

# THE UTILIZATION OF DRAMA TECHNIQUES ON SOCIAL STUDIES AND ITS EFFECTIVENESS ON STUDENTS' ACHIEVEMENT

\*Jason A. Romero

\*\*Dr. Nenita D. Tandingan

Paper Received: 20.04.2022 / Paper Accepted: 23.06.2022 / Paper Published: 01.07.2022

Corresponding Author: Jason A. Romero; Email: jasonromero.lpt@gmail.com; doi:10.46360/cosmos.ahe.520221004

## Abstract

The purpose of this study was to look at the efficiency of drama techniques in teaching Social Studies to 78 students from Rizal Technological University - Pasig Campus's College of Education. The study is a quantitative study with a quasi-experimental design that included pretest and post-test scores. The control group received traditional or non-dramatic instruction, whereas the experimental group received theatrical approaches. The participants were separated into two groups depending on their age and gender. The researchers used an independent t-test to see if there was a significant difference in the pretest and post-test scores of the individuals depending on age and gender. The results indicated that there was no significant difference in pretest and post-test scores for each variable at the 5% level. As an outcome, using drama techniques in Social Studies class results in more effective and increased learning.

**Keywords:** Drama Techniques, Social Studies, Students Achievement, Quasi-experimental, Pretest, Post-test.

## Introduction

Commonly, students consider Social Studies to be dull, failing to realize the relevance of the subject to their everyday lives because the instructional methods utilized by the teacher fail to engage and inspire them. Teachers tend to use only one teaching style, which denies students the opportunity to learn from various teaching techniques encouraging pure memorization of names, dates, events, and places, instead of participating in activities that encourage critical thinking.

Social Studies is one of the least engaging and most unimportant courses in the school curriculum for most students in all grades. In a study conducted by, Guimba, Aguino, and Abbas (2016) [23] in a Philippine school, the authors found that the students were interested in Social Studies and considered it among their favorite subjects. However, how their teachers handle or teach the subject makes it dull and less attractive. Students claimed that their classroom environment was not conducive to learning and that teachers lacked excitement and encouragement. The classroom environment has a significant impact on student's attitudes toward school subjects. The teacher is the central figure inside the classroom and has a lot to say in motivating his students and making the classroom climate conducive to learning. Kirby (2019) [33] Gallagher, who asserted that teachers are the "X factors" in the classrooms. Students expect their teachers to be always ready for the day, organized, and deliver what they expect. In this case, the teachers' strategies should encourage active illicit participation and a reasonable degree of independence from the students.

A report made by Strauss (2017) [54] stated that in 1982, a survey of grades six and grade 12 students in a Midwest (USA) school district revealed that the students were largely indifferent, revealing negative attitudes toward Social Studies. Since then, students' attitudes towards the subject have remained the same. Thus, a lot of students in K-12 schools find history classes boring. Furthermore, in an earlier report made by Grossman (2016) [22] published in the Los Angeles Times, it was stated that the number of college history majors has been declining, indicating the formation of disliking for Social Studies.

Students who like their subject will always be motivated and would take responsibility for their learning. They will always be driven to achieve good grades and will attribute their success to their effort. On the other hand, students who dislike their subject will always find reasons why they hate it, why they do not understand it and consider it irrelevant. When they fail to pass the course, they blame it on other factors like their teachers' difficulty and poor handling. It is natural for students who get poor grades to perceive the subject and the teachers negatively.

Every student should take Social Studies in school because it allows them to cultivate attitudes, skills, and knowledge that will enable students to become interested, engaged, knowledgeable, and responsible citizens of their nation. It will also help students understand the interconnectedness of countries worldwide, making them appreciate the complexities of human relations across boundaries. As a result, Social Studies help students be conscious of and interested in the world they live

\*La Consolacion University Philippines, City of Malolos, Bulacan, Philippines.

in. Students, on the other hand, appear to be uninterested in Social Studies. The issue in teacher education is to prepare teachers to teach culturally, effectively, and linguistically diverse students. Students should not treat as plain consumers of facts. They should be active creators of knowledge. Teachers should not be mere elements of schools parroting what they learned in their undergraduate programs because they are lifelong learning centers. Instruction is more than giving students lectures and making them copy. Learning and teaching should be rewarding exercises. The learning process for the students should create scenarios that will encourage them in an interactive way of discussion. Students' learning can be more effective and constantly recurring through different activities. Emphasizing effective teaching strategies and methods affects the academic performance of the learners. However, before beginning to teach, teachers should establish a mental set through establishing a connection with their students. According to Jalbani (2014) [29], the value of instructors' teaching styles in boosting students' learning grows over time.

Methods for improving student attitude and consequently achieving Social Studies such as History have been the subject of interest for many researchers. Anderson (2017) [3] cited (Rose et al., 2000) that drama-based strategies can be very useful in helping students improve their reading skills. Drama aids student achievement in social studies and History by enhancing such fundamental abilities. Anderson (2017) [3] also cited Downey et al., statement that teaching strategies utilizing historical narratives help students engage with and absorb social studies subject more successfully. Drama-integration approaches are also well-suited for multicultural teaching practices, making them an excellent supplement to the Social Studies curriculum. Analyses of Social Studies education, such as History education, reveal that pedagogical strategies from theater or theatre may be beneficial in teaching these subjects by assisting students in becoming engaged actively while also promoting information retention.

Two factors have motivated the researcher to study this topic for his thesis. The first one is the deteriorating enrollment of significant students in the field. The second one is the seeming lack of interest even among primary students to study the subject. Initial interviews with the students revealed that the significant handicap of the course lies in the manner the teachers are teaching the subjects. The repetitive process of copying, reading from texts, and recitation make the subject boring. The researcher believes that a new teaching style/method is needed to answer the needs of the learners in the 21<sup>st</sup> century.

This research examines how the injection of drama techniques in teaching Social Studies fares by comparing it with conventional Social Studies learning methods. The participants in the study are third-year Social Studies significant students of the College of Education of Rizal Technological University. This utilized experimental design in conjunction with the students' pretest and posttest to determine the participants' academic success. The use of the drama technique as an intervention after exposing the participants to the traditional method of teaching Social Studies.

### **Objectives of the Study**

The study's goal is to examine the effectiveness of drama techniques on student achievement in Social Studies.

Specifically, the study sought to answer the following questions:

1. What is the profile of the participants in terms of:
  - 1.1 age, and
  - 1.2 gender?
2. What are the exam performances of the participants in terms of the following:
  - 2.1. non-drama group;
  - 2.2. drama group?
3. Is there any significant difference in the performance of the participants when grouped by profile?
4. Is there any significant difference between the non-drama and drama groups in terms of exam performance?
5. Based on the findings, what plan of action may be proposed focusing on utilizing the drama techniques to the participants' academic performance?

### **Methodology**

The study was done using the pretest and posttest experimentation methods. Since this experimentation technique is employed in practically every discipline of research, the language used in experimental design is not standardized. In other domains, the subject or object (in these case, students) is delivered with a stimulus and then measured, which is referred to as a 'unit' or an 'experimental unit.' The stimuli are the 'treatments' or 'factor levels.' The stimuli in this study were the treatments which were the 'control' (non-drama), and the drama methods used, which included narration, spotlight, hot seat, and thought tracking. These stimuli were also collectively called the 'independent variables.' The respondents' responses to these stimuli, measured through an examination, are called the dependent variables.

According to Shuttleworth (2021) [50], Pretest-posttest designs are the primary way of comparing

participant groups and measuring the degree of change caused by treatments or interventions in many accurate experimental designs. Pretest-posttest approaches to solve some of the concerns associated with assignment bias and grouping of participants. The sole need is that individuals be randomly allocated to groups in a good experimental design to appropriately isolate and eliminate any distraction or misleading factors. Pretest-posttest designs are among the most basic ways of measuring the effectiveness of treatment. In this two-group design, one group is given the therapy, and the findings are obtained. The control group receives no therapy over the same period but is subjected to the same tests. Statistical analysis can then be used to establish if the treatment had a substantial impact.

The exam used in the study is a self-made questionnaire intended to determine the participants' performance in both the traditional (non-drama) and the experimental (drama) parts. A draft of the questionnaire was first shown to the research adviser for comments and suggestions. Modifications were done in response to the adviser's remarks and suggestions, after which the questionnaire was validated by four (4) research experts in the field of Social Studies. Revisions were again made based on the recommendations of the experts. All the considered recommendations, the exam were administered to the participants. Results of the first exam (pretest) were recorded. Lessons using drama techniques were done, and as soon as the topics were covered, the same exam was administered (posttest) for comparison.

The participants were Social Studies significant students of the College of Education of Rizal Technological University, Pasig Campus. There were a total of 78 participants in the study. Purposive sampling using total count was used in the study since the size is relatively small and manageable.

Several procedures were used by the researcher to collect data. First, a letter was addressed to the College Dean requesting permission to conduct this research. Following permission, the researcher employed the drama approach in teaching in the experimental (drama group), while the standard method of teaching Social Studies was used in the control (non-group). Because of the Covid-19 epidemic, courses were held electronically. The researcher did not notify the study's participants that they were being subjected to such an experiment. The data was analyzed using a variety of statistical approaches. The frequency count, percentages, mean, standard deviation, and paired t-test are all examples. In addition, SPSS was utilized to evaluate the acquired data (Statistical Package for the Social Sciences). T-tests were used to compare performance differences.

## Results and Discussion

### Profile of the Participants

The participants' demographics are depicted as far as age and sexual orientation. The majority of the participants belong to the age group 20–21 years old, with the females outnumbering the males.

#### Age

Table 1

*Frequency Distribution of the Participants by Age*

Age	Frequency	Percentage
20 – 21	70	90
22 and older	8	10
<b>Total</b>	<b>78</b>	<b>100</b>

The age distribution of the participants in terms of age shows that 70 to 90 percent of the participants are between the ages of 20 and 21. They represent the majority of the participants in terms of age. Those belonging to the “22 and older” group comprised the minority group represented by 8 or 10% of the participants. The study participants were the first graduates of the new K-12 curriculum, where additional two years were added to the participants' schooling. Hence, most of the participants are between 20-21 years old. The said age is supposed to be the age where they graduate in the old curriculum.

#### Gender

Table 2

*Frequency Distribution of the Participants by Gender*

Gender	Frequency	Percentage
Female	48	62
Male	30	38
<b>Total</b>	<b>78</b>	<b>100</b>

The gender ratio of the participants' profiles revealed that most participants are female, as shown by 48 or 62%, and the remaining 30 or 38% are males. This also shows what has been indicated in past research that education classes (which lead to teaching) are female-dominated professions.

Tani (2019) [56] stated that women outnumber males in the teaching profession by a wide margin. This is because of the nurturing, caring, and motherly concerns of women. A recent survey (2015) Females make up 97 percent of pre-primary teachers, 85 percent of primary teachers, and 68 percent of secondary teachers among Australian university graduates. OECD provided the same report in its latest publication in 2020. (OECD (2020) [42].

Bongco and Abenes (2019) [7] noted in their study that feminization in the teaching profession has also

been established in the Philippines, stating that this has become a significant problem in education because it has resulted in a shortage of male elementary school role models and has increased social marginalization. According to data released by the Philippine Commission on Women (2014), about 89.58 percent of teachers in public elementary schools and 77.06 percent in public secondary schools are female. This study contends that the feminization of education in the Philippines creates difficult conditions for female teachers since they also have duties at home as wives and moms.

## Exam Performance of the Participants

### Non-drama group

Table 3

*Frequency Distribution of Pretest of the Non-Drama Group*

Score	Frequency	Percentage
9 – 15	2	5
16 – 22	5	13
23 – 29	8	21
30 – 36	18	46
37 – 44	6	15
<b>Total</b>	<b>39</b>	<b>100</b>

Most participants pretest scored between 30 – 36 points, as indicated by 18 or 46% of the participants. Eight participants, or 21%, got scores between 23 – 29 points. The least represented at 2 or 5% are those who got scores between 9 – and 15.

Table 4

*Frequency Distribution of Posttest of the Non-Drama Group*

Score	Frequency	Percentage
22 – 25	2	5
26 – 29	8	21
30 – 33	13	33
34 – 37	11	28
38 – 41	3	8
42 – 45	2	5
<b>TOTAL</b>	<b>39</b>	<b>100</b>

On the other hand, most participants scored between 30 - 33 points, as indicated by 13 or 33% of the participants. Eleven participants, or 28%, got scores between 34 - 37 points. The least represented at 2 or 5% each got scores between 22 - 25 and 42 - 45.

Comparing the pretest and the posttest performances of non-drama participants, the range in the pretest is 35, while it is 23 for the posttest. Still, these values do not speak much about the achievements of the participants. The lowest and the highest scores in the pretest are 9 and 44, respectively, while 22 and 45 in the posttest, respectively. The high scores in the post-test are implications of the positive effect of

drama in teaching Social Studies. The mean, the median scores, and the mode were 29.12, 3, and 30 in the pretest, respectively, and 32.64, 32 and 37 in the post-test, respectively, also illustrate the positive effects of using drama in teaching Social Studies.

An increase in the mean scores from 29.12 in the pretest to 32.64 in the posttest indicates an improvement in the participants' achievement when the drama was employed. The median divides the distribution into two equal parts. This is the value below which half of the scores are found. The median scores of 30 in the pretest and 32 in the posttest indicate the highest value in the upper half starts with 30, while in the posttest, the value starts with 37, again indicating an increase in scores. The mode is the most considerable value in the distribution, just 30 in the pretest compared to 37 in the posttest. This suggests that many people (30) scored higher in the experimental group than in the control group (37).

According to Berry (2008), pretest scores, although non-graded, are a type of critical assessment tool used to determine prior topic knowledge. Pretests are typically given before a course to assess knowledge baselines and to assess students before topical subject coverage during the course. While it may seem contradictory, the pretests contain content that students are not expected to know, yet they act as a motivator and a "road map" for the students, resulting in enhanced course performance.

Concerning this, Wagner (2015) [59] enumerated the advantages of giving students a pretest. He stated that pretest or pre-assessment allows teachers to see what will be addressed in the class or unit, as well as what has already been mastered. The lesson can be skipped if all pupils have mastered it. Furthermore, pre-assessments provide pupils with a glimpse of what is expected of them. This will assist pupils in focusing on the essential issues that will be discussed during the course. This allows students established educational goals.

Pre-assessments can also be used to generate ideas for future classes. Following the administration of a pretest, teachers are expected to identify knowledge gaps that may be utilized to modify future classes or even design new courses to incorporate further training and review.

### Drama group

Table 5

*Frequency Distribution of Pretest of the Drama Group*

Score	Frequency	Percentage
20 – 22	1	3
23 – 25	5	12
26 – 28	4	10
29 – 31	9	23
32 - 34	11	29
35 - 38	9	23
<b>Total</b>	<b>39</b>	<b>100</b>

Table 6

*Frequency Distribution of Posttest of the Drama Group*

Score	Frequency	Percentage
25 – 28	1	3
29 – 32	1	3
33 – 36	15	38
37 – 40	6	15
41 – 44	6	15
45 – 49	10	26
<b>Total</b>	<b>39</b>	<b>100</b>

The pretest of most participants representing 11 or 29% generated scores between 32 - 34 correct answers. This is followed by those who got scores between 32- 34 and 29 - 31 correct answers as indicated by 9 or 23%. Finally, the lowest score generated is between 20 - 22 correct answers, as indicated by 1 or 3% of the total number of participants however, the results of the post-test showed that most participants got scores between 33 – 36, as indicated by 15 participants, or 38% of the total number of participants. This is followed by those who got scores between 45 - 49, represented by 10 or 26% of the participants. The lowest-scoring groups were 25 - 28 and 29 - 32, where each got 1 or 3% of the total number of participants.

The range is just the gap seen between the data set's top and lowest scores. When comparing the pretest and posttest performances of the participants, the range in the pretest is 18, and the range in the posttest is 24; however, these figures do not reveal much about the individuals' successes. The lowest and the highest scores in the pretest are 20 and 38, respectively, while 25 and 49 in the posttest, respectively. The high scores in the post-test are implications of the positive effect of drama in teaching Social Studies. The mean, the median scores, and the mode 31.03, 32, and 33 in the pretest, respectively, and 39.10, 39, and 46 in the posttest, respectively, also illustrate the positive effects of using drama in teaching Social Studies.

An increase in the mean scores from 31.03 in the pretest to 39.10 in the post-test indicates an improvement in the participant's achievements when the drama was employed. The median divides the distribution into two equal parts. This is the value below which half of the scores are found. For example, the median scores of 32 in the pretest and 39 in the posttest indicate the highest value in the upper half starts with 32, while in the posttest, the value starts with 39, again indicating an increase in scores.

The mode is the most considerable value in the distribution, just 33 in the pretest compared to 46 in the posttest. This suggests that many individuals (46) scored higher on the posttest than on the pretest (33).

In general, the exam performances were measured in terms of the pretest and the posttest. Pretest exam results of the control group indicated the poor performance of the participants; however, the post-test or the treatment results showed a marked improvement in the students' performance.

### The Difference in Subject Performance of the Participants when Grouped by Profile

The Difference in the Performance of the Participants Non-Drama (Control) and Drama (Experimental) when Grouped by Age

Table 7

*The difference in the Performance of the Participants Non-Drama (Control) and Drama (Experimental) when Grouped by Age*

Age	Mean +/- Sd Pre - Test	Mean +/- Sd Post - Test	T - Value	P - Value	Verbal Interpretation
20 – 21	30.17 +/- 6.05	35.91 +/- 6.26	.201	.546	Not Significant
22 and Older	29.50 +/- 9.23	35.50 +/- 6.46	.172	.867	Not Significant

\*5% level

It indicates the increase in the mean values from both age groups. Although there was an improvement in the scores between the pretest and the posttest, the increase was not high enough to say that the increase in both ages was significant.

### Comparison of the Level of Improvement in Posttest Scores of Drama Group (Experimental) by Age

Table 8

*Comparison of the Level of Improvement in Posttest Scores of Drama Group (Experimental) by Age*

Age	Mean	Difference	T - Value	P - Value	Verbal Interpretation
20-21	5.74 +/- 6.54	.257	-.066	.949	Not Significant*
22 and older	6.00 +/- 10.88				

\*5% level

It shows that those in the 22 and older group participants had a higher mean score than the 20–21 years old group. They differ; however, these are between the two groups. The findings are supported by the results of the study conducted by Lotfi and Pozveh (2019) [35], which aimed to determine which synchronous (traditional) and asynchronous learning (experimental) could make vocabulary acquisition easier for Iranian EFL students. The participants that were chosen performed a vocabulary pretest and posttest. Following the post-test, the t-test findings revealed a significant difference between the synchronous and asynchronous groups, with a p-value of .003. Nonetheless, with a p-value of 0.127, there was no significance for age.

The Difference in Subject Performance Non-Drama (Control) and Drama (Experimental) of the Participants when Grouped by Gender



Table 9

*The difference in Subject Performance Non-Drama (Control) and Drama (Experimental) of the Participants when Grouped by Gender*

Gender	Mean +/- Sd Pre – Test	Mean +/- Sd Post – Test	Increase	T – Value	P- Value	Verbal Interpretation
Female	30.56 +/- 5.42	35.58 +/- 5.86	5.02 +/- 6.42	.764	.449	Not Significant
Male	29.29 +/- 7.84	36.39 +/- 6.94	7.11 +/- 7.90	.524	.603	Not Significant

It indicates the increase in the mean values from both genders. Although there was an improvement in the scores between the pretest and the posttest, the increase was not high enough to say that the increase in both genders was significant.

#### Comparison of the Level of Improvement in Posttest Scores of Drama Group (Experimental) by Gender

Table 10

*Comparison of the Level of Improvement in Posttest Scores of Drama Group (Experimental) by Gender*

Gender	Mean	Difference	T – Value	P- Value	Verbal Interpretation
Female	5.02 +/- 6.42	2.09	-1.195	.238	Not Significant*
Male	7.11 +/- 7.90				

\*5% level

It shows the comparison between the female and the male participants in terms of increased post-test scores in which male participants had a higher mean score. However, the difference between the two groups is not sufficient to say that it was significant. These findings are supported by Lee (2018) [34] when he analyzed the distinction between students' pre-tests and post-test results in TOEFL. His analyses revealed a statistically significant difference between pre-and post-test results, but no significant difference was indicated between genders. The study conducted by Amedu (2015) [2] on the pre-tests and post-tests among 87 Biology students found no significant difference was indicated when the genders of male and female responders were compared. Nonetheless, a considerable difference was seen between pre and post-tests.

All in all, exam results were examined using a t-test to find significant differences based on participants' demographics. Results showed that differences in the mean scores between the pretest and the post-test for females and males were observed when the participants were grouped by age. However, the differences were not statistically significant at the 5% level was noted.

When the participants' post-test scores were compared, a difference in the scores was also observed, with the male participants getting a higher mean score. However, the test for the difference was not significant at a 5% level. Exam scores were also

compared and analyzed for significant differences using the participants' age. Results revealed that the pretest and the posttest scores indicated a difference in scores, with the posttest showing better results. However, the differences were not significantly different at the 5% level. When post-test scores were analyzed statistically using a t-test, the difference was found not to be statistically significant at the 5% level.

#### Comparative Analysis of the Exam Performance of Non-Drama and Drama Group

##### Comparative Analysis of the Pretests Scores of the Two Groups

Table 11

*Comparative Analysis of the Pretests Scores of the Two Groups*

Pre-Test	N	Mean	Std. Dev.	T – Value	P- Value	Verbal Interpretation
Non-Drama	39	29.18	7.729	-1.285	0.203	Not Significant
Drama	39	31.03	4.562			

The comparative analysis of the performance of non-drama and the drama groups in the pretest. The mean score of the participants in the non-drama group is 29.18, while the mean score of the respondents in the drama group is 31.08. Thus, the mean difference of 1.85 is not significant, as demonstrated by the p-value of 0.203, which is greater than 0.05 (5%), implying that the mean difference is not significantly different.

##### Comparative Analysis of the Posttest of the Two Groups

Table 12

*Comparative Analysis of the Posttest of the Two Groups*

Post-Test	N	Mean	Std. Dev.	T – Value	P- Value	Verbal Interpretation
Non-Drama	39	32.64	4.875	-5.329	0.00	Highly Significant
Drama	39	39.10	5.794			

The comparative analysis of the performance of non-drama and drama groups in the posttest. The mean score of the participants in the non-drama group is 32.64, while those in the drama group are 39.10. The mean difference of 6.46 indicates that the difference is significant, demonstrated by the p-value of 0.00, which is less than 0.05.

Given the significant independent-sample t-tests, it can be concluded that for students in Social Studies, learning was more important with the use of the drama method towards the conclusion of the semester than it was at the beginning. This improved learning happened in addition to the efficacy of the students' preexisting knowledge as judged by the pretest. As a result, advances in learning are unlikely to be linked to student experiences before enrolment in the Social Studies course. The content and

presentation of the Social Studies course had a greater effect on pretest-posttest knowledge increase than students' ability to reproduce lectures and test-taking abilities.

As expressed in the speculations of John Dewey and Jean Piaget, the five fundamental standards of the constructivist hypothesis express that: learning is a functioning cycle "which means making acquired from encounters and communications; learning happens when students are engaged with "intellectual struggle through arranged critical thinking; learning is social and cooperative; learning has an installed evaluation and reflection perspective, and in conclusion, and students assume liability for their learning. These five standards shape study hall rehearses standards in request examines, issue-based learning, and show teaching method. The dramatization instructional method is worked from the hypothesis of constructivism; the show is a functioning cycle that develops thoughts, convictions, and significant cooperation through the language-rich space of English Language Expressions. Show as a learning interaction limits inactive learning and makes an understudy-focused study hall (Smith and Herring, 2001), generally found in constructivist learning conditions.

In the end, when the pretest and posttest scores of the two (2) groups of participants were compared, results showed that the pretest scores of the two (2) were not significantly different, which means that the input of knowledge based on the result of the exam performance was not significant. On the other hand, the two (2) groups' post-test scores were significantly different, indicating that the difference in the scores was big enough to be statistically significant. Therefore, a test of significant difference was established at a 5% level. The experiment's findings revealed that there is no discernible difference was indicated for the profile variables used in the study, namely gender and age. Thus, the hypothesis of no significant difference is accepted. For the second hypothesis, the study results showed that the participants' post-test scores were higher than the pretest scores. However, statistical analysis revealed that the pretest and the posttest scores are significantly different at the 5% level. Therefore, the hypothesis of no significant difference between the control and the experimental scores is rejected at a 5% level.

The study's findings are expressions of Bruner's scaffolding hypothesis. Lev Vygotsky, a Russian therapist, had an impact on the hypothesis. He believed that learning is best achieved when people interact with one another in a more knowledgeable person. This became the basis of Bruner's model. The knowledgeable person in the Vygotsky model becomes the teacher and other adults who can

support children when learning new concepts. The dependency of children on adult support starts to diminish as soon as children learn the skills.

### **Proposed Action Plan**

Action Plan for Drama Pedagogy Implementation in Teaching Social Studies is a single plan of action to raise students' academic performance in Social Studies and eventually other subjects/areas.

### **Copy of the Action Plan**

<https://drive.google.com/file/d/1mGZde4THcFp4j0Adm9Idepj3r-rEL23O/view?usp=sharing>

### **Conclusion**

The following conclusions were reached based on the study's findings:

A large number of participants belong to the age group 20–21 years old, dominating the males. When the pretest and the participants' post-test scores were compared, marked improvement in the performance was shown.

The difference or the gap in the pretest and post-test scores based on age and gender is not big enough to say that older participants were better than the younger ones or that the males performed better (statistically) than their female counterparts. Since a 5% level is used, it cannot be said that the 5% difference in the scores based on gender and age is statistically significant to say that older participants are 5% better than the younger participants' or the males are 5% better than the females.

The pretest score gaps between the two (2) groups are not significant enough to merit any significance. Therefore, a higher score obtained by one group cannot be proof that they are better than the other. However, the statistical discrepancies in the post-test scores of the two (2) groups were revealed by the post-test scores of the two (2) groups are wide enough to say that one group performed better than the other.

It shows that the participants' profile (age and gender) has nothing to do with the gaps found in the participants' scores, whether in drama or traditional lecture techniques. The second hypothesis indicates that the drama technique established its impact on the participants. The gap in the scores between drama and non-drama is good to gauge to establish that the drama technique was considered adequate and impacted the participants' performance.

### **Recommendation**

The following are suggested based on the study's results and conclusions:

In teaching Social Studies, it is recommended that drama techniques provide students opportunities to learn and exhibit learning. Simultaneously, the show assists students with reaching out to their inventiveness and immediacy and developing confidence in expressing their ideas. Even though the response rate (100%) is very high, the number of participants is still relatively small, having been participated only by students majoring in Social Studies. It is therefore recommended that in future studies, students from various majors take part in the study.

The study was not intended to analyze the success of drama techniques but to analyze the application of these techniques by the researcher in his Social Studies class. Nevertheless, the results of the study are encouraging. Hence, further research regarding using these techniques in school would be beneficial. This information can be used in the future to develop more interventions for teachers. Furthermore, getting hands-on with the technique will provide fundamental knowledge that teachers can use to find it interesting.

It is recommended that the action plan prepared by the researcher be considered to enhance the knowledge of the professors in the utilization of drama techniques in teaching Social Studies in the College of Education.

### Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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