

# EFFECT OF DRAMA INSTRUCTIONAL METHOD ON PRIMARY SCHOOL PUPILS' INTEREST AND ACHIEVEMENT IN SOCIAL STUDIES IN DELTA STATE

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## ABSTRACT

*This study investigated the effect of the drama method of instruction on primary school pupils' interest and achievement in Social Studies in public primary schools in Delta State. The pretest-posttest, non-equivalent control group quasi-experimental design was adopted in the study. The study's sample consisted of 172 Primary four pupils in two intact classes. Two research instruments: the Social Studies Achievement Test (0.86) and the Social Studies Interest Questionnaire (0.78) developed by the researchers, were used for data collection. The data were analysed using paired sample t-test, independent sample t-test and Analysis of*

*Covariance (ANCOVA). The results showed significant differences in achievement and interest in Social Studies between pupils exposed to the drama method of instruction and those exposed to the conventional lecture method of instruction. In addition, there were significant improvements in the post-test achievement and interest scores of pupils exposed to the drama method of instruction, among others. The study concluded that the drama method of instruction is an effective method of teaching Social Studies. The researchers recommend that Social Studies teachers adopt the drama method of instruction, particularly at the primary school level of education*

**Keywords:** Drama method of instruction, Interest in social studies, Academic performance.

## Introduction

In Nigeria, education is regarded as an instrument for promoting national development. It also means acquiring functional literacy, knowledge and skills for productive activities. Education empowers, liberates and brings about increased productivity. Real education is not about developing skills or knowledge but acquiring and utilising knowledge. According to Anichukwu in Dania and Enakhire (2012), education is any act or experience that has a formative effect on an individual's mind, character or physical ability. Technically, education involves the entire processes by which a society consciously passes its cherished and accumulated attitude, knowledge, skills, values and norms from generation to generation.

Social Studies is one of the Basic Education subjects in the Nigerian education system. Social Studies as a school subject deals with the study of man in a relationship with his social and physical environment (Nnamani, in Anichukwu, 2014). Ololobou, as cited in Adedeji, Adeyika, and Olufemi (2015), defined Social Studies as a well-structured comprehensive study of man, his milieu, including physical and social, with emphasis on cognitive and functional skills, including the needed attitudes and behaviour capable of producing efficient and effective citizenry. Osakwe (2009) contends that Social Studies is a present-day and environmentally based area of study which gives the learner the needed attitude, norms, knowledge, skills, values, and other level of competencies that would make one contribute meaningfully to national development.

The National Policy on Education (FRN, 2013) has long taken Social Studies education as a curriculum designed for instilling the norms and values necessary for active citizenship among young learners in Nigerian schools. Despite this, several studies have revealed that many Social Studies teachers appear to lack the requisite skills to teach the subject effectively. Accordingly, Osakwe (2009) posits also that in most schools, the teaching of Social Studies is assigned to teachers who read History, Geography and even Economics. Thus, these unqualified teachers of Social Studies usually use the conventional lecture method in teaching the content of Social Studies. This situation has contributed to a significant decrease in pupils' and students' interest as well as in their performance in Social

Studies. This development is very disturbing because the conventional lecture method is teacher-centred. In the traditional lecture method of teaching, the Social Studies teacher steps into the classroom authoritatively before the students put forward the day's topic informs the class what the topic is all about, poses questions if they wish, and then gives them notes to copy. Thus, it leaves the learners in a passive position and has not yielded any positive results as pupils' interest is hampered.

Interest is a powerful motivational process that energises learning, guides academic and career trajectories, and is essential to academic success. Interest simply means the state of wanting to know or to learn something. It implies curiosity or concern about something. Interest is a motivating factor in the teaching-learning process. A teacher has to consider the pupils' interests (learners) to enable them to organise and select activities to attain the lesson's goal. This is true because interest serves as both a psychological state of attention toward a particular object or topic and an enduring predisposition to reengage over time. The centrality of interest in the learning process has been justified by Offorma in Onwuazor (2014) when he contends that when learning experiences are based on the learner's interest, learning becomes more significant, meaningful, enjoyable and results in good academic achievement.

Academic achievement is defined as the performance of the pupils (learners) in the subject(s) they study in school. This determines the learner's status in the class. Students' academic achievement can be explained by grades obtained from tests or examinations on subjects taken. In Nigeria, the level of academic achievement in primary schools is determined through an external examination, the First School Leaving Certificate Examination, conducted by the Ministry of Education of the state. Therefore, poor academic achievement is a performance that the examiner and some significant others consider to fall below an expected standard. Over the years, the poor academic achievement of students and pupils in Social Studies has largely been attributed to inferior teaching methods adopted by the teachers, as seen in research (Offorma, in Onwuazor 2014). There is evidence of poor academic achievement of students and pupils in Social Studies in Delta State. For instance, it is on record that between 2012-2019, the Basic Education Certificate Examination (BECE) results in Delta State revealed that the number of pupils that passed Social Studies with distinction and credit grade levels was on the decline. At the same time, those with ordinary passes and failures were on the increase (Examination Department, Ministry of Education, Delta State, 2019). Therefore, there is a need to use interactive methods that can arouse pupils' interest in the Social Studies classroom. One of such methods which have been tried in subject areas that include Christian Religious Knowledge, English Language, and Mathematics and found to be very effective in enhancing students' interest and academic performance is the drama method of instruction (Onwuazor, 2014; Ugwu, Ogwu & Igbokwe, 2017).

The drama method of instruction is an innovative way of teaching the students to make them actively involved in the process of teaching and learning, unlike what obtains in the conventional lecture method of teaching. According to Duban and Duzgun (2013), drama instruction provides an avenue for physical or mental engagement; it transforms learners' psychological and physical capacity into creative acts. In the drama method of teaching, children draw on their knowledge and experience of the real world to create a real-world; thus, drama is an area of the curriculum built on dreams and voices. In the drama technique, several stages are involved. These stages include identifying what to be dramatised, preparing the script, and identifying the inherent values to be portrayed, allowing learners to choose their role/character and discuss with each other. With these stages, learners zestfully participate in the teaching and learning process as opposed to the traditional lecture method. It is against this background that the researchers deem it fit to examine the effect of the drama method of instruction on primary school pupils' interest and achievement in Social Studies in Delta North Senatorial District of Delta State.

### **Statement of the Problem**

Social Studies is one of the compulsory subjects taught in all Upper Basic (Primary) schools in Nigeria. The goal of Social Studies is to instil the attitude, norms and moral values into the younger citizens and make bare to them the affairs of the world around them. Unfortunately, from observation, a significant number of Social Studies teachers do not appear to possess the needed level of competence to teach the subject effectively. In addition, there is evidence of a high rate of moral decadence in the schools and society coupled with pupils' poor performance in Social Studies in recent examinations (Ministry of Education, Delta State, 2019).

Evidence from the Basic Education Certificate Examination (BECE) results between 2012-2019 in Delta State revealed that the number of pupils that passed Social Studies with distinction and credit grade levels was on the decline. At the same time, those with ordinary passes and failures were on the increase (Examination Department, Ministry of Education, Delta State, 2019). The low level of achievement in Social Studies has been ascribed to several factors by Social Studies educators, such as inadequate qualified teachers, improper and poor use of Social Studies instructional methods, poor learning environment, student-teacher ratio and inappropriate teaching methods. Furthermore, a significant number of Social Studies teachers are not sufficiently trained to teach the subject as they are mostly graduates of some related disciplines such as History and Geography. This worrisome scenario, without doubt, will adversely affect the teaching and learning of the subject. More disturbing is that a good number of these teachers teach the subject regularly using the traditional lecture method, which is teacher-centred and thus makes the business of learning stale, monotonous and wearisome.

One method that has proved effective and useful in other subjects is the drama method of instruction. This is because, in this method, learners actively participate as it arouses their interest and add life to learning. However, the drama method of instruction has been attempted in the teaching of some subjects like Christian Religious Studies (Onwuazor, 2006; Ugwu, Ogwu & Igbokwe, 2017) and English Language (Adkag & Tuktun, 2010) and was seen to be effective, but its effectiveness in teaching Social Studies has not been ascertained. Therefore, this study aims to examine the effect of drama instruction on primary school pupils' interest and achievement in Social Studies in public primary schools in the Delta State of Nigeria.

### **Hypotheses**

The following hypotheses were formulated for this study:

- H<sub>01</sub>: There is no significant difference in pupils' achievement in Social Studies between those exposed to the drama method and those exposed to the conventional lecture method.
- H<sub>02</sub>: There is no significant difference in pre-test and post-test achievement of pupils exposed to the drama method of instruction.
- H<sub>03</sub>: There is no significant effect of gender on the achievement of pupils exposed to **the** drama method of instruction.
- H<sub>04</sub>: There is no significant interaction effect of gender and teaching method on pupils' achievement in Social Studies.
- H<sub>05</sub>: There is no significant difference in the interest of pupils in Social Studies between those exposed to drama instruction and those exposed to conventional lecture methods.
- H<sub>06</sub>: There is no significant difference in interest in pre-test and post-test interest of pupils exposed to the drama method.
- H<sub>07</sub>: There is no significant effect of gender on the interest of pupils exposed to the drama method of instruction.
- H<sub>08</sub>: There is no significant interaction effect of gender and teaching method on pupils' interest in Social Studies.

## **Methodology**

This study employed the pretest-posttest non-equivalent control group design. The pupils were pre-tested before the treatment and post-tested after the treatment. The independent variable is the Drama method, while the dependent variables are pupils' interest and achievement. Gender was classified as a moderating variable. The entire 2020/2021 Basic 4 (Primary 4) pupils in public primary schools in Delta North Senatorial District were adopted as the study's population. There are eight local government areas in Delta North Senatorial District (Aniocha South, Aniocha North, Ika North East, Ika South and Ndokwa East, Ndokwa West, Oshimili North, Oshimili South and Kwale Local Government Area). There are 57 primary schools with 1476 teachers and 3,940 pupils in the public primary schools in Delta North Senatorial District, Delta State.

However, in selecting the sample from the population to be used for this study, the simple random sampling technique was adopted to pick two local government areas from Delta North Senatorial District. One public primary school each was purposively selected from Ika South and Oshimili South local government areas. In each school, intact classes of pupils were used as a group. The classes were randomly assigned to the experimental or control group. The reason for choosing these two schools from two local government areas is because the performance of pupils in these schools in Social Studies is quite poor despite the availability of graduate teachers in these schools. This also helped to remove or reduce the probability of pupils participating in the study meeting and exchanging ideas during the study. The intact classes chosen for the study had 87 and 85 pupils, respectively; thus, it gave a total of 172 pupils as the study's sample.

Two instruments were adopted for data collection. These were: Social Studies Achievement Test (0.86) and Social Studies Interest Questionnaire (0.78). The Social Studies Achievement Test (SSAT) comprised 25 multiple-choice items developed by the researchers to measure pupils' achievement in Social Studies. In comparison, the Social Studies Interest Questionnaire (SSIQ) included 20 items measuring pupils' interest in Social Studies. Both instruments were validated by experts in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin. The reliability of the instruments was established through a pilot test. In which 20 copies of the SSAT and 20 copies of the SSIQ were carried out on twenty (20) Primary Four (4) pupils in public primary schools who were not part of the study in Ika North East Local Government Area of Delta State. The scores obtained through this pilot testing were analysed using Cronbach's Alpha, and they yielded a reliability coefficient of 0.86 and 0.78 for the SSAT and SSIQ, respectively.

Treatment or data collection took six weeks to complete. In the first week, the researcher went for a familiarisation visit to both primary schools and administered the SSAT and SSIQ (that is, the pre-tests). Treatment (teaching of control and experimental groups) took five weeks. Upon completion of instruction at the end of six weeks, the SSAT and SSIQ were again administered to pupils in both control and experimental groups (post-tests). Adequate procedures were adopted to ensure that extraneous variables, which may influence the internal validity of the results, were controlled. All null hypotheses were tested at 0.05 alpha levels. Specifically, the null hypotheses one ( $H_{01}$ ) and five ( $H_{05}$ ) were tested using the One-way Analysis of Covariance (ANCOVA). The null hypotheses two ( $H_{02}$ ) and six ( $H_{06}$ ) were tested using paired sample t-test. At the same time, null hypotheses three ( $H_{03}$ ) and seven ( $H_{07}$ ) were tested using an independent sample t-test, while null hypotheses four ( $H_{04}$ ) and eight ( $H_{08}$ ) were tested using Two-way Analysis of Covariance (ANCOVA).

## **Results**

Data collected were analysed based on the eight hypotheses formulated for the study. The hypotheses were all tested at an alpha level of 0.05. The results are systematically presented in tables and discussed.

### **Hypothesis 1**

H<sub>01</sub>: There is no significant difference in pupils' achievement in Social Studies between those exposed to the drama method and those exposed to the conventional lecture method.

**Table 1: One-Way ANCOVA Summary of Difference in Pupil's Achievement in Social Studies Based on Teaching Methods**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	14074.710 <sup>a</sup>	2	7037.355	167.272	.000
Intercept	5746.985	1	5746.985	136.601	.000
Pretest	7273.691	1	7273.691	172.890	.000
Groups	5807.107	1	5807.107	138.030	.000
Error	7110.034	169	42.071		
Total	655840.000	172			
Corrected Total	21184.744	171			

a. R Squared = .664 (Adjusted R Squared = .660) b. Computed using alpha = 0.05

Table 1 shows the difference in mean achievement scores in Social Studies between the pupils exposed to the Drama method of instruction and the conventional lecture method of instruction. The table shows a significant F-Value ( $F_{(1;169)} = 138.03$ ;  $p < 0.05$ ); the null hypothesis is rejected. This implies a significant difference in pupils' achievement in Social Studies between those exposed to Drama instruction and those exposed to conventional lecture instruction.

### Hypothesis 2

H<sub>02</sub>: There is no significant difference in pre-test and post-test achievement of pupils exposed to the drama method of instruction.

**Table 2: Paired Sample t-test Summary of Difference between Pretest and Posttest Achievement Scores of Pupils Exposed to Drama Method of Instruction in Social Studies**

	N	Mean	Standard Deviation	df	t	Sig. (2tailed)
Pre-test	85	32.66	6.614	84	43.166	.000
Post-test	85	67.11	9.708			

alpha. = 0.05

Table 2 reveals the difference in mean achievement scores between the pre-test and post-test of the pupils exposed to the Drama method of instruction. The results reveal a significant t-value as  $t = 43.17$ ;  $df = 84$ ;  $p < 0.05$ ; the null hypothesis is rejected. Thus, there is a significant difference between the pre-test and post-test achievement scores of the pupils exposed to the Drama method of instruction in Social Studies, with the post-test achievement scores higher than the pre-test achievement scores.

### Hypothesis 3

H<sub>03</sub>: There is no significant effect of gender on the achievement of pupils exposed to the drama method of instruction.

**Table 3: Independent Sample t-test Summary of Difference between Male and Female Pupils Exposed to Drama Method of Teaching in Social Studies**

Gender	N	Mean	Standard Deviation	df	t	Sig. (2-tailed)
Male	30	66.13	10.801	83	.680	.498

alpha = 0.05

Table 3 shows the difference in the mean achievement scores between male and female pupils exposed to the Drama method of instruction in Social Studies. The t-value was not significant as  $t = 0.680$ ;  $df = 83$ ;  $p > 0.05$ ; thus, the null hypothesis is not rejected. Therefore, the mean achievement scores of male and female pupils exposed to the Drama method of instruction are not significantly different, even though females had a slightly higher mean achievement score of 67.64 as opposed to the males, who had a mean achievement score of 66.13.

#### Hypothesis 4

H<sub>04</sub>: There is no significant interaction effect of gender and teaching method on pupils' achievement in Social Studies.

Table 4 reveals the mean achievement score in the interactive effects of gender and teaching methods. The interaction effect of gender and teaching method is insignificant as  $F_{(1;167)} = 0.063$ ;  $p > 0.05$ . Thus, the null hypothesis is accepted. Therefore, there is no significant interaction effect of gender and teaching methods on pupils' achievement in Social Studies.

**Table 4: Two-Way ANCOVA Summary of Interaction Effect of Gender and Teaching Method on Pupils' Achievement in Social Studies**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	14154.553 <sup>a</sup>	4	3538.638	84.059	.000
Intercept	5721.251	1	5721.251	135.907	.000
Pretest	7234.578	1	7234.578	171.855	.000
Gender	75.611	1	75.611	1.796	.182
Method	5448.318	1	5448.318	129.423	.000
Gender * Method	2.655	1	2.655	.063	.802
Error	7030.191	167	42.097		
Total	655840.000	172			
Corrected Total	21184.744	171			

- R Squared = .668 (Adjusted R Squared = .660) b. Computed using alpha level = 0.05

#### Hypothesis 5

H<sub>05</sub>: There is no significant difference in pupils' interest in Social Studies between those exposed to the drama method and those exposed to the conventional lecture method.

**Table 5: One-Way ANCOVA Summary of Difference in Pupil's Interest in Social Studies Based on Teaching Methods**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	664.519 <sup>a</sup>	2	332.260	268.150	.000
Intercept	88.804	1	88.804	71.669	.000

PretestSS	28.480	1	28.480	22.985	.000
IQ					
Group	522.918	1	522.918	422.020	.000
Error	209.405	169	1.239		
Total	518647.000	172			
Corrected Total	873.924	171			

a. R Squared = .760 (Adjusted R Squared = .758)

b. Computed using alpha level = 0.05

The data presented in Table 5 shows the difference in mean interest scores towards Social Studies between the pupils exposed to the Drama method of instruction and conventional lecture method of instruction. The table shows an F-value of  $F_{(1;169)} = 422.020$ ;  $p < 0.05$  between the groups. Thus, the null hypothesis is rejected. This implies a significant difference in pupils' interest in Social Studies between those exposed to Drama instruction and those exposed to conventional lecture methods of instruction.

### Hypothesis 6

H<sub>06</sub>: There is no significant difference in interest in pre-test and post-test interest of pupils exposed to the drama method.

**Table 6: Paired Sample t-test Summary of Difference between Pretest and Posttest Interest Scores of Pupils Exposed to Drama Method of Teaching in Social Studies**

	N	Mean	Standard Deviation	df	T	Sig. (2-tailed)
Pretest	85	49.14	0.915	84	59.472	.000
Posttest	85	58.81	1.443			

alpha. = 0.05

Table 6 reveals the difference in mean interest scores in Social Studies between the pre-test and post-test of the pupils exposed to the Drama method of instruction. The results reveal the value of  $t = 59.472$ ;  $df = 84$ ;  $p > 0.05$ ; thus, the null hypothesis is rejected. Therefore, there is a significant difference between the pre-test and post-test interest scores of the pupils exposed to the Drama method of instruction in Social Studies, with the post-test interest scores higher than the pre-test interest scores.

### Hypothesis 7

H<sub>07</sub>: There is no significant effect of gender on the interest of pupils exposed to the drama method of instruction.

**Table 7: Independent Sample t-test Summary of Difference in Interest towards Social Studies between Male and Female Pupils Exposed to Drama Method of Teaching in Social Studies**

Gender	N	Mean	Standard Deviation	df	t	Sig. (2-tailed)
Male	30	56.27	1.112	83	2.663	.009
Female	55	57.11	1.524			

a = 0.05

Table 7 shows the difference in the mean interest scores between male and female pupils exposed to the Drama method of instruction in Social Studies. The t-value is presented

as  $t = 2.663$ ;  $df = 83$ ;  $p > 0.05$ ; thus, the null hypothesis is rejected. Therefore, the mean interest scores of male and female pupils exposed to the Drama method of instruction are significantly different, with females having a higher mean interest score than males.

### Hypothesis 8

H<sub>08</sub>: There is no significant interaction effect of gender and teaching method on pupils' interest in Social Studies.

**Table 8: Two-Way ANCOVA Summary of Interaction Effect of Gender and Teaching Method on Pupils' Interest in Social Studies**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	674.666 <sup>a</sup>	4	168.666	141.360	.000
Intercept	93.159	1	93.159	78.077	.000
PretestSSIQ	23.822	1	23.822	19.966	.000
Gender	6.290	1	6.290	5.272	.023
Group	462.581	1	462.581	387.692	.000
Gender * Group	4.305	1	4.305	3.608	.059
Error	199.259	167	1.193		
Total	518647.000	172			
Corrected Total	873.924	171			

a. R Squared = .772 (Adjusted R Squared = .767)

b. Computed using alpha = 0.05

Table 8 reveals the mean interest score in the interactive effects of gender and teaching methods. Results in the table reveal that the teaching methods show a significant difference with  $(F_{(1,167)} = 387.692, p < 0.05)$  between the two groups (methods), gender was significant, with  $(F_{(1,167)} = 5.272, p > 0.05)$  between the two groups (methods). The interaction effect of gender and teaching method was however, not significant  $(F_{(1,167)} = 3.608, p > 0.05)$ . The null hypothesis is thus accepted. Therefore, there is no significant interaction effect of gender and teaching methods on pupils' interest in Social Studies. The partial eta squared size of .021 shows a small interaction effect.

### Discussion of Findings

The findings of Hypothesis 1 revealed that pupils taught with the Drama method of instruction performed significantly better in Social Studies than their counterparts who were taught with the conventional lecture method. The significant difference in the achievement of pupils taught using the drama method over the lecture method in Social Studies could be attributed to the fact that the drama method promotes interaction amongst the students and involves students' active participation in the class. It enhances the active construction of knowledge and meaning rather than the passive receipt of knowledge fostered by the conventional lecture method. This finding corroborates Akdag and Tutkun (2010) and that of Kariuki and Humphrey (2010), which specified that students who were tutored using drama instruction significantly performed better in achievement than those who were trained using the traditional or conventional method.

Hypothesis 2 revealed a significant difference in the experimental group's pre-test and post-test achievement of pupils in Social Studies. This, therefore, means that the treatment (use of drama method) administered to the pupils in the experimental group was very effective, depicting that the outcome was positive. This finding aligns with previous empirical studies on the effect of the drama method of instruction by Kulic and Ogor (2005), and Adiguzel and Timucin (2010), among others.

The results of this study concerning Hypothesis 3 revealed no significant effect of gender on the achievement of pupils exposed to the drama method of instruction in Social Studies. Female pupils performed slightly or slightly better than males, but the difference was



not large enough. Hence, it could have been due to chance occurrence. This finding also agrees with Ugwu, Ogwu and Igbokwe (2017)'s study, which found no significant difference in achievement between male and female senior secondary school students taught Christian Religion Studies (CRK) using the drama method.

Hypothesis 4 revealed no significant interaction effect of gender and teaching methods on pupils' achievement in Social Studies. The analysis also revealed that there were no significant gender differences in the achievement of male and female pupils exposed to both drama and conventional lecture methods of instruction. Again, this finding agrees with Ugwu, Ogwu and Igbokwe's (2017) study, which found no significant difference in achievement between male and female senior secondary school students taught Christian Religion Studies (CRK) using the drama method.

The findings of Hypothesis 5 revealed that the interest of pupils taught with the Drama method of instruction was significantly greater than those exposed to the conventional lecture method of instruction. In addition, drama instruction produced a large, positive effect on pupils' interest in Social Studies. This succinctly agrees with Duban and Duzgun (2013), when they found that learners' interest is sustained through the drama method of instruction as it provides an avenue for physical or mental engagement as well as transforms learners' psychological and physical capacity into creative acts.

The findings of Hypothesis 6 revealed a significant difference between the pre-test and post-test interest scores of the pupils exposed to the Drama method of instruction in Social Studies, with the post-test interest scores higher than the pre-test interest scores. In the same vein, this finding corroborates Onwuazor (2014) and the works of Ugwu, Ogwu and Igbokwe (2017). They found a significant difference between the pre-test and post-test interest scores in drama instruction when it was attempted to teach some Christian Religious Studies and English Language, respectively.

The findings of Hypothesis 7 revealed that the mean interest scores of male and female pupils exposed to the Drama method of instruction are significantly different, with females having a higher mean interest score than males. This finding agrees with Adedeji, Adeyinka and Olufemi (2015), who reported that the drama method of teaching increases students' interest in schooling towards academic achievement and efficacy.

Finally, the findings from Hypothesis 8 revealed that there was no significant interaction effect of gender and teaching methods on pupils' interest in Social Studies. This finding also corroborates Duban and Duzgun (2013) when they assert that the drama method of instruction is an activity-based method of teaching which makes both the male and female pupils participate fully in the teaching and learning processes. Since the pupils were actively involved in acting out the various scenes, they might have become more excited about Social Studies lessons as opposed to what they were used to before the introduction of the drama method.

## **Conclusion**

Based on the findings, the study concluded that the drama method of instruction is an effective method of teaching Social Studies. Some people may have been sceptical about the feasibility of using the drama method of education in teaching Social Studies. However, this study has shown that with proper planning and diligence, teachers can seamlessly use the drama method in teaching Social Studies.

## **Recommendations**

The following recommendations are hereby made based on findings from this study:

- Social Studies teachers should adopt the drama instruction method to achieve the aim of Social Studies education, particularly at the primary school level.
- There should be in-service training for Social Studies teachers to acquire the skills necessary for implementing the drama method of instruction.

- Drama as part of audiovisual resources should be adopted as a practical means of arousing pupils' interest in Social Studies. Such drama should be recorded in video format and kept in primary school libraries.

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