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# Utilizing Drama as a Pedagogical Tool for the Instruction of Civic Education in Public Primary Schools within Cross River State: An Analysis of St. Christopher's Primary School Abuochiche, Bekwarra

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## Abstract

The study examined the effectiveness of using drama as a teaching technique for Civic Education in primary schools in Cross River State. The main objective was to see how drama could be used in the early education of young learners. The study used survey research with purposive sampling, involving twenty-seven participants from St. Christopher's Primary School Abuochiche. Data was collected using a structured questionnaire in a four-point Likert format and analyzed using weighted mean scores and frequency tables. The results show that using drama can significantly improve the teaching of Civic Education, enhance communication skills, and build confidence in students, especially when teachers participate in the performances. The study concludes that incorporating dramatic displays into lessons may lead to better comprehension of various subjects in primary schools in Cross River State and recommends using drama not only for Civic Education but also for other subjects in primary schools throughout Nigeria.

**Keywords:** Drama, Pedagogical, Instruction, Pupils, Civic Education


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## INTRODUCTION

Education plays a crucial role in nurturing an enlightened, literate, and rational society consisting of responsible members who work together to make it a more convenient, improved, and accommodating place for all (Okunloye et al., 2016). The introduction of Civic Education as a subject taught in primary and secondary schools throughout Nigeria was prompted by the need for citizens to understand their rights, duties, and obligations as members of the community and society (Ajibola & Habiba, 2014). This initiative aims to deepen democratic culture while encouraging the qualitative participation of the average Nigerian in governance processes (Obukoadata et al., 2024).

Civic Education represents a learning system that instils principles of civic life such as respect for law and order, responsibility, critical reasoning skills, objectivity, and an understanding of political systems' structure, among other related components (Enyiaka et al., 2018). This approach addresses crucial issues related to shaping young Nigerian individuals into responsible citizens who contribute positively to their society.

Fundamentally, civic education serves as a potent tool for promoting sustainable development by fostering responsible citizenship and facilitating the creation of a functional society that benefits all members (Okunloye et al., 2016). Okon, Obukoadata and Ekwok (2022) assert that civic education encompasses three distinct components: civic knowledge, civic skills, and civic disposition. Civic knowledge pertains to citizens' comprehension of the political system as well as their civil rights and responsibilities. Civic skills refer to citizens' ability to analyze, evaluate, take positions on public issues, participate in political processes, and defend these positions. Finally, civic disposition denotes the traits necessary for a democratic society, such as tolerance, civility, critical thinking ability, public-spiritedness, and willingness to listen and negotiate. Therefore, it is only when responsible citizenship qualities are instilled in individuals at an early stage of life that peaceful human relationships can thrive along with lawfulness in any society.

To enhance students' comprehension and assimilation of civic education, the implementation of drama as a pedagogical tool is of great significance (Obukoadata, Okon & Obogo, 2024). Drama, as an art form known to positively impact student motivation and enhance the learning process, involves role-playing by individuals in front of an audience. When applied to teaching civic education, it can serve as a practical demonstration of the subject material for students. This study aims to explore how drama has been effectively

utilized as a pedagogical tool in public primary schools within Cross River State, with a particular emphasis on St. Christopher's Primary School Abuochiche in Bekwarra.

**Statement of the Problem**

The significance of incorporating dramatic performance as a teaching tool in classrooms has often been undervalued by certain stakeholders within the education sector. These stakeholders tend to view drama solely as a form of entertainment that is confined to the stage and intended to elicit laughter from audiences. However, imparting new ideas to students through the process of teaching and learning can only be deemed successful when students fully comprehend what they are being taught by their teachers. Ultimately, a teacher's ultimate goal is achieved when their efforts in educating result in improved academic outcomes for their students, contingent upon said individuals' understanding and mastery of course material.

The academic curriculum is thoughtfully designed to comprehensively address every aspect of a child's development, with the ultimate goal of preparing them for adulthood and their role in society. An important component of this preparation is civic education, which begins at the primary school level. Through this programme, students are instiled with cultural and national values, as well as their duties and obligations as citizens. Additionally, they learn about their fundamental and inalienable human rights. The purpose behind this instruction is to combat the various societal problems that have plagued the country, such as bribery and corruption, armed robbery, militancy, kidnapping, banditry, internet fraud, and other criminal activities causing national unrest.

This study is motivated by the observation that the moral behaviour of Nigerian society has undergone an inexplicable decline and a significant deterioration. As such, the research question arises: How can drama be utilized as a pedagogical technique for imparting Civic Education in public primary schools? This approach aims to re-instil lost ethical standards, societal norms, and values among students at their most formative stage of education while addressing prevalent societal issues destabilizing the nation. Ultimately, this initiative seeks to foster a peaceful, harmonious, united, and egalitarian society.

**Objectives of the Study**

The purpose of this study was to accomplish the following aims:

1. To examine the significance of drama in enhancing primary school pupils' education.
2. To determine how drama can facilitate the teaching of civic education in public primary schools.
3. To assess the relevance of utilizing drama as a tool for instructing public primary school students in Cross River State.

**Research Questions**

1. What is the significance of incorporating drama in the education of primary school students?
2. How effective is drama as a tool for imparting Civic Education to pupils in public primary schools?
3. Why is it essential to utilize drama when teaching pupils in public primary schools located within Cross River State?

**Theoretical Framework**

This study is anchored within the tenets of two theories: modelling theory and entertainment-education theory.

**The Modeling Theory**

The Modelling Theory, formulated by Albert Bandura in 1977, posits that human behaviour is predominantly acquired through observational learning via modelling. According to this theory, individuals develop a cognitive representation of novel behaviours by observing others perform them. This encoded information subsequently serves as a guide for future action.

The theory underscores the significance of observation and imitation from an individual's perspective, as they relate to the characters depicted through media, which in turn brings about change in their behaviour, knowledge, attitude, and values. Ogbuoshi (2020) contends that effective modelling necessitates attention, retention, reproduction, and motivation. Once an individual has paid attention to a particular stimulus or model being presented through media outlets or other forms of communication channels; retention follows where that person remembers what was observed earlier. Subsequently comes reproduction where individuals replicate precisely those activities they perceived

earlier followed by motivation where there is a logical reason for imitating what one saw on television or social media platforms. The fundamental stages within the modelling theory encompass:

i. Observing an activity depicted in the media, viewers establish a connection with the actor and subsequently emulate their actions.
ii. The viewer is incentivized to take action if they perceive potential rewards associated with the activity.

**Entertainment-Education Theory**

The Entertainment-Education Theory, also known as the Edutainment Theory, was first introduced by Fischer and Melink in 1979. The theory aims to elucidate the rationale behind crafting a media message that serves both educational and entertainment purposes, thereby augmenting audience members' comprehension of pertinent issues with the potential to engender positive attitudes and behavioural transformations. According to Ogboushi's (2020) observations, the overarching goal of Entertainment-education programming is to foster targeted social change on an individual, communal or societal level. Moreover, Ogboushi emphasizes that the Edutainment theory facilitates social change through two distinct means:

i. It has the potential to shape the audience's cognizance, beliefs, and conduct towards a desired social outcome. As such, the expected outcomes in this regard are centred on each member of the audience.
ii. Moreover, it can impact the external milieu of the audience by fostering conducive circumstances for societal transformation at a group or systemic level. Herein lies its significant effects in shaping the socio-political realm of their external environment.

In terms of their relevance and applicability to this study, it can be inferred that the utilization of drama as a pedagogical tool in teaching civic education to pupils in public primary schools in Cross River State will enhance their understanding and practical application of the subject matter. This is because when students take on roles within a dramatic production and emulate fictitious characters, they are afforded an improved opportunity for comprehension. Consequently, not only will those directly involved benefit from this approach but also those who observe from afar. Such an undertaking has potential benefits beyond educational outcomes as it can serve both entertainment and

enlightenment purposes while simultaneously contributing towards positive societal change.

Utilizing drama as a pedagogical tool in the instruction of civic education within public primary schools in Cross River State will enhance comprehension and practical application of the subject matter, ultimately resulting in positive societal change. Additionally, this approach not only educates participating students but also entertains and informs those who observe the dramatic exercise unfold before them.

**Conceptual Review of Drama and Civic Education**

The term drama, by definition, refers to action. Its introduction into the realm of education can be traced back to Plato's "The Republic", where he expounded on the role of play in classrooms (Bolton, 2007). The theatrical origins of educational drama were further corroborated during the mid-1960s when British actors, directors and writers encouraged adolescents to participate in the theatre (Ekeberg, Lepp & Dahlberg, 2004). Despite the passage of time and advancements in technology within schools today, it is noteworthy that educational drama has remained relatively unchanged in contemporary society (Anderson, 2012).

Undoubtedly, education has long benefited from drama. According to Prentki and Stinson (2016), drama is the medium that transforms life into an art form and serves as a bridge between reality and what it could become in the future. Drama takes on various forms of fiction, such as plays, mimes, ballets, musicals or any performance arts staged in theatres, radio or television. It offers a platform for self-expression while also imparting valuable lessons to others. Thus, using drama as a pedagogical technique fosters involvement among public primary school pupils, students and teachers alike - be it intellectually, physically or socially - throughout their learning activities. Incorporating drama and art into education leads to holistic learning by accelerating personality development while enhancing crucial life skills like problem-solving abilities alongside leadership qualities with cooperation and collaboration being key features of the process.

Civic Education is a subject taught in both primary and secondary schools, aiming to instil moral values in the youth. Its purpose is to equip individuals with the knowledge necessary to become active, informed, and responsible citizens. Civic Education serves as an essential tool for educating the populace on individual rights and the duties and responsibilities of leaders and their constituents. This form of education seeks to cultivate

active participation from citizens towards building a functional society that embodies positive attitudes such as patriotism, peaceful coexistence, hard work, diligence, honesty, mutual respect, love, tolerance, and self-discipline (Oladele, 2009). Therefore, Civic Education aims to inspire learners towards achieving appropriate values and norms that contribute towards national growth and development for the betterment of society by its citizens.

According to Idowu (2017), the objectives of the Civic Education curriculum are based on the overarching goals of the UBE, which aim to address Nigerian students in their formative educational stage. The purpose is to address issues that are crucial for developing responsible, informed, and capable citizens. Additionally, Civic Education emphasizes the importance of young learners' connection with their state's political system (Musa, Bichi &Suleiman, 2021). Shetu (2011) identified several aims and objectives of Civic Education:

i. To guarantee the engagement of knowledgeable and conscientious citizens, proficient in the techniques of efficient action and discourse
ii. To enhance and fortify democratic values.
iii. To safeguard individual liberties.
iv. Cultivating and upholding a determination to pursue a shared benefit.
v. Safeguarding individuals against unconstitutional infringements by government or any other entity, public or private.
vi. Seeking comprehensive knowledge and sagacity to inform judgment on civic matters.
vii. Acquiring proficiency in utilizing information effectively.
viii. Encouraging mental acuity and emotional intelligence indispensable for effective governance within a democratic framework.

Therefore, civic education must be incorporated into the curriculum of public primary schools in Cross River State to rekindle national consciousness and foster sustainable development and values within our society. Recent events within Nigeria have shown that the nation is on the verge of losing its developmental progress due to widespread corruption among political elites, violence, indiscipline, disrespect for constituted authority and the rule of law, as well as a lack of commitment towards duty - all indicative of negative values prevalent in Nigerian society. As such, there is an urgent need

for value reorientation to mitigate their far-reaching adverse effects on sustainable development.

By utilizing drama as a tool for instructing Civic Education during the formative stages of learning, pupils are equipped with the necessary knowledge to become informed, efficient, and responsible citizens in society. In today's world more than ever before, young individuals must comprehend how democracy operates to prepare them for future challenges. The aforementioned statement unequivocally implies that an understanding of civic education serves as a valuable instrument for promoting sustainable development in Nigeria.

**Civic Education as an Instrument for Sustainable Development**

Thus, the significance of civic education in advancing sustainable development is immeasurable, as it enables citizens to comprehend their rights and responsibilities and engage in governmental affairs with the ultimate goal of promoting sustainability. It serves as a crucial tool for fostering democratic culture's indispensable virtues such as justice, equity, fair play, transparency, and accountability (Okunloye, 2016).

Civic education as an instrument for environmental education serves as a vital conduit for promoting environmental education and sustainability within the global human society. Responsible citizenship entails cultivating symbiotic values towards human-environmental relations and proficiencies in eco-friendly behaviour. Civic Education is an indispensable tool in producing citizens who are cognizant of their environment, and its associated challenges, and motivated to resolve them. The knowledge of skills and values regarding environmental protection and problem-solving plays a pivotal role in achieving Sustainable Development Goals (SDGs), which serve as the current development agenda for global human society (Okunloye, Olokooba & Abulsalam, 2017).

Civic Education transcends the confines of the educational system as a tool for fostering citizenship, serving instead as a comprehensive programme for civic instruction that engages citizens outside of traditional schooling to cultivate their knowledge and skills in civil matters, while also promoting values conducive to socio-economic growth and effective problem-solving. (Okunloye, 2016).

Civic education serves to champion the advocacy of human rights and sustain peace and stability in democratic societies: It entails ensuring that every citizen is well-versed about their rights, obligations, and responsibilities, with a deep-rooted respect for

human rights as members of one indivisible human family (Okunloye, 2016). Moreover, civic education is an invaluable instrument for cultivating both local and generic values - values recognized as core components essential to the survival of humanity. These values include upholding human dignity, fostering compassion amongst fellow humans, and promoting benevolent neighbourliness (NERDC, 2009).

Civic education plays a pivotal role in fostering positive human relations, both within and between groups in any given society: By promoting a sense of unity among diverse individuals, civic education serves as an essential tool for rebuilding Nigeria's weakened social fabric. This educational approach instils a deep sense of responsibility and duty towards the larger community, encouraging citizens to become active participants in shaping their shared future. Ultimately, civic education represents a catalyst for achieving sustainable development goals by cultivating engaged and informed citizens who are committed to building stronger societies. By participating in Civic Education, an individual can develop into a conscientious and disciplined member of the community. This will ultimately facilitate the promotion of good governance and national development (Okunloye, 2016).

The importance of Civic Education cannot be overstated as it is essential for establishing and maintaining good governance. Good governance is imperative for sustaining democracy in Nigeria or any other political system. Given the pervasive influence of politics on various sub-systems within society, active participation by a vast majority of citizens is necessary to establish a mutually beneficial relationship between government and the governed. Only then can rational and engaged voters elect competent leaders who can effectively administer all sub-systems towards sustainable development (Okunloye, 2016).

In his valedictory address to the nation, Obasanjo (2007) issued a challenge: we have set ourselves an ambitious goal of becoming one of the largest global economies by 2020. While this objective is within reach and feasible, it can elude us if we stray from economic prudence, reform initiatives, and realities. Consequently, policymakers in the education sector must develop a curriculum that is responsive to environmental issues while also preparing learners to confront them effectively.

**Significance of Drama in Primary Education and the Development of Communicative Competences**

The application of dramatic elements in educational settings is contingent upon the approach and objectives of each institution. Drama presents an avenue for engagement, entertainment, and growth. Effective drama instruction facilitates students' comprehension of the mechanics and themes inherent to theatrical expression. Additionally, drama pedagogy often delves into subjects germane to pupils' experiences whilst scrutinizing individual behaviour and relational dynamics. Consequently, it plays a pivotal role in fostering personal development, social awareness, moral education, and transformative perspectives among individuals.

Neelands (2009) proposes that vital competencies in contemporary life and society, such as self-restraint, teamwork, analytical reasoning, problem-solving proficiency, self-respect and self-assurance can be honed through the medium of drama in education. Bailin's (1998) analysis of critical thinking and drama in education concludes that students expand their critical inquiry skills via drama by grappling with challenging questions and ideas to stimulate their cognitive abilities and cultivate healthy dialogue with peers within an environment of mutual trust and respect. Sirengo (2014) posits that beyond its entertaining nature based on its playful form, drama also takes on a social character that motivates children and adults alike to engage not just physically but emotionally too; thus, giving it a multifaceted role. As such, students learn to express themselves freely through collaborative efforts while cultivating a critical perspective of the world they inhabit.

The significance of employing drama as a pedagogical tool in primary education cannot be overstated, as it offers numerous benefits. One of such benefit is the augmentation of self-confidence that students receive from taking risks and performing for an audience, which fosters trust in their ideas and abilities. The confidence gained through dramatic exercises carries over to other areas of life, including school, university, careers, and beyond.

The art of drama relies heavily on the use of imagination, which involves making innovative decisions, generating fresh concepts, and reinterpreting familiar material in novel ways. This notion is succinctly captured in Einstein's famous quote that highlights the paramount significance of imagination over knowledge: "Imagination is more important than knowledge." Engaging in diverse roles across varying contexts, historical

eras, and societies fosters empathy and broadens one's capacity for understanding and accepting alternate perspectives and emotions.

Dramatic activities improve concentration skills by enhancing both verbal and non-verbal expression of ideas. Such activities also enhance voice projection, articulation of words, fluency with language, and persuasive speech. Furthermore, drama games help develop listening and observation skills in addition to the benefits gained from being part of an audience or participating in rehearsals and performances. Engaging in play, diligent practice and polished performance cultivate an enduring attentiveness of the mind, physique and articulation, thereby enhancing proficiency in other disciplines and spheres of life. Students acquire the ability to effectively convey the pertinent details of a situation, including its actors, actions, location and rationale to their audience.

Improvisation cultivates nimble cognitive reflexes that engender heightened flexibility in navigating life's challenges. Pretend play and drama games serve as an emotional outlet for students to express a diverse range of emotions. By providing a secure and supervised environment, these activities ensure that aggression and tension are released in a controlled manner, thereby mitigating anti-social behaviours. Numerous dramatic activities alleviate stress by releasing cognitive, physiological, and affective strain. Self-discipline is the art of transitioning from ideation to execution and ultimately performance, which instils the importance of practice and tenacity. Engaging in drama games and creative movement serves as an avenue for enhancing self-restraint.

Numerous studies as documented by Obukoadata, Uduma and Obukoadata (2021) have indicated a positive correlation between drama participation and scholastic success. Not only do students who engage in theatrical activities exhibit higher scores on standardized assessments, but they also demonstrate enhanced reading comprehension, sustain exemplary attendance records, and remain consistently attentive during class sessions. Incorporating drama into the teaching of Civic Education can prove to be a lucrative strategy, enabling a more seamless and comprehensive learning experience for pupils. Educators often utilize diverse approaches to ensure that their students grasp the subject matter at hand. When instructing students on the twelve disciples of Jesus Christ, a teacher may opt to assign each disciple's name to a student who will then assume the role of said disciple. Additionally, teaching about nuclear families necessitates that students act

out various roles such as father, mother, and child. These dramatic exercises serve to deepen pupils' comprehension of their lessons.

Utilizing drama as a pedagogical tool yields the capacity to both educate and entertain students simultaneously. Therefore, it is imperative for instructors to not only facilitate the entertaining aspect of this technique but also ensure that their pupils are being educated. The guidance of teachers is equally necessary to prevent students from perceiving it as a mere game devoid of any meaningful impact. At each stage of the dramatic performance, educators must apprise their pupils of its primary objective beforehand and afterwards so that they may fully comprehend its intended purpose.

## METHODS

The researcher employed the Survey research method to facilitate access to the population under investigation, which in this case was comprised of the teaching staff at St. Christopher's Primary School Abuochiche, Bekwarra, Cross River State. To select participants for this study, a purposive sampling technique was utilized and ultimately 270 members of the school's teaching staff were included as respondents relying on the Sloven's sampling size determination formular for an undisclosed population.

Consequently, this study employed both primary and secondary data collection methods. The researcher utilized a questionnaire as the primary research instrument to gather data from respondents in a structured four-point Likert format, including options of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Additionally, library materials such as textbooks and journals, along with internet sources were used for secondary data acquisition. Statistical tables were created to present the collected information which was analyzed using weighted mean scale analysis. The decision rule for this analysis is that Mean scores equaling or surpassing 2.5 are deemed acceptable while those below 2.5 are considered rejected.

## RESULTS AND DISCUSSION

The information utilized in this study consisted of 9 closed-ended questionnaire items that were specifically crafted to tackle the fundamental research inquiries. A total of 270 copies of the questionnaire were distributed among a group of 270 teaching staff members, all of whom responded dutifully and returned them appropriately.

**Research Question One:** What is the significance of incorporating drama in the education of primary school students?

**Table 1: Theatrical performance may serve as a pedagogical method for imparting civic education**

| **Survey statement** | **Degree of Agreement** | **Frequency (r)** | **Weighted Score** |
|---|---|---|---|
| Theatrical performance may serve as a pedagogical method for imparting civic education. | SA (4) | 100 | 400 |
| | A (3) | 130 | 390 |
| | D (2) | 30 | 60 |
| | SD (1) | 10 | 10 |
| **Total** | | **270** | **860** |
| **Weighted mean score** | | | **= 3.18** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

The survey results demonstrate substantial support for the idea that theatrical performance can be an effective method for teaching civic education. The majority of respondents, totalling 230 out of 270, either strongly agreed or agreed with this statement. This strong agreement is reflected in the weighted mean score of 3.18, which is well above the midpoint of 2.5 on a 4-point scale. Given these results, it is evident that the respondents perceive theatrical performance as a valuable pedagogical tool. The high level of agreement suggests that incorporating drama into the civic education curriculum could enhance students' understanding and engagement with the material, potentially leading to better educational outcomes and a stronger internalization of civic values and responsibilities.

**Table 2: Drama usage in teaching civic education makes for easier understanding.**

| Survey statement | Degree of Agreement | Frequency (r) | Weighted Score |
|---|---|---|---|
| Drama usage in teaching civic education makes for easier understanding. | SA (4) | 80 | 320 |
| | A (3) | 170 | 510 |
| | D (2) | 20 | 40 |
| | SD (1) | 0 | 0 |
| **Total** | | **270** | **870** |
| **Weighted mean score** | | | **= 3.22** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

The survey results provide a clear indication that respondents believe drama significantly aids in the comprehension of civic education. This is evidenced by the distribution of responses and the resulting weighted mean score of 3.22, which is notably above the midpoint of 2.5 on a 4-point scale. A substantial majority of the respondents, 250 out of 270, either strongly agreed or agreed that drama makes civic education easier to understand. This suggests a widespread recognition of the pedagogical benefits of drama, including its potential to simplify complex civic concepts and make them more relatable and engaging for students.

The use of drama in education is supported by various educational theories, such as constructivist and experiential learning theories, which advocate for active learning and student engagement. Drama as a teaching method aligns well with these theories by providing interactive and participatory experiences that can deepen students' understanding and retention of civic education material. Implementing drama-based teaching strategies in civic education could lead to improved student outcomes, including better comprehension of civic duties, rights, and values. This approach can also foster critical thinking and empathy, as students actively engage with real-life scenarios and ethical dilemmas through dramatic enactments. The high weighted mean score of 3.22 confirms that respondents largely agree on the efficacy of using drama to teach civic education. This method not only makes the subject matter more accessible but also enhances students' overall learning

experience. Therefore, incorporating drama into the civic education curriculum is strongly supported by the survey data and is recommended for improving educational outcomes.

**Table 3: Pupils have a better understanding when taught through dramatic display**

| **Survey statement** | **Degree of Agreement** | **Frequency (r)** | **Weighted Score** |
|---|---|---|---|
| Pupils have a better understanding when taught through dramatic display. | SA (4) | 50 | 200 |
| | A (3) | 180 | 540 |
| | D (2) | 30 | 60 |
| | SD (1) | 10 | 10 |
| **Total** | | **270** | **810** |
| **Weighted mean score** | | | **= 3.00** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

The survey results indicate that pupils have a better understanding when taught through dramatic displays. The majority of respondents, 230 out of 270, either strongly agreed (50 respondents) or agreed (180 respondents) that dramatic displays enhance understanding. This constitutes approximately 85.2% of the total responses. Nonetheless, a smaller proportion of respondents, 40 out of 270, expressed disagreement, with 30 respondents disagreeing and 10 strongly disagreeing. This constitutes approximately 14.8% of the total responses.

The weighted mean score of 3.00 is above the midpoint of the scale, suggesting overall agreement with the statement. This score indicates that respondents generally perceive dramatic displays as beneficial for enhancing pupils' understanding of educational content. The data suggests that dramatic displays can improve pupils' comprehension by making abstract concepts more concrete and relatable through visualization and enactment. Drama involves active participation, which can engage multiple senses and learning styles, facilitating deeper learning and retention. By involving emotions, drama can create memorable learning experiences that are likely to stay with students longer compared to traditional teaching methods.

Educators should consider incorporating drama into the curriculum, particularly for subjects or topics where visual and kinesthetic learning could be advantageous. To

effectively utilize drama in teaching, educators may need training in dramatic techniques and how to integrate them into their lesson plans. Assessments may need to be adapted to evaluate not just cognitive understanding but also the practical application and emotional engagement of students. The acceptance of the statement, based on the weighted mean score of 3.00, highlights the potential of dramatic displays as a pedagogical tool. While the majority of respondents recognize its benefits in enhancing pupil understanding, the presence of some dissenting opinions suggests prevalence of lack of careful implementation is necessary to maximize its effectiveness. This endorsement encourages educators and policymakers to explore and integrate dramatic methods into educational practices, aiming for a more dynamic and comprehensive learning experience.

**Research Question Two:** How effective is drama as a tool for imparting Civic Education to pupils in public primary schools?

**Table 4: Implementation of drama within public primary school curricula enhance the teaching and learning of civic education among pupils.**

| **Survey statement** | **Degree of Agreement** | **Frequency (r)** | **Weighted Score** |
|---|---|---|---|
| The implementation of drama in school curricula enhances the teaching and learning of civic education among pupils. | SA (4) | 40 | 160 |
| | A (3) | 150 | 450 |
| | D (2) | 50 | 100 |
| | SD (1) | 30 | 30 |
| **Total** | | **270** | **810** |
| **Weighted mean score** | | | **= 2.74** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

The survey results reveal a consensus that implementing drama in school curricula enhances the teaching and learning of civic education among pupils. The data suggests that a majority of respondents, 190 out of 270, either strongly agreed (40 respondents) or agreed (150 respondents) with the statement, representing approximately 70.4% of the total responses. However, a significant minority, 80 respondents, expressed disagreement, with 50 disagreeing and 30 strongly disagreeing, accounting for approximately 29.6% of the total responses.

The weighted mean score of 2.74, slightly above the neutral midpoint of 2.5 on a 4-point scale, suggests that while there is a general agreement about the benefits of drama in teaching civic education, there is also a notable minority expressing reservations or disagreement. The majority agreement implies that drama can make civic education more engaging for pupils, potentially increasing their interest and participation in learning. Drama can also help in breaking down complex civic concepts into more understandable and relatable scenarios, thereby aiding comprehension. Furthermore, incorporating drama into the curriculum can support the development of critical thinking, empathy, and communication skills, which are essential components of civic education.

Educators and curriculum developers should consider integrating drama into civic education lessons, creating interactive and experiential learning opportunities. To effectively use drama in teaching, educators may require professional development and resources to integrate dramatic techniques into their teaching practices. The significant minority expressing disagreement suggests that there may be concerns regarding the implementation of drama in the curriculum, which should be addressed. These could include logistical challenges, perceived lack of efficacy, or resistance to change.

The acceptance of the statement, based on the weighted mean score of 2.74, indicates a general, though not overwhelming, consensus on the positive impact of drama on the teaching and learning of civic education. This result supports the inclusion of drama in school curricula as a means to enhance civic education, though it also highlights the need to address the concerns of a significant minority of stakeholders who thought otherwise.

**Table 5: Civic education can help in developing ideas, desirable behaviour and positive attitudes among public primary school pupils.**

| **Survey statement** | **Degree of Agreement** | **Frequency (r)** | **Weighted Score** |
|---|---|---|---|
| Civic education can help in developing ideas, desirable behaviour and positive attitudes among public primary school pupils. | SA (4) | 70 | 280 |
| | A (3) | 130 | 390 |
| | D (2) | 50 | 100 |
| | SD (1) | 20 | 20 |
| **Total** | | **270** | **790** |
| **Weighted mean score** | | | **= 2.92** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

The results demonstrate substantial support for the idea that civic education contributes to the development of ideas, desirable behaviour, and positive attitudes among public primary school pupils. The majority of respondents, 200 out of 270, either strongly agreed (70 respondents) or agreed (130 respondents) with the statement, representing approximately 74.1% of the total responses. However, a minority, 70 respondents, expressed disagreement, with 50 disagreeing and 20 strongly disagreeing, accounting for approximately 25.9% of the total responses.

The weighted mean score of 2.92, well above the neutral midpoint of 2.5 on a 4-point scale, suggests a consensus among respondents that civic education is effective in fostering important developmental traits among pupils. The results highlight the perceived value of civic education in shaping pupils' intellectual and moral growth. Civic education is seen as instrumental in promoting critical thinking, moral reasoning, and a sense of civic duty, contributing to the overall development of pupils. The strong agreement indicates that civic education is effective in inculcating desirable behaviours and attitudes, which are essential for responsible citizenship. The data underscores the importance of maintaining and enhancing civic education within the primary school curriculum to ensure these developmental benefits are realized.

Educational policymakers and curriculum designers should emphasize and potentially expand the civic education components within the curriculum, given their positive impact. Innovative and engaging teaching methods, such as incorporating drama or interactive activities, could further enhance the effectiveness of civic education despite the concerns expressed by a significant minority. The mean value of 2.92 affirms the beneficial role of civic education in developing ideas, desirable behaviour, and positive attitudes among public primary school pupils. These findings provide a strong rationale for educators and policymakers to prioritize and enhance civic education programmes, ensuring they are effectively implemented and adapted to meet the needs of all students.

**Table 6: Drama can best be used to enhance learning Civic Education by assigning roles to the pupils to play**

| Survey statement | Degree of Agreement | Frequency (r) | Weighted Score |
|---|---|---|---|
| Drama can best be used enhance learning Civic Education by assigning roles to the pupils to play. | SA (4) | 50 | 200 |
| | A (3) | 160 | 480 |
| | D (2) | 60 | 120 |
| | SD (1) | 0 | 0 |
| **Total** | | **270** | **800** |
| **Weighted mean score** | | | **= 2.96** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

The results indicate strong support for the use of dramatic role-playing in teaching Civic Education. Out of 270 respondents, 210 either strongly agreed (50 respondents) or agreed (160 respondents) with this approach, representing approximately 77.8% of the total responses. Only 22.2% of respondents expressed disagreement, and there were no strong disagreements. The weighted mean score of 2.96 on a 4-point scale suggests a strong consensus among respondents that assigning roles to pupils in drama is an effective teaching method in Civic Education. This score indicates a robust endorsement of role-playing as a pedagogical tool.

Assigning roles can make learning more engaging and interactive, helping pupils to better understand and internalize civic concepts through active participation. Role-playing facilitates experiential learning, allowing pupils to experience different perspectives and develop a deeper understanding of civic duties and responsibilities. It also helps in developing various skills such as communication, empathy, and teamwork among pupils. Educators should consider incorporating role-playing activities into their civic education curriculum to leverage the benefits of drama in teaching. Teachers may require specific training on how to use role-playing techniques in the classroom effectively. The acceptance of the statement, as reflected in the weighted mean score of 2.96, underscores the perceived efficacy of using role-playing in drama as a method for teaching Civic Education. This approach is seen as beneficial for enhancing student engagement, understanding, and skill development.

**Research Question Three:** Why is it essential to utilize drama when teaching pupils in public primary schools located within Cross River State?

**Table 7: Pupils understand better when the teacher plays along with them in the drama while teaching.**

| Survey statement | Degree of Agreement | Frequency (r) | Weighted Score |
|---|---|---|---|
| Pupils understand better when the teacher plays along with them in the drama while teaching. | SA (4) | 40 | 160 |
| | A (3) | 150 | 450 |
| | D (2) | 60 | 120 |
| | SD (1) | 20 | 20 |
| **Total** | | **270** | **750** |
| **Weighted mean score** | | | **= 2.77** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

The distribution in Table 7 shows that there is a moderate level of support for the idea that students understand better when the teacher participates in drama during teaching. The majority of respondents, 190 out of 270 (70.4%), either strongly agreed or agreed with the statement, indicating the potential value of teacher involvement in drama-based teaching methods. However, a significant minority, 80 respondents (29.6%), disagreed, highlighting the need for a more nuanced understanding of the benefits and challenges of this approach. The weighted mean score of 2.77, slightly above the neutral midpoint, suggests a general but not overwhelming agreement among respondents. While the majority supports the idea, the presence of a considerable minority who disagree suggests that further investigation is necessary.

Teacher participation in drama may help students better understand concepts by providing guidance, modelling behaviours, and facilitating discussions. Additionally, teacher involvement can foster a stronger sense of engagement and connection between students and the learning material, as they witness their teacher actively participating. To effectively implement this approach, educators interested in incorporating drama into their teaching should receive appropriate training to balance their participation with instructional objectives. Educators should also consider students' preferences and learning styles when

deciding the extent of teacher involvement in drama activities, ensuring it aligns with educational goals and student needs.

In summary, the survey results indicate a moderate level of support for the idea that teacher participation in drama can enhance student understanding. While the majority agrees with this approach, the significant minority disagreement suggests the need for a careful, student-centred implementation to maximize the potential benefits of this teaching practice.

**Table 8: The use of drama in teaching public primary school pupils helps to improve their communication skills**

| **Survey statement** | **Degree of Agreement** | **Frequency (r)** | **Weighted Score** |
|---|---|---|---|
| Drama helps to improve pupils' communication skills. | SA (4) | 70 | 280 |
| | A (3) | 160 | 480 |
| | D (2) | 40 | 80 |
| | SD (1) | 0 | 0 |
| **Total** | | **270** | **840** |
| **Weighted mean score** | | | **= 3.11** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

As shown in Table 8, the results strongly support the idea that drama helps to improve pupils' communication skills. The majority of respondents, 230 out of 270 (85.2%), either strongly agreed or agreed with the statement, while a minority, 40 respondents, expressed disagreement, though no respondents strongly disagreed. The weighted mean score of 3.11, significantly above the neutral midpoint of 2.5 on a 4-point scale, indicates a robust consensus among respondents regarding the positive impact of drama on pupils' communication skills. This high score reflects the strong agreement among participants regarding the effectiveness of drama in enhancing communication abilities.

Drama activities provide opportunities for students to practice verbal and non-verbal communication skills, such as speaking, listening attentively, and conveying emotions effectively. Engaging in dramatic performances encourages students to express

themselves creatively and develop confidence in articulating their thoughts and ideas. Drama often involves collaborative efforts, fostering teamwork and interpersonal skills as students work together to plan and execute performances. Assessment of communication skills should be integrated into drama activities, allowing educators to evaluate student progress and provide targeted feedback. Drama appeals to a variety of learning styles, making it an inclusive approach that can benefit students with different strengths and preferences. These findings provide a strong rationale for incorporating drama activities into teaching practices, recognizing the valuable role they play in fostering effective communication abilities among students.

**Table 9: The use of drama in teaching primary school pupils helps to build their confidence and boldness.**

| **Survey statement** | **Degree of Agreement** | **Frequency (r)** | **Weighted Score** |
|---|---|---|---|
| Drama helps to build pupils' confidence and boldness | SA (4) | 50 | 200 |
| | A (3) | 170 | 510 |
| | D (2) | 50 | 100 |
| | SD (1) | 0 | 0 |
| **Total** | | **270** | **810** |
| **Weighted mean score** | | | **= 3.00** |
| **Decision rule** | | | **Accepted** |

**Source: Fieldwork, 2024**

The survey findings robustly corroborate the notion that drama fosters the development of pupils' self-assurance and intrepidity. The majority of respondents, 220 out of 270 (81.5%), either emphatically concurred or concurred with the statement, while a minority, 50 respondents, expressed dissent, though none evinced vehement disagreement. The weighted mean score of 3.00 is above the midpoint of 2.5 on a 4-point scale, this signifies a positive impact of drama on cultivating pupils' confidence and boldness. This score reflects the heightened level of agreement among participants concerning the effectiveness of drama in fostering these attributes.

Drama activities provide a nurturing environment for students to take calculated risks, give voice to their authentic selves, and overcome timidity or self-doubt, thereby

bolstering confidence. Through dramatic enactments, students acquire opportunities to practice public speaking, developing essential oratory skills and becoming more at ease with public presentations. Engaging in dramatic performances can also empower students to assert their individuality, stand resolute in their convictions, and assume leadership roles, contributing to the development of boldness and assertiveness.

Constructive feedback and encouragement from teachers and peers can aid students in building confidence and enhancing their performance in drama activities. Acknowledging and celebrating students' achievements in drama can further elevate their self-assurance and motivation to participate. The broad agreement among respondents highlights the significance of leveraging drama as a pedagogical tool to promote holistic development and student well-being in the classroom.

## CONCLUSION

Based on the collected and presented data, it has been established that drama can serve as a pedagogical technique in teaching Civic Education, significantly facilitating and enhancing the teaching process. By utilizing drama as a means of instruction, pupils are able to practically demonstrate their understanding by assuming roles and acting them out, leading to improved comprehension of the subject matter. This is supported by Sirengo (2014) who suggests that using drama as an educational tool allows for better retention of information compared to solely auditory learning.

The research findings indicate that primary school students exhibit greater comprehension when their teacher engages in dramatic activities during instruction. This approach also promotes the development of communication abilities and fosters self-assurance and fearlessness among pupils. These results are consistent with the assertions made by Oladele (2009) regarding Civic Education, which highlights the importance of instiling positive values such as patriotism, peaceful coexistence, hard work, diligence, honesty, mutual respect, love, tolerance and self-discipline in individuals. Consequently, utilizing drama as a pedagogical tool to teach Civic Education has significant implications for enhancing public primary school pupils' understanding at St. Christopher's Primary School Abuochiche in Bekwarra. The theoretical underpinnings of Modelling and Entertainment-Education theories informed this study's framework.

The study concludes that despite the availability of various teaching techniques and methods in the education system aimed at enhancing the performance of children in public primary schools within Cross River State, learning through dramatic display would offer a superior level of understanding and comprehension. As such, it is recommended that drama be utilized as a practical tool for instruction not only in Civic Education but also across other subjects due to its significant impact on pupils by aiding them in their comprehension of the subject matter being taught. Teachers are urged to guide pupils towards comprehending the core objective behind each dramatic display which is to educate or impart knowledge rather than solely focusing on entertainment value.

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