

**EFFECTS OF SIMULATION AND  
DRAMATIZATION STRATEGIES ON  
UPPER BASIC SOCIAL STUDIES STUDENTS'  
ACADEMIC PERFORMANCE IN DELTA  
STATE, NIGERIA**

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**Abstract**

*This study was designed to determine the effects of simulation and dramatization instructional strategies on Upper Basic students' academic performance in Social Studies in Delta State. In order to investigate this problem, three research questions and three null hypotheses were formulated. The main objective of the study was to find out if there would be positive effects of instructional strategies on the academic performance of Social Studies Students at the Upper Basic level in the study area. A review of the literature was undertaken in line with the variables of the study. The study utilized the quasi-experimental design to generate pre-test and post-test data for a sampled population consisting of 200 students of Upper Basic Social Studies. The instrument of the study was the Social Studies Students' Achievement Test (SSSAT) used to generate data for the study. Generated data were subjected to both descriptive and inferential statistics. The study found that strategies such as simulation and dramatization are veritable teaching strategies that enhance academic performance. Therefore, the study concluded that*

*there were effects of instructional strategies on Upper Basic students' academic performance in Social Studies in Delta State. The study recommended that Social Studies teachers should utilize innovative instructional strategies such as simulation and dramatization to facilitate effective teaching and learning of the subject.*

**Keywords:** *Instructional strategy, Simulation, Dramatization, Lecture method, Social Studies*

### **Introduction**

Instructional strategies provide a vital context for an interface between the teachers and the students; hence, the strategy adopted to facilitate effective teaching and learning of school subjects, including Social Studies, is essential. Gill (2016) stated that effective teaching methods engage students in the learning process and help them develop critical thinking skills. This observation from Gill's study points to a number of facts. For instance, teaching strategies have to be effective and engaging, and their instructional objectives should meet the three domains of learning. Fundamentally, the supposition drawn from the above concept is that there seems to be a correlation between instructional strategy and learning achievement. This is because, in the psychology of learning, efficacy is placed on the transfer, storage, and retrieval of knowledge, skills and values. These processes are significant to the learning achievement of students. Students/lecturers are the targets for introducing instructional strategies in the teaching of a given lesson. The objective of teaching and learning is aimed at changing behaviors. Experts such as Osakwe (2006) described learning as any change in behavior of a more or less permanent nature resulting from experience or training. Goodfriend (2016), who made a connection between learning and the classroom, noted that learning effectiveness is the result of classroom strategies. In his view, learning is a step-by-step process in which individual experiences permanent, lasting changes in knowledge, behaviors,

or ways of processing the world. One such step that comes to mind is the introduction of appropriate instructional strategies that would encourage the desired change. Most teachers are familiar and comfortable with the use of conventional methods of teaching, such as the lecture method. Ajaja (2007) agreed that the lecture method had been used for many years as a method of transmitting information, but he shows that students under this learning condition are passive listeners, and this has resulted in many questions on the use of this method. Hence, there is a search for a better instructional strategy that can promote and improve learning achievement. Akinlaye (2002), for instance, supports the need for innovative instructional methods. He found out that the use of simulation and dramatization methods are helpful in enhancing the teaching and learning of Social Studies. This is because he has discovered that stimulation and dramatization “are dynamic and lively ways of presenting thought-provoking ideas and problems in our social life”. The inference from the above observation shows that students can participate in the teaching-learning experience as against the lecture method, which makes students more active in learning. It further suggests that the lecture method is teacher-centered while the simulation and dramatization strategies of teaching are basically learner-centered. These types of instructional strategies allow students to acquire knowledge in the three domains of cognitive, affective and psychomotor.

An appropriate instructional strategy assumes that it could prompt the cognitive ability of the learners. From a psychological point of view, the cognitive focus is on the way people process information. Raindy (2016) stated that cognitive style looks at how individuals process information they receive and how they treat this information in order to lead to responses. Based on this meaning, cognitive psychologists study internal processes that include perception, language attention, and thinking. For Osakwe and Ledger (2005), Social Studies learning involves critical thinking, which is an aspect of cognitive ability demonstrated by a child which guarantees his proficiency, competencies, and learning outcomes. It is expected that the application of

instructional strategies, which is simulation and dramatization, can eliminate the dull problem of academic performance faced by students. The application of innovative instructional strategies by teachers is believed to enhance the performance of test scores in Social Studies (Raindy, 2016). This means the continual use of traditional methods of teaching are responsible for the perceived low trend in students' performance in both internal and external examinations. In this light, this study was interested in exploring the extent to which the introduction of simulation and dramatization strategies of instruction in Social Studies learning becomes essential. It is against this backdrop that the study was therefore geared towards investigating the effect of instructional strategies of simulation and dramatization on Upper Basic Students' academic performance in Social Studies in Delta State.

Traditional methods have been used for a long time in the teaching of Social Studies. This is because it appears classroom teachers find it easy to use these traditional methods such as lecture method, discussion method, demonstration method, and so on. Observation shows that the uses of these methods do not prompt students in practical learning, and so students find it difficult to grasp abstract concepts due to the theoretical approach the traditional methods advocate. The implication of the use of instructional strategies that do not promote effective learning is shown in the poor academic performance of Social Studies students in the internal and external examinations; the reflection from the results of the Basic School Certificate Examination, when compared with other subjects, shows that Social Studies is experiencing the low performance (Raindy, 2016). In most classroom teaching, appropriate innovative strategies are not being used to teach Social Studies, in spite of the fact that such innovative instructional strategies are capable of promoting and improving academic performance in test scores of school subjects. Therefore, the question this study attempts to answer is; what is the effect of simulation and dramatization on Upper Basic Social Studies Students' academic performance.

### **Objectives of the Study**

The purpose of the study is to examine the effects of simulation and dramatization strategies on upper basic Social Studies students' academic performance in Delta State, Nigeria. Specifically, the paper sought to:

- i. determine if there is any effect of instructional simulation strategy on students' academic performance;
- ii. assess if there is any effect of dramatization instructional strategy on students' academic performance; and
- iii. examine the effect of simulation, dramatization, and lecture instructional strategies on the academic performance of Social Studies Students.

### **Hypotheses**

- i. There is no significant effect of instructional simulation strategy on students' academic performance in Social Studies.
- ii. There is no significant effect of dramatization instructional strategy on students' academic performance in Social Studies.
- iii. There exists no statistically significant effect of simulation, dramatization, and lecture instructional strategies on students' academic performance in Social Studies.

### **Methods**

The study adopted a quasi-experimental design. This design involves selecting a group upon which a variable is tested without any random preselected processes. The population of the study was the entire upper basic secondary schools in Delta State. Data from State Universal Basic Education Board (SUBEB) indicate that there are 435 secondary schools in Delta State; with Delta Central Senatorial District with a subtotal of 175; Delta North Senatorial District with a subtotal of 153, and Delta South Senatorial district with a subtotal of 107. The school has an enrollment of 200,289 male and female students stratified in 25 local government areas in Delta State. The sample for the study is 200 chosen through the stratification technique. The instrument for data collection was the Social Studies Student's Achievement Test (SSSAT). The

reliability of the instrument was established by using the split-half method for estimating the internal consistency of the instrument, where an index of 0.85 was obtained, making the instrument reliable for use in this study. The generated data were analyzed using mean, standard deviation, and t-test. Data to be collected in this study was generated from pre-test and post-test scores of participants. Therefore, the method involved the use of a lesson note. The constructed lesson note consists of six selected contents in Social Studies. It was used to facilitate treatment in the experimental group for a period of six weeks. Prior to the treatment, a pre-test exercise was given to both groups of samples to pre-test the participants. After the treatment for six weeks, a post-test was administered on the participants. Contents of the lesson note were to determine the level of the student knowledge, comprehension, application, analysis, synthesis, and evaluation, based on objective question items. A table of specifications drawn on two categories of higher and lower domains of cognition was distributed where knowledge, comprehension, and application were considered to belong to the category of the higher cognitive domain, having 40%, 25%, and 15%, with a sum of 80%. Those on the lower domains were analysis (10%), synthesis (5%), and evaluation (5%), given a total sum of 20%. Table 1 demonstrates the distribution of the question items with their specific marks obtained as follows:

**Table 1: Table of Specification for Social Studies Students Achievement Test (SSSAT)**

Contents	Knowledge 40%	Comprehension 25%	Application 15%	Analysis 5%	Synthesis 19%	Evaluative 5%	Total
Cultism 111 10%	3	1	1	-	-	-	5
History of Nigerian Social Studies Education 14%	4	2	2	-	1	1	9
Family as a primary social group 20%	6	3	3	1	-	-	12
The consequence of large/small family size 12%	3	2	2	2	-	1	8
Meaning and Characteristics of culture 24%	2	2	2	-	1	-	6
Agents and processes of socialization 20%	3	3	3	1	1	-	10
Total	21	13	13	4	3	2	50

**Source:** Field Study, 2022.

Table 1 shows that class teachers in each school were trained to facilitate the treatment. The role of these teachers was to avoid bias created by the externality of the researcher so that participants were able to respond appropriately. The training programme was individualized, that is for the teachers so selected for the study. The categories of school teachers involved in the training were the upper basic teachers. The material for the training was the prepared sample of lesson notes on the teaching strategies like stimulation and dramatization.

This study employed Analysis of Covariance (ANCOVA) involving statistics of the t-test, mean (x) and Standard Deviation (SD). The application of these statistical measures was informed by the type of study, which was quasi-experimental research design involving pre-test and post-test analysis. According to ROSCOE (1975) cited in Egbule (2003), analysis of covariance (ANCOVA) is used in a situation involving a pre-test which is needed to be controlled before the post-test.

## **Results**

**Hypothesis One:** There is no significant effect of instructional simulation strategy on students' academic performance in Social Studies.

**Table 2: t-test Analysis of the difference between Post-test Scores of Students taught with Simulation Instructional Strategy and those taught with Lecture Method**

<b>Teaching Method</b>	<b>N</b>	<b>Mean (x)</b>	<b>St.D</b>	<b>d.f</b>	<b>t</b>	<b>p</b>	<b>Decision</b>
Simulation Instructional Method	100	72.61	8.52	198	42.20	0.00	Significant
Lecture Method	100	49.23	7.01				

P<.05



Table 2 shows the t-test analysis of the difference between post-test scores of students taught with the instructional simulation strategy and those taught with the lecture method. From the result, the p-value is greater than 0.05 level of significance. Hence, the null hypothesis is rejected. This means that there is a significant difference between post-test scores of students taught with instructional simulation strategy.

**Hypothesis Two:** There is no significant effect of dramatization instructional strategy on students' academic performance in Social Studies.

**Table 3: t-test Analysis of the difference between Post-test Scores of Students taught with Dramatization Instructional Strategy and those taught with Lecture Method**

Teaching Method	N	Mean (x)	St.D	d.f	t	p	Decision
Dramatization Instructional Method	100	78.25	8.84	198	42.20	0.00	Significant
Lecture Method	100	49.23	7.01				

Table 3 shows the t-test analysis of the difference between post-test scores of students taught with the dramatization instructional strategy and those taught with the lecture method. From the result, the p-value is higher than 0.05 level of significance. Hence, the null hypothesis was rejected. This means that there was a significant difference between post-test scores of students taught with dramatization instructional strategy as against those taught with lecture method.

**Hypothesis Three:** There exists no statistically significant effect of simulation, dramatization, and lecture strategies on students' academic performance in Social Studies.

**Table 4: t-test Analysis of the difference that exists among Simulation, Dramatization, and Lecture Strategies on Students' Academic Performance in Social Studies**

Methods	Mean ( $\bar{x}$ ) Pre-Test Score	SD	Mean ( $\bar{x}$ ) post-test score	SD	df	t	P	Decision
Simulation	60.86	7.80	72.61	8.52	198	21.86	0.00	Significant
Dramatization	58.66	7.65	78.25	8.84				
Lecture	47.62	6.90	49.23	7.01				

P < .05

Table 4 shows the differences that exist among simulation, dramatization, and lecture strategies on students' academic performance in Social Studies. The result showed that the simulation group had a pre-mean score of 60.86 and a post mean score of 72.61, giving credence to the fact that the instructional simulation strategy significantly improves students' academic performance. Also, the dramatization group had a pre-mean score of 58.66 and a post mean score of 78.25, respectively, meaning that the dramatization instructional strategy also improves students' academic performance. Lastly, the lecture group had a pre-mean score of 47.62 and a post mean score of 49.23, showing a slight increase in students' performance as against the innovative instructional strategies. Thus, the null hypothesis is rejected. The implication here is that statistical performance differences exist in the post test mean scores of the students in the three instructional strategies in Social Studies.

**Discussions**

Data on the performance of students taught by the two strategies, that is, the strategy of dramatization and simulation, revealed a slight difference. The implication of the result shows that both strategies are suitable for Social Studies teaching at the Upper Basic levels. The finding was supported by Asabe (2014) who

studied the impact of the conceptual instructional strategy on students' academic achievement in chemistry. He studied the impact of conceptual instructional method on students' academic achievement though in chemistry, using a sample of 100 students randomly drawn from two co-educational secondary schools. The subjects were divided into experimental and control groups. The subjects in the experimental group were exposed to lecture method. Academic achievement of subjects exposed to conceptual instructional method was significantly higher than their counterparts exposed to lecture method of instruction. The implication of the finding to instruction and academic achievement in test scores points to the fact that traditional methods are becoming obsolete for promoting learners performance in Social Studies.

Also, the likelihood that simulation and dramatization methods of instruction if understood and applied in teaching and learning of Social Studies in Upper Basic levels in Delta State may achieve the same result as shown by the conceptual instructional method on students academic achievement in practical chemistry. Osuafor and Okigbo (2013) found that students taught with different instructional method obtained a higher score in their achievement test above those exposed to conventional method. This finding tends to agree with previous finding of the study. This is because, findings in literature indicate that there is a paradigm shift on the application of innovative instructional method in the teaching learning process in secondary schools in Nigeria. Thus, teachers at that level are encouraged to adapt to the use of innovative teaching strategies such as simulation and dramatization to prompt improved academic achievement among secondary school students.

### **Conclusion**

This study concluded that introducing innovative strategies of simulation and dramatization enhances students' academic performance when employed in the teaching-learning of Social Studies.

### **Recommendations**

The study recommends that teachers of Social Studies should utilize innovative instructional strategies such as simulation and dramatization to facilitate more effective teaching and learning of Social Studies because these innovative strategies are found to improve students' cognitive ability and enhance performance in test scores.

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