



The Application of Humanistic Theory in Drama Performance for Grade 10 Art Students in China

Yike Sun and Nipaporn Sakulwongs

Master of Education Program in Curriculum and Instruction, Rangsit University, Pathum Thani,
Thailand.

E-mail: 820526790@qq.com, ORCID ID: <https://orcid.org/0009-0001-3895-7639>

E-mail: nipaporn.c@rsu.ac.th, ORCID ID: <https://orcid.org/0009-0009-5215-6078>

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Abstract

Background and Aim: This study aims to investigate the use of Humanistic Theory as a teaching method to compare grade 10 art students' achievement in drama performance before and after applying Humanistic Theory and investigate grade 10 art students' attitudes towards the application of Humanistic Theory in drama performance class.

Materials and Methods: The group consisted of 20 Chinese students studying in grade 10 in Yunnan Province, China. The data were collected through the use of four lesson plans, a pretest and posttest, and a questionnaire, and analyzed using descriptive statistical analysis and paired sample t-test. The data collection lasted for four weeks and the teaching experiment was conducted at a high school in Yunnan Province.

Results: The results of the pretest and post-test showed that the students in the sample group improved their drama performance achievement, with a mean difference of 4.55 points between the post-test score and the pretest score. The data collected from the questionnaire indicated that all items in the questionnaire were rated highly. The majority of the students in the sample group expressed a positive attitude toward the application of the Humanistic Theory to drama performance learning.

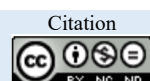
Conclusion: This study demonstrated that the use of the Humanistic Theory provided an alternative and effective way of learning drama performance.

Keywords: Humanistic Theory; Drama Performance; Learning Achievement; Students' Satisfaction; Grade 10 Students

Introduction

Drama performance is a kind of comprehensive art that takes people as its object and uses "Action" as its means of expression. In China, most professional art colleges use the "Ninth Five-Year Plan" national key textbook for higher art education, the drama volume of the major Department of Chinese art education, and the "Basics of Drama Performance" textbook of the Department of Performance of the Central Academy of Drama (Xia, 2009). However, Liang, Li (2002): "For many years, in the process of teaching exploration, the educators of drama and film performance art in our country have used dialectical materialism and historical materialism as the guiding ideology, combined with their teaching practice, learned and applied Stanislav. The Slavsky system studies and summarizes the practical experience of Chinese performing artists draws lessons from the principles of traditional Chinese opera performing arts education, and gradually forms teaching principles, teaching content, teaching procedures, and teaching

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methods with Chinese characteristics in the teaching of drama performance courses."

Chinese drama performance teaching is mainly based on performance training on the stage. After decades of performance teaching practice, a three-stage teaching program has gradually formed. The first stage: learning the basic skills of stage action; the second stage: Master the character traits of the characters and the skills to embody various script styles and genres; the third stage: Create a complete stage character image.

Humanistic education philosophy provides insights into the concept of performance-based teaching: the fundamental goal of classroom teaching objectives is to promote the holistic development of students, enabling them to ultimately become individuals who integrate emotion and cognition. In classroom teaching, student needs should be the guiding principle, especially for students in artistic disciplines who may not be as interested in rigid theoretical knowledge. Therefore, as teachers, we should try to avoid tedious teaching methods and place emphasis on students' individual development. Following the non-directive principles of humanistic theory, teachers serve as facilitators to help students unleash their unlimited learning potential. The new teacher-student relationship goes beyond a simple teaching and learning relationship; I prefer to understand it from an economic perspective as a "win-win cooperation" relationship or as a partnership. Such a relationship fully embodies the humanistic education theory's emphasis on the interaction of two complete spiritual worlds in the teaching process.

Researchers will divide the classroom model of drama performance into three sections: (1) Setting the Context, Integrating Life. In this teaching section, researchers will emphasize the relationship between life and the stage, analyze the elements in life-related to drama, and allow students to live on the stage. (2) "Free" Learning Classroom. Rogers emphasized the concept of free learning, and researchers have adapted this viewpoint to their teaching: students can autonomously learn and ask questions both in and out of class. And (3) Emotionally Interactive Learning. The fundamental philosophy of teaching, focusing on human beings, states that before imparting knowledge, teachers must teach students how to be good individuals. Humanistic theory requires teachers to maintain sincerity, trust, and understanding toward their students. This is also crucial in teaching performance. Humanistic psychologists believe that the purpose of education is to promote personal self-realization, and inspiring imagination and creativity is one of the key aspects of humanistic teaching (Rogers, C., 1969; Liu, 2010; Anastasi & Urbina, 1997).

Research Objectives

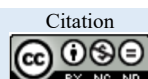
1. To compare grade 10 art students' achievement in drama performance before and after applying Humanistic Theory.
2. To investigate grade 10 art students' attitudes towards the application of Humanistic Theory in drama performance class.

Literature Review

Drama Performance Education in China

At present, drama colleges and universities continue to maintain the teaching characteristic

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of emphasizing the cultivation of practical artistic talents. In terms of traditional drama majors, mentor ship-based small-class teaching is the basic form of professional main courses, and drama performance activities are still one of the main forms of evaluating teaching achievements. Almost all creation in teaching is carried out under the direct guidance of teachers, and students' space for displaying creativity and ideas is relatively limited, and their self-expression in learning and practice is restricted to a certain extent. (Liu, 2010) Pays more attention to stage practice, replaces learning with acting, and combines acting with learning. This method is convenient for management, and the teacher's teaching intentions are relatively easy to implement, which can provide some help for individual students who lack initiative. However, it creates obstacles to stimulating students' initiative, creativity, and artistic personality development.

Humanistic Theory

The Humanistic Theory of educational thought represented by Rogers and Marlowe has developed to this day and has formed a relatively systematic theoretical system. Its main viewpoints are the Humanistic Theory of learning concept, humanistic curriculum concept, humanistic teaching concept, humanistic evaluation, etc. Through the induction and summary of these viewpoints, it can finally be summarized as a question, that is, "Based on being student-centered, how can teachers guide students to carry out meaningful learning." (Rogers, C., 1969)

Humanistic Theory in Drama Performance

Zhang Boling (Cui, 1997) believes that to play a role well and get the audience's approval, one must carefully figure out the character's psychology and personality off-stage. The art of drama performance itself is a form of artistic expression that studies psychological phenomena, or rather, advanced psychological phenomena. It carries typical characteristics and labels of psychological research because, regardless of the circumstances, human emotional activities are ultimately expressed or realized through external actions.

However, as an art form, drama performance must be created and ultimately form vivid and moving artistic images to achieve aesthetic appreciation from the audience. Therefore, it can also be said that the process of learning and understanding drama performance is, in itself, a process of students refining their inner world and helping individuals to understand themselves and society, comprehend truth, goodness, and beauty, and effectively criticize falsehood, evil, and ugliness. The goal is to enhance students' spiritual realm, cultivate their character, and promote the comprehensive development of students as "holistic individuals." This holistic development reflects, to some extent, the concept of the holistic individual in humanistic thought.

Conceptual Framework of the Study

In this study, there were variables; independent variable and dependent variable. The independent variable was the Humanistic Theory, the dependent variables were the students' achievement in drama performance and their attitude. The illustration of the conceptual framework of the study is shown below:



INDEPENDENT VARIABLE

DEPENDENT VARIABLES

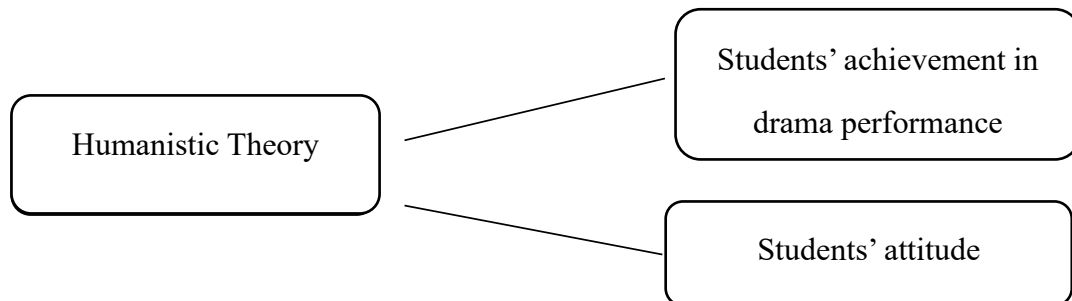


Figure 1 Conceptual Framework

Methodology

Research Instruments

This study adopted a quantitative approach. The research design was as follows. In this study, the researcher collected quantitative data through academic achievement tests and surveys. The achievement tests included a pretest and a posttest, and the purpose of this study was to compare grade 10 art students' achievement in drama performance before and after applying Humanistic Theory and to investigate grade 10 art students' attitudes towards the application of Humanistic Theory in drama performance class.

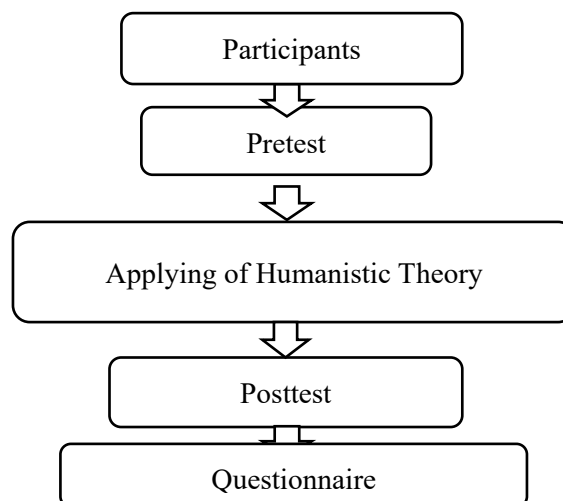


Figure 2 Illustration of Research Design

Lesson Plans

The researcher designed four lessons, once or twice a week for a total of six sessions, based on the four themes in the "Fundamentals of Stage Acting" national key textbook for higher art education during the "Ninth Five-Year" plan period (Liang, Li, 2002). In each lesson, the researcher followed the steps of the classroom practice based on Humanistic Theory. The lesson plans using Humanistic Theory were developed by the researcher. One or two lessons were



conducted per week for four weeks.

Drama Performance Tests (Pretest and Posttest)

The drama performance assessment test was divided into a pretest and a posttest, measuring the participants' ability to shape theatrical characters and the integrity of their story creation. The test was conducted through group collaboration among students, who would improvise performances according to the given themes.

Questionnaire

A five-point Likert scale questionnaire was administered to assess students' Interest and Motivation, Engagement, and Efficacy of Humanistic Theory with the application of humanistic theory in the drama performance course. The questionnaire aimed to evaluate aspects such as emotional interaction and personal development. Participants completed the questionnaire after completing the achievement test. The responses provided by the participants will be kept confidential and used solely for this study.

Validity and Reliability

Anastasi and Urbina (1997) state that validity is a measure of whether the measurement instrument measures the behavior or quality it intends to measure and measures how well the instrument performs its function. If the value of an item is greater than or equal to 0.67, the research instrument is considered valid. If the test value is less than 0.67, the research instrument needs to be modified. In this study, all research instruments were validated by three experts in the field of Chinese drama performance. The validity test results for all instruments were greater than or equal to 0.67. This demonstrates the validity of this study.

In this study, a reliability test was also conducted with an additional 30 Grade 11 students from the other school. They received instruction using the application of humanistic theory and then completed the test and questionnaire. The reliability of the five-point Likert scale questionnaire was determined using Cronbach's alpha. A higher score indicates higher reliability. If the score is lower than 0.7, the item is considered unreliable and will be removed. In this study, the reliability test result for the questionnaire items was 0.81, which was considered acceptable.

Participants

This study focused on 20 students from a grade 10 art class in a high school in Yunnan province. The students' ages ranged from 16 to 17 years old, and they had different genders and theatrical performance learning abilities.

Data Collection Procedures

To conduct the study in schools, the researcher would obtain a letter of approval from the high school in Yunnan. Since the participants in this study were between the ages of 16 and 17, the researcher also would see permission from the responsible school department and parents

Data Analysis and Results

As shown in Table 1 below, the one sample analysis of the test scores indicated that they were positive. The pretest mean was 74.75 with a standard deviation of 3.87; the posttest mean was 79.30 with a standard deviation of 3.72. difference of 4.55 was observed between the pretest and post-test means; this increased to the post-test mean. The significant value (P)



obtained was .01, which was lower than .05 ($P < .05$). There was a statistically significant increase in the post-test scores as compared to the pretest scores for the group.

Table 1 Compares the pretest and post-test means.

Group	Pertest		Posttest		Mean Difference	T	P-Value
Participant	Mean	SD	Mean	SD	4.55	-5.46	.01
	74.75	3.87	79.30	3.72			

Table 2 shows the scores of the pretest and posttest for the group. The maximum score on the pretest was 84 (out of a total of 100) and the minimum score was 69. The posttest scores increased significantly, with one participant receiving the highest score of 88, an improvement of 8 points compared to the pretest scores, and three participants receiving the lowest score of 74. All 20 students showed significant or slight improvement on the posttest, with score gaps ranging from 3 to 8 points. Table 4.2 shows the scores, score increases, and percentage differences between the pretest and posttest for the participants.

Table 2 Pretest & Posttest scores of the sample group

Student ID	Pretest Scores (Full Score=100)	Posttest Scores (Full Score=100)	Increase in test Scores
1	73	81	8
2	77	83	6
3	73	79	6
4	69	75	6
5	75	78	3
6	73	78	5
7	73	80	7
8	75	81	6
9	71	76	5
10	71	74	3
11	76	79	3
12	78	82	4
13	84	88	4
14	80	84	4
15	76	80	4
16	69	74	5
17	73	76	3



Student ID	Pretest Scores (Full Score=100)	Posttest Scores (Full Score=100)	Increase in test Scores
18	71	74	3
19	77	80	3
20	81	84	3

Figure 3 below represents participants' pretest and post-test scores. As shown in the figure, the yellow line represents the pretest score and the blue line represents the post-test score. It can be seen that all students' scores in the post-test have increased, indicating that Humanistic Theory was helpful to improve students' drama performance scores.

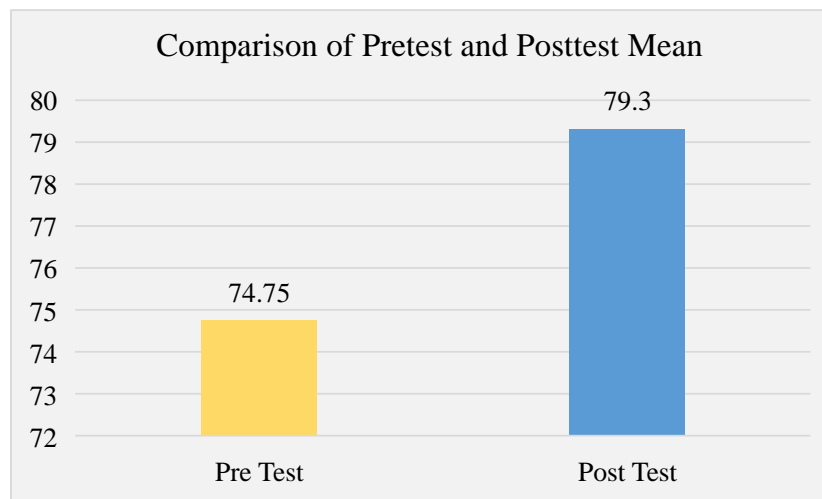


Figure 3 Graphical representation of students' pretest and posttest scores

To collect quantitative data and study students' feelings about using Humanistic Theory in drama performance class, a five-point Likert scale was adopted, 1= strongly disagree, 5= strongly agree. The questionnaire consisted of 15 items, which were divided into Part A, Interest and motivation, Part B, participation, and Part C, the effectiveness of humanistic theory on students' learning. All 20 (N=20) study participants were given questionnaires. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. The average score was highest at 4.21 ~ 5.00, high at 3.41 ~ 4.20, medium at 2.61 ~ 3.40, low at 1.81 ~ 2.60, and lowest at 1.00 ~ 1.80.

Table 3 below shows the mean scores and standard deviations of students' satisfaction with Part A, interest & motivation. The highest mean (\bar{x}) score of 4.55 was obtained for the process of learning drama performance using The Humanistic Theory is fun. (Item 1), which fell within the mean score range of the five-point Likert scale indicating the "Highest" level. The Mean score of Part A is between 4.5-4.6, very stable, the interpretation of the mean score showed that students' perceptions of Part A of the questionnaire, interest & motivation were at the highest level (\bar{x} = 4.73).



Table 3 Mean and Standard Deviation: Part A (n=30)

No.	Part A- Interest & Motivation	Mean	SD	Interpretation
1	The process of learning Drama Performance using The Humanistic Theory is interesting.	4.55	0.49	Highest
2	Using Humanistic Theory makes learning meaningful.	4.50	0.59	Highest
3	Using Humanistic Theory makes learning interesting.	4.40	0.58	Highest
4	Using Humanistic Theory helps me develop the confidence to play on the stage.	4.45	0.49	Highest
5	Using Humanistic Theory motivates me to create.	4.50	0.50	Highest
Average		4.48	0.53	Highest

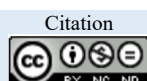
Table 4 below shows the mean and standard deviation of students' scores for Part B, Engagement. From the data, Item 1 and Item 2 were rated with the highest mean score of 4.5. Item 3, "All the activities related to Humanistic Theory helps me to stimulate my thinking". Was rated the lowest mean score of 4.30. However, considering the average score of 4.42, it still fell within the "Highest" average score range.

Table 4 Mean and Standard Deviation: Part B (n=30)

No.	Part B: Engagement	Mean	SD	Interpretation
1	All the activities related to Humanistic Theory are interesting.	4.50	0.50	Highest
2	All the activities related to Humanistic Theory are meaningful.	4.50	0.59	Highest
3	All the activities related to Humanistic Theory help me to stimulate my thinking.	4.30	0.64	Highest
4	Participating in various games and exercises helps me understand.	4.45	0.59	Highest
5	I enjoyed being involved in classroom activities related to Humanistic Theory	4.35	0.57	Highest
Average		4.42	0.58	Highest

Table 5 below illustrates the mean scores and standard deviations of students' responses to Part Efficacy of Humanistic Theory. The majority of students affirmed that Humanistic

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Theory helped improve their drama performance scores. The mean score of 4.35 was in the "Highest" level. Item 1 and item 3 and item 4, had the highest mean score of 4.40. Item 12, In terms of the overall mean score, it was at the highest level, and it could be determined that applying Humanistic Theory improved students' drama performance achievement.

Table 5 Mean and Standard Deviation: Part C (n=30)

No.	Part C: Efficacy of Humanistic Theory	Mean	SD	Interpretation
1	Using Humanistic Theory can improve my characterization.	4.40	0.58	Highest
2	Using Humanistic Theory can improve my trust in my teammates.	4.35	0.65	Highest
3	Using Humanistic Theory can improve my imagination and creativity.	4.40	0.58	Highest
4	Using Humanistic Theory can improve my ability to empathize and experience the emotions of characters.	4.40	0.58	Highest
5	Using Humanistic Theory can make my point of view.	4.35	0.57	Highest
Average		4.35	0.57	Highest
Overall Mean & SD for all 15 items		4.43	0.57	Highest

Finally, as mentioned above, among the three parts, part A had the highest mean score with a mean of 4.48 and a standard deviation of 0.53, while parts B and C had relatively lower mean scores, with an average score of 4.42 and 4.35, and the standard deviation of 0.58 and 0.57. Nevertheless, considering the overall mean of 4.43, the researcher was convinced that the students had a positive satisfaction with applying Humanistic Theory in their drama performance learning.

Conclusion and Discussion

As previously noted, the study generated two main conclusions as follows.

The first finding showed that Grade 10 students in a sample group improved their achievement in drama performance after applying Humanistic Theory, with higher achievement scores observed after the intervention.

The second finding was that Grade 10 students expressed a positive attitude toward learning drama performance through the application of Humanistic Theory, as indicated by questionnaire responses at both high and the highest levels.

The following section will summarize these findings and discuss the research questions of the study.

Students' Drama Performance Test Achievement

Following the pretest and posttest results, a paired sample t-test was conducted to compare



the learning performance within one group of students.

1) The statistical analysis of the paired sample T-test of academic performance showed that the average score of the post-test (79.30) was higher than that of the pretest (74.75). The standard deviations of pretest and post-test were (3.87) and (3.72), respectively. The average score of the post-test was higher than that of the pretest. The higher the posttest mean score was, it indicated that Humanistic Theory had a positive effect on improving students' academic achievement in drama performance achievement.

2) The highest score (84) and the lowest score (69) in the pretest. The highest score (88) and the lowest score (74) were obtained in the post-test. These differences between pretest and posttest scores result in the highest score on the posttest being (4) points higher than the score on the pretest. The lowest score in the posttest was (5) points higher than the lowest score in the pretest.

3) The majority of participants, 17 out of 20 participants, scored 75 or above out of a total score of 100 on the posttest. In contrast, only 10 students scored 80 or more out of 100 on the prediction

4) Of all 20 students, all participants scored higher in the posttest than in the pretest. The improvement ranged from 3 to 8 points.

The above quantitative data analysis revealed an improvement in students' post-test results. Thus, the results of this study indicated that the use of Humanistic Theory effectively improved the drama performance achievement of grade 10 Chinese art students in Yunnan Province, China.

Students' Attitude

To collect quantitative data concerning the students' attitude towards using Humanistic theory in learning drama performance, a five-point Likert scale was used, where 1=strongly disagree and 5=strongly agree. The questionnaire had 15 items divided into Part A for interest & motivation, Part B for engagement, and Part C for the efficacy of Humanistic Theory. The questionnaire was administered to all 20 (N=20) study participants. The survey results were analyzed using descriptive statistics (mean and standard deviation). The mean scores were highest at 4.21-5.00, high at 3.41-4.20, moderate at 2.61-3.40, low at 1.81-2.60, and lowest at 1.00-1.80. The findings can be concluded as follows:

1) Fifteen items in the questionnaire were rated as the "highest" level. None of the items were rated as "strongly disagree."

2) The results of descriptive statistical analysis of the questionnaire showed that students had a high degree of satisfaction in drama performance learning with Humanistic Theory. Most notably, none of the questions were marked as "strongly disagree", which strongly demonstrates students' positive satisfaction with the use of Humanistic Theory in drama performance learning.

3) The majority of students also believed that continuous use of Humanistic Theory helped them better create and think.

The results showed that the students improved their thinking ability and trust their classmates more.



In the survey questionnaire, the mean score for Item 1 in Part A was 4.55, and the Mean score for Item 1 in Part B was 4.50, indicating that students found the use of Humanistic Theory in drama performance classes to be very interesting, and they also found the related activities to be enjoyable. However, for Item 3 in Part B, the Mean score was 4.30, and for Item 4 in Part C, the Mean score was 4.35. These scores were slightly lower compared to others. Students felt that their critical thinking skills were still insufficient.

Looking back at the teaching process, one notable success was that students had shown high levels of engagement and focus in the classroom; completing the lesson plans. The classroom atmosphere consistently remained relaxing and conducive to active learning, which remarkably confirmed the students' positive attitude toward the class's interesting nature.

However, there were also shortcomings in the teaching process. Firstly, the researcher's praise was frequent and the comments were repetitive, resulting in student indifference. The researcher should provide appropriate and diverse feedback in the classroom to genuinely stimulate students' interest and confidence.

Secondly, the activities in class were tightly scheduled, leaving little time for students to engage in reflective thinking. There should be more heuristic exercises and thought-provoking questions incorporated into the lessons.

Thirdly, the strength of the theoretical framework employed in this course needs to be further demonstrated. The researcher should invest more effort in this aspect by conducting thorough research, consulting a wide range of relevant materials, and integrating practical teaching experience. By practicing and seeking input from others, the researcher can gradually improve their teaching work.

Recommendations

Considering the limitations of this study, the following suggestions were proposed for further study.

1) The subjects of this study were 20 Chinese students in Grade 10 in Yunnan Province, China. Therefore, comparative studies with larger samples can be conducted in different regions of China, which would have replication value and help verify and ensure the credibility of the conclusions of this study.

2) Limited by time, this study was only conducted for 4 weeks. Therefore, it is necessary to conduct further studies over a longer period to obtain more accurate results.

3) Additional comparative studies can be conducted by integrating different types of schools in different geographical locations in the country.

4) Similar studies are conducted on other drama performance skills using Humanistic Theory. This can have all sorts of consequences and benefits.

By the end of this section, all the details of the study have been listed. The results showed that the application of Humanistic Theory had a significant positive effect on students' mastery of the basic elements of drama performance and their attitude toward the drama performance. The application of Humanism Theory in drama performance teaching as a new way significantly improved the efficiency of classroom teaching and the learning efficiency of



students. Therefore, students' interest and confidence in the study of drama performance were also remarkably positive, and they were able to master the knowledge of drama performance more effectively. Therefore, the application of Humanistic Theory may contribute to more effective teaching of drama performance and other related fields.

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