaire are taken under control, it has been compared with covariation analysis (ANCOVA) in terms of a meaningful difference. Data related to experiment and control groups are shown at table 9 below.

Table 9. The descriptive statistics of experiment and control group post-test scores in GIG questionnaire

| Group | N | \bar{X} | Sd | Corrected average |
|------------------|----|-----------|------|-------------------|
| Experiment group | 14 | 65.71 | 7.63 | 64.46 |
| Control group | 14 | 39.43 | 5.43 | 40.69 |

As can be clearly seen at table 9, in GIG questionnaire arithmetic average of experiment group post-test scores ($\bar{X}=65.71$) is higher than control group ($\bar{X}=39.43$). As pre-test scores are taken under control of the groups, post-test corrected average score of experiment group ($\bar{X}=64.46$) is higher than the corrected

average of control group ($\bar{X} = 40.69$). Analysis results whether there is a meaningful difference between post-test groups are shown at the table 10.

Table 10. Covariation analysis related to GİG questionnaire total corrected post-test scores

| Variation source | Square Totals | Sd | Square average | F | P |
|-----------------------------|----------------|----------|----------------|-------------|--------------|
| pretest | 97.18 | 1 | 97.18 | 2.33 | 0.14 |
| Grouping main effect | 2715.40 | 1 | 2715.40 | 2.33 | 0.00* |
| Fault Total | 1043.11 | 25 | 41.72 | 65.08 | |

* $p < 0,05$

Table 10 shows that under taken control of pre-test total scores in GİG questionnaire, groups post-test total corrected average scores in terms of grouping main effect has been meaningful ($F_{1-25} = 2.33$; $p < 0,05$). In another way of explanation, between experiment and control groups participants there is a meaningful difference in terms of total corrected post-test scores in GİG questionnaire and this meaningful may be in favor of the experiment group.

Statistical results of the datas show that there is positive improvement for such concepts as confidency and harmony in the group, team work and spirit, friendship.

According to San (1990), the natura of creative drama consists interaction. Some think creative drama improves confidence and self respect, some think it shows the social secret power of being a member of a group. Adıgüzel (2010) emphasizes that creative drama helps people to work together cooperatively. Kara and Çam (2007) observed in a research that creative drama improves the skill of work as a team. On the other hand, they emphasize that creative drama needs a preparation period before the process and time period for perception by the participants.

As the cooperation between group members increases it results with having harmony eachother. With the cooperation related activities in the creative drama training, participants learn to be harmonic, act as a team rather then personal; respect eachother's thought in a democratic environment and show it as a behaviour style.

Durmuş (2008) identifies on his research about university students that creative drama decreases the level of shyness of the students. Students share their private problems in the group with great freedom and have the chance to act without any social masks.

As shyness declining, one will start to act more as his own and feel more self confident. Self confidence will let people avoid mistakes and so effectivity will be higher.

Findings of the Open Ended Questions

Open ended questions were asked to both groups at the end of the educations. Analyses of these questions are like below.

Question 1: (This question was asked only to the experiment group): Is there any similarity or differences between in-service training with creative drama method and some trainings held before? Which one is more effective? Please explain with samples.

Table 11. Analysis of question number 1

| Groups/Answers | N | More Effective | No Comment | Not Effective |
|----------------|----|----------------|------------|---------------|
| Experiment | 14 | 10 | 3 | 1 |

Table shows that most of the experiment group members find the training as effective.

Question 2: Did this training process contribute your communication between your friends? Explain please with samples.

Table 12. Analysis of question number 2

| Groups/Answers | N | Was Effective | Was Not Effective | No Comment |
|----------------|----|---------------|-------------------|------------|
| Experiment | 14 | 10 | - | 4 |
| Control | 14 | 4 | 7 | 3 |

Table shows that big portion of experiment group participants think that training with creative drama method contributes the communication between people; on the other hand the big amount of control group participants mentions that training was not effective in terms of developing communication.

Question 3: Do u think that this in-service training helped you improve yourself personally and in terms of job?

Table 13. Analysis of question number 3

| Groups/Answers | n | Ye | No | Not Right Now | No Comment |
|----------------|----|----|----|---------------|------------|
| Experiment | 14 | 8 | 1 | - | 3 |
| Control | 14 | 5 | - | 6 | 3 |

It can be seen from the table that experiment group participants improved themselves in terms of personal and job matters, control group participants on the other hand claim that they could not test the outputs of the training yet because of its not being practice oriented nature.

Question 4: Did this training contribute some of your skills like eye contact and effective body using? Please explain.

Table 14. Analysis of question number 4

| Groups/Answers | n | Yes | No | Not Right Now | No Comment |
|----------------|----|-----|----|---------------|------------|
| Experiment | 14 | 8 | 1 | - | 5 |
| Control | 14 | 4 | 2 | 6 | 2 |

Table clearly shows that control group participants had no chance to test the effectivity of the training yet, experiment group participants had tested it by “doing and living” feature of this method and as a result they had accepted its effect on themselves.

Question 5: At the end of this training process a team spirit occurred?

Table 15. Analysis of question number 5

| Groups/Answers | N | Yes | No | No Comment |
|----------------|----|-----|----|------------|
| Experiment | 14 | 8 | 4 | 2 |
| Control | 14 | 4 | 6 | 4 |

According to the table, experiment group participants had the team spirit, on the other hand control group participants had no any team spirit feelings at the end of the process.

Question 6: Was this in-service training necessary? Why?

Table 16. Analysis of question number 6

| Groups/Answers | N | Necessary | Not Necessary | No Comment |
|----------------|----|-----------|---------------|------------|
| Experiment | 14 | 7 | 2 | 5 |
| Control | 14 | 8 | 2 | 4 |

Both groups explain that they have found the education necessary. Answers show that control group participants can't measure the outputs of the trainings at the end of the process. Whereas, experiment group participants have had many practical applications during the training so they could test the outputs of the education during the process.

Open ended questions show that experiment group participants could use their body more effective, group interaction increased and the process was fun and instructive. It is a proof that the process was effective. Especially the experiment group gave detailed answers than the control group, and the ability and desire to express them can be identified as a successful and effective process. Control group participants have given the short answers. It can clearly be seen the effectivity of the creative drama method on the participants. They could observe their communication and body language improvements in short period and could test the relations between group members. This is because of the experiencing the real life oriented feature of creative drama and participants experienced the real experiences during the education process. Control group participants on the other hand, explained they could not test the communication and body language improvements at the end of the process and they mention that they cant give a right answer without experiencing the things they have learn in the class.

RESULTS AND RECOMMENDATIONS

Results

According to the research data, the results have been given below.

- 1) At the end of the educations with classical method and creative drama method, perspective change against in-service training of both groups has been analyzed and positive change has been detected for the creative drama group. Open ended questions support this result either.
- 2) At the end of educations with creative drama method and classical method, both groups have been compared each other and no statistical difference has been detected. However, open ended questions indicate that experiment group participants improve their communication and body language skills. Control group participants stated that during the education process they could not have the chance to apply what they learned theoretically and therefore they only can test the effectivity of this education in real life after putting skills into action. Thus, they can not give the right answer for this question. This is a “now and here” feature of the creative drama method and shows the importance of “live through learning”. All these clearly prove that creative drama method is more effective than classical method.
- 3) It can be stated that creative drama method is more effective compared to the classical method in terms of group harmony, confidence, friendship and team spirit formation.

Recommendations

Recommendations are categorized as recommendations in terms of practical use and recommendations in terms of research.

Recommendations in terms of research

- 1) Creative drama method and techniques in in-service trainings has positive effect on participants. That is why this method should be used both in public and private sector.
- 2) This kind of research should be made with different institutions and companies, people with different qualifications.
- 3) Creative drama in-service trainings should be common. This method should be introduced and become well known with the help of scientific researchs.

Recommendations in terms of practical use

- 1) Work conditions should be determined very detailed in hotel sector and unique education programmes should be created. It is suggested not to plan a lot of activity standing up the employees during the process of creative drama trainings. The reason is that employees in the hotel business especially operational employees work always standing up. Therefore, education programme should be detailed according to this situation.

- 2) Since hotel employees work standing up most of the time, setting an education programme with a lot of moving may decrease the effectivity. That is why educations should be held during the working hours. This may help participants motivated more and so that the education effectivity may be higher.
- 3) Shift system was an obstacle for educations start on time. Educations could not start on time and after starting some participants joined to the class time to time. Entering to classroom should not be allowed by the instructor after the training begins. Otherwise the effectivity of the process may be in danger.
- 4) During the break time of the education, participants should be presented coffee and cookies. This may motivate the participants and join into the educations with more enthusiasm.
- 5) Participants should be informed about the education process before signing up and they should pick voluntarily.
- 6) In this research, creative drama process was held 3 times revealingly in two weeks. The reason for this was because of the shift system changing weekly and the difficulty of not gathering the same employees during the whole process. However, it is strongly suggested to make the process more effective and to develop the voluntariness, trainings should be held once in a week.

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Hizmet İçi Eğitimde Yaratıcı Drama Yönteminin Etkililiği*

Özet

Problem Durumu: Modern dünyada, düşünen ve akıl yürüten bireylere gereksinim duyulmaktadır. Ezberci eğitim sistemi bu nitelikte bireyleri yetiştirmede yetersizdir. İş hayatı; yaratıcı, hızlı karar alabilen, inisiyatif sahibi, belli kalıpların dışına çıkıp olaylara farklı açılardan bakabilen, çözüm üreten çalışanlara ihtiyaç duymaktadır. Bu ihtiyacı karşılamak için hizmet içi eğitimler uygulanmaktadır. Ancak hizmet içi eğitimlerin doğru zamanda, doğru hedef kitleye, etkili biçimde sunulması gerekir. Yaratıcı drama yöntemi, hizmet içi eğitimlerin etkili olması, akılda kalıcılığı sağlaması, zevkli hale gelmesi ve çalışanı gelecekteki olası durumlara hazırlaması açısından etkili bir yöntemdir.

Araştırmanın Amacı: Araştırmanın amacı, yaratıcı drama yöntemiyle oluşturulan bir hizmet içi eğitimin klasik yöntemle oluşturulan eğitime oranla daha etkili olup olmadığını belirlemektir.

Yöntem: Araştırma nitel ve nicel karma veri toplama yöntemlerinden oluşmaktadır. Araştırma kapsamında kontrol ve deney grupları oluşturulmuştur. Nicel veri toplama yönteminde ön test-son test kontrol gruplu deneysel desen kullanılmıştır. Nitel veri toplama yönteminde ise katılımcılara eğitimler sonunda açık uçlu soruların yer aldığı görüşme formu uygulanmıştır. Araştırmada deney ve kontrol gruplarında ön test-son test puanlarına dayalı olarak yapılan karşılaştırmalar için grupların HİE, İBDG, GİG anketlerinden aldıkları puanlar normal dağılım gösterdiği ve varyanslar homojen olduğu için parametrik testlerden olan bağımlı ve bağımsız gruplar için t testi ve kovaryans analizi (ANCOVA) teknikleri kullanılmıştır.

Sonuç ve Öneriler: Hizmet içi eğitimde yaratıcı drama yönteminin kullanılması eğitime katılan bireyler üzerinde olumlu bir etki yaratmıştır. Bu nedenle kamu ve özel sektör kurumlarında eğitim etkinlikleri gerçekleştirilirken yaratıcı drama yöntemi etkin bir biçimde kullanılmalıdır. Beden ve beden dili kullanımının etkisinin katılımcıda daha fazla bir süreye ihtiyaç duyduğu sonucuna ulaşılmıştır. Sorulara verilen cevaplarda beden hareketlerinden keyif aldıkları fakat bunun etkisinin henüz görülmediği tespit edilmiştir. Beden dilinde ise özellikle kontrol grubu katılımcıları, eğitim sürecinde bir uygulama fırsatı bulamadıklarından sürecin etkililiği için herhangi bir yorumda bulunamamışlardır. Yaratıcı drama katılımcılarının birbirleriyle olan uyum, güven ve arkadaşlık kavramları kontrol grubuna oranla daha fazla gelişme göstermiştir. Sonuç olarak, yaratıcı drama yönteminin hizmet içi eğitimde kullanılmasının etkisi açıkça görülmektedir.

Anahtar Sözcükler: Yaratıcı drama, eğitim, hizmet içi eğitim.

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