

Creative Dramatics In Nigerian Pre-Tertiary Institutions: A Study Of Selected Secondary Schools In Ibadan North Local Government, Oyo State.

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Abstract: From time immemorial, drama and education have mutually co-existed, with the former serving the latter, the play-way method of teaching has been of tremendous value to teaching and learning. In fact, many difficult subjects or topics have been demystified through this potent aid to teaching. With this understanding, this dissertation evaluates the effect of creative dramatics in Nigerian pre-tertiary institutions and teacher's knowledgability and perceptions about drama as a method of teaching. The noticeable result is that teachers are aware of creative dramatics as a means of teaching. However, they only hesitate to use it since they are not well tutored on drama. This work also observes a profound difference between the academic performance of students taught with a means of drama and traditional method of teaching. In addition, the study includes different creative dramatics techniques that are helpful even for traditional teachers (who are not drama inclined). It is therefore, concluded that creative dramatics should not be handled with levity and also be a major part of teaching methods in Nigerian pre-tertiary institutions. The reason is its immense contributions to the development of a child to become a rounded person.

Keywords: Creative-dramatics, Improvisation Pre-tertiary education, Teaching method,

1. Introduction

Creative dramatics, otherwise known as educational drama, is an attempt to use drama for more functional purposes; and has now been viewed as an important technique in teaching and learning process. [1] posits that "it is a powerful instrument in promoting qualitative education". As an educational tool, she observes that "it is a process of developing and acquiring artistic skills", and stresses that "it is those skills that enhance effective drama"; and further asserts that "creative drama is a learning process". Here the statement "creative drama is a learning process" denotes that creative dramatics is solely about process of building the necessary skills in students and to help students develop understanding of what they are being taught". As a teaching method, creative dramatics helps to lay solid base for effective explanation of subjects taught and effective language development in students as it inculcates effective expressional skill in them as well as the control of action in achieving desired characterization. Through exposure to drama, creative dramatics enables the students to be practically involved in the teaching and learning process. Hence, it provides an easy method of enlivening and linking most subjects in children's lesson in the school and subjects come alive as students discover and remember essential facts during the process of acting out and retelling the basic facts; thus spurring students' imagination which they try to recast in their textbooks and creative writing as well as representation in drawing. [2], views drama in education as the dramatic techniques that support and strengthen the learning in the classroom. According to [3], during the learning process; students arrange new information by the help of their own cognitive style, abilities, attitudes, experiences. It can be said that information should be analyzed. Then, in the process of education, information will be developed and education occurs by the interaction of

teacher and students. Dramatization in education is an activity which provides learners all learning styles as a whole and learning by experience. These are by movement, active learning, social learning, learning by discussion, emotional learning, collaborative learning, and learning by discovery [4]. Hence, if creative dramatics is inculcated into Nigerian secondary schools as ateaching technique, it will help to stop the wild wind of failure experienced by our secondary schools' students. [5], revealed that the success of students in external examinations is directly linked to the teaching methods, the school environment and teaching aids available. [6], conceives that the teacher skills in manipulating the limited teaching aids available in his environment will determine the learning outcomes of his students. Recent findings revealed that there was a decline in the students' performance in WAEC released in 2013/2014 May/June when compared to the 2012/2013 students' performance.

Table 1.1: West African Senior School Certificate Examination 2013 and 2014 results compared.

Year	Candidates Process	Candidate with 5 Credits including Math and English	Percent failed	Percent passed	% Margin in a year
2012	1,667,580	610,334	61	39	22
2013	1,672,652	649,156	63	37	26
2014	1,692,435	529,425	69	31	38

Source: This Day Newspaper, Published on Tuesday, 12 August, 2014.

In [7], Professor Nelson Alpotu of Delta State University, Abraka said, "it is an indication of lack of seriousness on the part of learners and inappropriate teaching techniques on the part of teachers. The spokesperson for ERC (Education Right

Campaign), Hassan Soweto, also complained of the extinction of reading culture, low commitment of teachers and teachers' teaching methodology. Since most of the subjects taught in secondary schools in Nigeria are British curricular-oriented, it becomes imperative for teachers to involve the students in the teaching process through dramatization of foreign culture oriented or originated topics. When students are involved in teaching and learning process in the class it helps in better understanding of the subjects being taught. This can be buttressed by the statement below:

"Tell me, and I will forget. Show me, and I may not remember. Involve me, and I will understand".

An Ancient Chinese Proverb

[8], who wrote the article, "Drama is imagining to Learn: inquiry Ethics, and Integration through Drama", writes, "Through drama, students became a part of the learning process rather than mere observers in inactive receptacles of the rich experience of learning. In this way, their learning was deeper, more sustained, and infinitely more complex". Jeffery's statement above reveals the inestimable value of inculcating drama to teaching in the school. This study will demonstrate the validity of using creative dramatics to teach students in Pre-tertiary institutions.

1.2. Statement of Problem

The level of students understanding of the subjects taught and students' class performance depend largely on the teacher's methodological approach which the teacher adopts in the execution of his lessons. In many respects, this approach is flawed since students are not afforded the opportunity to be involved in the teaching and learning process in the classroom. It is with this background in mind that this study intends to highlight the appraisable contributions that creative dramatics can make in helping the students to understand their class lessons and the impact creative dramatics can create on the students' general academic performance.

1.3. Objectives of the Study

The objectives of the study are as follow:

- i. To determine the knowledge of teachers about creative dramatics approach in teaching and learning process
- ii. To investigate the impact creative dramatics has in the teaching and learning process in the classroom.
- iii. To determine the reliability of using creative dramatics in teaching the pre tertiary curriculum.

1.4 Methodology

The study will utilize two approaches in order to arrive at the best result. The two approaches are the quasi-experimental method and descriptive survey method. The research will be performed at randomly selected secondary schools in Ibadan North Local Government of Oyo State. In the quasi-experimental method, two groups with the same conditions will be randomly selected as the experimental and control groups within the senior secondary school class 3 in English Language Achievement Test (ELAT). The descriptive survey method will be a set of questionnaires that will be distributed among teachers of the selected schools

1.5. Research Questions

The following research questions were set to guide the study:

- i. Is there any correlation between teachers' knowledge and utilization of creative dramatics in teaching and learning process in the classroom?
- ii. What is the teaching technique perceived as the best by students in their learning process in the class?
- iii. Does the pre-tertiary school curriculum infuse the possibility of using creative dramatics as a teaching technique in the pre-tertiary level of education?
- iv. Can the utilization of creative dramatics as a teaching technique improve the academic performance of pre-tertiary students?

1.6. Hypotheses

HO₁: There is no significant difference between teachers knowledge of creative dramatics and the utilization as a teaching technique.

HO₂: There is no significant difference between other teaching methodologies and creative dramatics.

HO₃: There is no significant difference between creative dramatics approach and pre-tertiary academic performance.

2. Research Design

The study employed a mixed method in regard to collection, analysis and discussion of the data of the study. In the mixed method, qualitative and quantitative methods were used simultaneously to analyze the research problems in detail [9]; [10]. The most important feature of the method allows the results of the study to be shown in qualitative data. It also provides opportunity of explaining why these results were obtained with qualitative data [11]. The mixed method has three designs of triangulation, explanatory and exploratory [12]. In this study, that of explanatory is employed. The explanatory design involved two steps. At the first step, quantitative data were gathered. Then, the qualitative data were analyzed to further analyze and explain the quantitative data. This design allows for explaining the qualitative data through the findings obtained by the quantitative data [13]. Considering the quantitative aspect of the study, students of the same class, school and with the same conditions of learning were evaluated through a pre and post-test designs for the purpose of analysis. Most importantly, the students' knowledge, skill and assimilating attitudes were analyzed through (ELAT) English Language Achievement Test at the end of the study [14]. Concerning the qualitative section, the teachers were given questionnaire on teacher's perception on the use of creative dramatics to achieve academic excellence in pre-tertiary institutions in Ibadan North Local Government, Oyo State. The participants used for the questionnaires were selected through "Criterion Sampling Method" [15]. Therefore, twenty (20) students were selected from the same school and class and one hundred (100) teachers were selected from the selected secondary schools in Ibadan North Local Government of Oyo State on two data collection tools namely "English Language Achievement Test (ELAT) and The effect of Creative Dramatics in Pre-tertiary Education Questionnaire (ECDPEQ). Thus, a total of 120 participants were used for the study (20 students and 100 teachers).

2.2. Population

Ibadan North Local Government Area is located approximately on longitude 8°5 East of the Greenwich

meridian and latitude 7°23North of Equators. According to [16] (provisional result), it was a population of 306, 763 inhabitants. The male population is given as 153, 039 and female population as 153,756 (Source ERN (National Bureau of Statistics). Ibadan North Local Government Area comprises 12 Wards. This local government consists of multi ethnic nationalities predominantly the Yoruba, Igbo, Edo, Urhobo, Itsekiri, Ijaw, Hausa and foreigners from other parts of the world. The local government also houses several educational institutions such as the premier university (University of Ibadan) University College Hospital (College of Medicine) The Polytechnic Ibadan and over 100 public secondary schools. These advantages put Ibadan North Local Government as the centre for this study among the 33 existing local governments in Oyo State.

2.3. Sample and Sampling Procedure

Out of the secondary schools in Ibadan North, only five(5) schools were randomly selected, twenty (20) teachers from each school. The questionnaires were administered in three (3) public schools and two(2) private schools. The following are the schools that were selected for the research:

1. Immanuel College High School I, U.I, Ibadan.
2. Immanuel College High School II, U.I, Ibadan.
3. Anglican Grammar School, Oritamefa, Ibadan.
4. Oritamefa Baptist Model School, Ibadan.
5. Temitope College, Agbowo, Ibadan.

2.4. Instrumentation

The instruments utilized for the study were a questionnaire and a simple designed English Language Achievement Test (ELAT). The questionnaire tagged. "The Effect of Creative Dramatics in Pre-tertiary Education" (ECDPEQ). The ECDPEQ contained sections A, B and C. Section A deals with the biographical data of the teachers (Name of school, Sex, Educational qualification, Teaching experience, religion and marital status. Section B deals with teachers' perception and knowledgability on the utilization of creative dramatics in teaching and learning process in the classroom. The likert type scale 5 was used for the research. The digit 5 stands for strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D) and Strongly Disagree (SD). The likert contained 10 items given to the teachers. Section C deals with the prospects of including creative dramatics in the pre-tertiary institution and its effect on academic performance of students. The likert Yes and No were used. It also contained 10 items given to the teachers. The students' questions called English Language Achievement Test was used to assess the performance of both students taught with traditional method and creative dramatics method of teaching.. The ELAT contained 20 questions with total score calculated in percentage. The test was supervised and evaluated under public schoolteachers' opinions of the schools where the teaching and exams were conducted. The students were given 40 minutes to answer all the questions.

2.5. Administration of Instruments and Collection Procedure

Twenty (20) students were randomly selected from senior secondary class 3 from one of the five (5) selected secondary schools. The students were divided into two groups A and B (Ten students in a group). Group A was taught in a traditional method of teaching while group B was taught with the use of creative dramatics techniques. Here, three

major techniques were employed besides warm up activities. They are as follow:

- a. Round Robin improvisation: A student said a sentence, the second person repeated it and added another sentence to it, and so on to the last person and a loose story was created.
- b. Mime through a bowl game: Ten new words from the passage read were written on a sheet of paper and each word was torn off, folded and placed in a bowl. Students were divided into two teams. Each member picked a paper and acted out the word that was written there while his/her team was trying to guess what they had. They got some correctly.
- c. Dramatization: A girl and a boy read a comprehension passage aloud while others listened. Then, they were given five minutes to organize themselves and act out the passage. In all, the researcher spent four weeks to carry out these activities and at the end of it, evaluation was effected. Also, the researcher went round the selected schools to administer the questionnaires. Teachers from different disciplines were used to fill the questionnaires. The researcher took time to explain the meaning of creative dramatics to the respondents before filling the questionnaires. One hundred copies were distributes but ninety eight copies were collected. Pre-conclusion was taken such that the respondents attended to the questionnaires properly without any basis on the whole. The respondents were assured that information supplied were confidential and to be used for purely academic purposes.

2.6. Procedure for Data Analysis

The analysis of data collected was based on the items on the questionnaires and the English Language Achievement Tests used for the study. These items were treated separately and the total outcome from the questionnaire and BLAT were analyzed using relevant statistical methods. The English Language Achievement Test which was set in West Africa Senior School Certificate (WASSCE) format were marked to determine the number of items chosen right and wrong. Each group was ranked according to their total scores and average scores of the controlled and experimental groups were compared.

3.1 DATA ANALYSIS AND DISCUSSION

Both Qualitative and Quantitative design analysis were combined to vividly present and interpret the collated data. Under the Qualitative design category, the research question based design analysis was used. Since the qualitative design category employs the descriptive method of data analysis, emphasis was laid on the use of contingency tables and cross tabulation to carry out frequency counts and percentages in the categorization of responses. This method was used to analyze and provide answers to the research questions. For the purpose of drawing up conclusion and making recommendation, the hypotheses were analyzed with the statistical tools of student's t-test

3.2 Research Questions

Research Question 1

Is there any correlation between teacher's knowledge and utilization of creative dramatics in teaching and learning process in the classroom?

Table 3.2.1: Showing the correlation between teacher's knowledge and utilization of creative dramatics in teaching and learning process in the classroom.

	N	\bar{X}	SD	Correlation (R)	Sig.
Teachers Perception and Knowledge Prospects of Inclusion of Creative drama in learning process	100	38.2300	4.00216	.385**	.000
	100	16.0400	2.01970		

** . Correlation in significant at the 0.01 level (2-tailed).

The correlation of analysis on the teacher's knowledge and utilization of creative dramatics in teaching and learning process in the classroom shows weakly positive correlation between the variables ($R=0.385$). The P-value = 0.000 is less than 0.05 alpha level, this shows a significant difference between the teacher's knowledge and utilization of creative dramatics in teaching and learning process in the classroom. This result shows that there is a weak correlation between the teacher's knowledge and utilization of creative dramatics in teaching and learning process in the classroom and it also has a significant difference.

Research Question 2

What is the teaching technique perceived as the best by students in their learning process in the class?

Table 3..2.2: Study on the teaching technique perceived as the best by students

		Frequency	Percentage (%)
Creative dramatics is the best teaching in the classroom	Strongly Disagree	-	-
	Disagree	12	12.0
	Undecided	13	13.0
	Agree	58	58.0
	Strongly Agree	17	17.0
	TOTAL	100	100.0
Creative dramatic techniques increase the desire to learn in the students	Strongly Disagree	1	1.0
	Disagree	2	2.0
	Undecided	4	4.0
	Agree	70	70.0
	Strongly Agree	23	23.0
	TOTAL	100	100.0
Students enjoy creative dramatics in classroom learning	Strongly Disagree	-	-
	Disagree	2	2.0
	Undecided	7	7.0
	Agree	64	64.0
	Strongly Agree	27	27.0
	TOTAL	100	100.0

In determining the teaching technique perceived as the best by students in their leaning process. Descriptive analysis was carried out, the result reveals that, majority of the respondents (58.0%) agreed that creative dramatics is the best technique, (17.0%) strongly agreed, (13.0%) undecided and only (12.0%) disagree that creative dramatics is not the best technique. Also, majority of the respondents (70.0%)

agreed that creative dramatics techniques increase the desire to learn in the students, (23.0%) strongly agreed on the opinion while undecided constitute 4.0% and minority strongly disagreed (3.0%) that creative dramatic technique does not increase the desire to learn in the students. Furthermore, 64.0% agreed that students enjoy creative dramatics in classroom learning, 27.0% also strongly agreed while undecided constitutes 7.0% and minority of 2.0% disagreed. Therefore, it can be presumed that majority of the respondents believed that creative dramatics technique is the best by students in learning process in the class.

Research Question 3

Does the pre-tertiary school curriculum infuse the possibility of using creative dramatics as teaching technique in the pre-tertiary level of education?

Table 3..2.3: Result on the pre-tertiary school curriculum

		Frequency	Percentage (%)
Lack of knowledge of drama in pre-tertiary institution discourages the use of creative dramatics	Yes	76	76.0
	No	24	24.0
	TOTAL	100	100.0
The curriculum encourages the use of creative dramatics in the teaching of pre-tertiary students	Yes	57	57.0
	No	43	43.0
	TOTAL	100	100.0
School facilities available in our pre-tertiary institutions encourage the use of creative dramatics	Yes	54	54.0
	No	46	46.0
	TOTAL	100	100.0

It can be deduced from Table 3.2.3.above that majority of the respondents 76.0% believe that lack of knowledge of drama in pre-tertiary institution discourages the use of creative dramatics while 24.0% did not believe on the opinion. Also, 57.0% agreed by claiming yes that the curriculum encourages the use of creative dramatics in the teaching of pre-tertiary students while 43.0% disagreed on this by claiming no to the opinion. Furthermore, the result also shows that 54.0% believed that school facilities available in pre-tertiary institutions encourage the use of creative dramatics while 46.0% did not support the opinion. This result reveals that pre-tertiary curriculum does not infuse the possibility of using creative dramatics as teaching technique in the pre-tertiary level of education since majority of the respondents claimed that lack of knowledge of drama in pre tertiary institution discourages the use of creative dramatics.

Research Question 4

Can the utilization of creative dramatics as a teaching technique improve the academic performance of pre-tertiary students?

Table 3.2.4: Result on creative dramatics as a teaching technique improvement on academic performance

		Frequency	Percentage (%)
Creative dramatics techniques increase the desire to learn in the students.	Strongly Disagree	1	1.0
	Disagree	2	2.0
	Undecided	4	4.0
	Agree	70	70.0
	Strongly Agree	23	23.0

	TOTAL	100	100.0
Creative dramatics improve the teaching skills of teachers	Strongly Disagree	-	-
	Disagree	4	4.0
	Undecided	11	11.0
	Agree	55	55.0
	Strongly Agree	30	30.0
	TOTAL	100	100.0

The table above shows the opinion of respondents on the utilization of creative dramatics as teaching techniques in improvement of the academic performance of pre-tertiary students. More than average of the respondents (70.0%) agreed that creative dramatics techniques increase the desire to learn in the students, 23.0% strongly agreed while undecided constitutes 4.0% and minority 3.0% disagreed. More so, 55.0% agreed that creative dramatics improve the teaching skills of teachers, 30.0% strongly agreed while undecided constitutes 11.0% and 4.0% disagreed that creative dramatics does not improve the teaching skills of teachers. It can be concluded from the result that utilization of creative dramatics as a teaching technique improved the academic performance of pre-tertiary students since majority of the respondents claimed that creative dramatics techniques increase the desire to learn in the students. It also improves the teaching skills of the teachers.

3.3 Hypotheses Testing

Hypothesis 1

H₀: There is no significant difference between teacher’s knowledge of creative dramatics and the utilization as a teaching technique.

Table 3.4.1: Summary table of T-test analysis between teacher’s knowledge of creative dramatics and the utilization as a teaching technique.

	N	\bar{X}	SD	Crit T	T	df	Sig.
Teachers’ Perception and Knowledge	100	38.2300	4.00216	1.96	95.523	99	.000
Utilization of Creative drama as a teaching technique	100	16.0400	2.01970		79.418	99	.000

It is shown in the table above that there is a significant difference in teachers knowledge of creative dramatics and the utilization as a teaching technique (t-cal. 95.523 > T_{tab} = 1.96 and T-cal=79.418, was greater than T-critical = 1.960, P<0.05 level of significant). The result gives a strong evidence against the hypothesis, i.e. hypothesis is rejected. Therefore, there is a significant difference in teacher’s knowledge of creative dramatics and the utilization as teaching techniques. Also from the mean difference, it can be deduced that teachers perception and knowledge of creative dramatics has a high mean value of 38.23 while utilization of creative drama as a teaching technique has mean value of 16.04, this implies that the teacher has the knowledge of creative drama but did not usually utilize the techniques in teaching.

Hypothesis 2

H There is no significant difference between other teaching methodologies and creative dramatics.

Table 3.4.2: Summary table of T-test analysis between other teaching methodologies and creative dramatics method

	N	\bar{X}	SD	Crit T	T	df	Sig.
Creative drama method	10	72.4000	11.56816	2.262	19.791	9	.000
Traditional method of teaching	10	55.7000	11.42171		15.421	9	.000

The t-test is carried out in order to ascertain the significant differences in the parameters, it shows that creative drama had T_{cal} 19.791 > T_{tab} = 2.262; P=0.000<0.05 and traditional method of teaching had T_{cal} = 15.421 > T_{tab} 2.262 P0.000<0.05. Since t-calculated is greater than t-tabulated at 5% level of significance, therefore, there is a strong evidence against H (i.e H was rejected). This implies that there is a significant difference between the creative drama method and traditional method of teaching. Furthermore, the result also reveals that creative drama method has a mean value of 72.40 while traditional method has 55.70 mean values, this shows that their mean value is different, creative drama method has higher mean value than traditional method of teaching. This result implies that the level of understanding of a student is high when creative drama method is being used as teaching techniques, it also improves their academic performance than using other traditional methods of teaching.

Hypothesis 3

H₀: There is no significant difference between creative dramatics approach and pre tertiary academic performance

Table 3.4.3: Summary table on T-test between creative dramatics approach and pre-tertiary academic performance

Variables	N	\bar{X}	SD	Crit T	T	df	Sig.
Creative drama method	10	72.4000	11.56816	2.262 1.96	19.791	9	.000
Pre-tertiary academic performance	10	16.0400	2.01970		79.418	99	.000

The above table on t-test shows that creative drama method had T_{cal} = 19.791 > T_{tab} = 2.262; P=0.000<0.05 and pre-tertiary academic performance had T_{cal} 79.418 > T_{tab} = 1.96; P=0.000<0.05. From this result, it can be deduced that t-calculated is greater than t-tabulated and P-value is less than 5% level of significance, this shows strong evidence against H The result implies that there is a significant difference between the creative drama method and pre-tertiary academic performance. The result also reveals the mean differences, creative drama has highest mean value of 72.40 while pre-tertiary academic performance has 16.04 mean values. This indicates that creative drama would have a significant contribution to the performance of students if adopted as teaching techniques in pre-tertiary schools.

4.1 Recommendations

In view of the above findings, we wish to make the following recommendations:

1. Teachers who wish to utilize creative dramatics as a teaching technique should be able to differentiate between creative dramatics and other techniques.
2. Books and periodicals which deal with the use of creative dramatics as a teaching method should be made available for teachers of pre-tertiary institutions so as to inform them of the benefits of creative dramatics.
3. The Ministry of Education, colleges of education and universities particularly Theatre Arts Department should liaise with the government to organize seminars and conferences on the use of creative dramatics as a teaching technique in pre-tertiary institutions.
4. Necessary materials on creative dramatics should be made available to the public pre-tertiary schools and at lesser prices for private schools. This will encourage the use of creative dramatics among teachers of pre-tertiary institutions.
5. The ministry of education and other educational planners should make curriculum drama compulsory in pre-tertiary institutions, colleges of education and faculties of education.

4.2 Conclusion

In this study, at the end of 4 weeks of English language lesson, there was a statistical significant difference between the academic achievement of students of the experimental group where the creative dramatics technique was utilized and the control group taught with the traditional teaching method in favour of creative dramatics technique class. This means creative dramatics technique enabled the students of experimental group to gain a significantly better acquisition of English Language knowledge than those taught with traditional techniques. In the light of this research and the related research studies [17], [18], [19], it can be said that creative dramatics technique enables students to learn lessons mindfully, enjoyably and entertainingly. We can also conclude as claimed by the respondents in this research and related literature [20], [18] that the non- inclusion of drama in the curriculum in pre-tertiary institutions and lack of knowledge of creative dramatics technique as a teaching method discourage the teachers' utilization in learning and teaching process in the class. We also affirm that creative dramatics as one of the teaching techniques can also be used to teach other subjects like biology, chemistry, government, economics, etc

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