Effect of Drama Method on Students’ Interest in Christian Religious Knowledge (CRK) Curriculum

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ABSTRACT
The study investigated the effect of drama method on students’ interest in Christian Religious Knowledge (CRK) in senior secondary schools in Nsukka Local Government Area of Enugu state. Two research questions and 2 hypotheses guided the study using quasi-experimental design. A total of 115 SS11 students offering CRK in public co-educational were randomly selected for the study. Data was collected using CRK Interest Inventory (CRKII). The instrument was face validated and tested for reliability using Cronbach’s Alpha. Mean analysis was used to answer the research questions while the Analysis of Covariance (ANCOVA) was used to test the hypotheses at an alpha level of 0.05. Results revealed that students taught CRK with drama method significantly developed higher interest in the subject than those students taught with lecture method irrespective of their gender. Recommendations were made based on findings.

Keywords: Christian religious study, interest, drama, gender, senior secondary school.

1.0 INTRODUCTION
Christian Religious Knowledge (CRK) is taught at every level of education in Nigeria based on the National Policy on Education (2013). This is aimed at fostering personal discipline and character training among learners. It helps to develop in the youths moral values, such as humility, respect, love, kindness, justice, spirit of forgiveness, obedience, discipline, hard work and devotion to duty, selfless service within the community (Nigerian Educational Research and Development Council (NERDC), 2010). It is a subject that instills in the youths the spirit of tolerance, reconciliation, peaceful co-existence and non-violence. It provides opportunities for the Nigerian youths to learn more about God, thereby developing their faith in God. The teaching of CRK according to Ayogu (2008) helps the learners to develop a deep sense of responsibility, respect for authorities and sensitizes people to respect the rights and privileges of others.

There is an outcry of crime and social vices globally, ranging from cultism, killing, kidnapping, stealing, prostitution, and abortion to mention but a few. Youths are mostly affected which indicates a sign or reflection of improper moral training. Hence Omalle (2006) asserted that to educate men without religion is to make them clever devils.
Since the society globally and Nigeria in particular is confronted with conflicts of all sorts, teaching CRK as a moral subject using activity method such as drama instead of the traditional teacher centered method becomes vital in order to motivate students’ interest in the subject. There are outcries in what should be done to bring back discipline and good morals in Nigerian society. Interest of students seems to be declining in this subject which could be attributed to poor teaching method. Such outcries are not directed towards teachers in all disciplines but principally to the teachers of Religion. Effective teaching of CRK in Secondary School will equally increase the interest of the students in the curriculum. These outcries are pointing towards the need for paradigm shift from the conventional method of teaching to an activity based method of teaching.

Teaching methods are great weapons that teachers employ in their profession. This comprises the principles and means used for instruction in the classroom (Uwameiye & Ojikutu, 2008). Commonly used teaching methods may include demonstration, drama, recitation, memorization, lecture method or combination of these. Teaching methods as noted by Bolunde (2005) can affect the learners’ interest positively or negatively. However, NERDC (2010) noted that in order to enhance the implementation of the CRK, teachers are expected to use stories, illustrations, role play, drama, video and audio aids methods. All these are methods that could make learning interesting, informative and life changing.

Researchers have noticed that teachers in the secondary schools teach CRK mostly with conventional methods like lecture method (Ajah & Asadu, 2002; Asogwa & Echemazu 2011); and also in the universities and other tertiary institutions (Wagner, 2010). Lecture method according to Aja and Asadu (2002), encourages laziness, rote and memorization (Offorma, 2006) which kill students’ interest and low enrolment in CRK (Ayogu, 2008).

Drama method is a modern teaching method that contributes to human development in many ways like expanding the imagination, developing creativity and an aesthetic sense; developing social and psychological sensitivity (Wagner, 2010). It is a method of teaching that involves more of physical activities in teaching and learning processes (Onder, 2004). This invariably improves academic achievement and interest of the learners. Effective lesson delivery as noted by Ede and Odo (2006) must sustain students’ interest and encourage their active participation.
Interest is an innate motive that stimulates learning. It is seen as a feeling that arouses curiosity; holds and maintains attention (Omeje, 2009). According to Adiguzel and Timucin (2010) individual’s behavior as a result of class activities lead to interest and achievement. This feeling helps learners to explore activities fully and to come out with desired learning outcomes. As stated by Omeje (2009), a learning situation should involve the learners’ interest if they are to gain significantly from it. According to Bolunde (2005), interest in a subject could be positively or negatively based on one’s gender.

According to Russell (2012), gender refers to the different roles, rights, and responsibilities of men and women and the relationship between them. Gender does not simply refer to women or men, but to the way their qualities, behaviours, and identities are determined through the process of socialization (Wijk & Francis, 2010). Gender is generally associated with unequal power and access to choices and resources. Researchers have found out that gender difference influences learners’ choice of various school subjects in one way or the other (Asogwa & Echemazu, 2011; Egwu, 2010). This study therefore investigates students’ interest in CRK using drama method based on their gender.

Several studies on the effect of drama on achievement of students in English language in Turkey (Akdag & Tutkun, 2010) as well as in mathematics in Ghana (Kariuki & Humphrey, 2010) were more successful than the traditional method. Hence, the researcher wants to identify if drama method will have any effect on senior secondary school students’ interest in CRK in Nsukka Local Government Area.

1.1 Statement of the Problem

Enrolment into CRK seems not encouraging at the senior secondary school level in Nigeria when compared to other school subjects. According to Ayogu, (2008), he noticed that the drastic reduction in enrolment in CRK was attributed to lack of interest. This lack of interest of Senior Secondary School students in CRK was also traced to the dominant use of lecture method of instruction which appears to activate only one sense organ (Asogwa & Echemazu, 2011). If this problem is not effectively addressed, it could lead to degeneration and extinction of this important subject in the curriculum. This could lead to moral decadency and chaos in the society.

1.2 Theoretical perspective to the Study

Constructivist theory maintained that humans can only understand what they
themselves constructed. Proponents of this theory consist of Jean Piaget and John Dewey (Greece, 2010). This theory states that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

In the classroom, the constructivist view of learning can point to a number of different teaching practices. It usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge. In line with this theory, drama is a good method of teaching which encourages experiments and construction of knowledge in the side of the students which could stimulate their interest in learning a particular subject. Teaching with constructivist learning theory encourages communication between the teacher and the students and among the students to arouse their interest.

1.3 Significance of the Study

The findings of this study will be of immense benefit to classroom teachers because it will expose an alternative method of teaching CRK in secondary schools. Thus, teachers will benefit from this study because it will widen and increase their innovative knowledge and horizon on drama method of teaching. Students will equally benefit from this research, because it will make them to be more active and participatory in class, since drama method is learner-centred in nature. This study will encourage students to work as team and to be friendly since they will be exposed to different characters and behaviours. It will help students to develop confidence and interest in the subject in order to achieve higher. As leaders of tomorrow, the students are expected to use the knowledge they will gain from this study to solve the leadership problems in Nigeria.

The findings of this study will help the curriculum planners and designers to see the need and importance of drama method and thereby make it a compulsory method of teaching other subjects in secondary schools in Nigeria.

Textbook writers will also benefit from this study because it will expose them to produce good and comprehensive textbooks on CRK that will cover drama method of teaching.

1.4 Purpose of the Study

The main purpose of this study is to identify the effect of drama method on students’ interest in CRK in senior secondary schools. Specifically, the study sought to:
1) Identify the effect of drama method on students’ interest in CRK.
2) Determine the effect of drama method on gender and interest in CRK.

1.5 Research Questions
The following were the guiding research questions for this study:
1) What are the mean interest scores of students taught CRK using drama method and those taught CRK using conventional method?
2) To what extent does gender influence the mean interest scores of students using drama method and conventional method?

1.6 Research Hypotheses
The following null hypotheses were posited to be tested at an alpha level of 0.05.

H₀₁: There is no significant difference between the mean interest scores of students taught CRK using drama method and those taught using conventional method.

2.0 Research Method
This study adopted the quasi-experimental research design using pretest-posttest control group design. This design was considered appropriate for this study as intact classes from two sampled schools were used. The researcher used intact class groups already in existence to avoid the possible class disruption involved in subject randomization. The design of the study is represented thus:

E: O₁ XD O₂
C: O₁ XL O₂

Where,
E = Experimental group
C = Control group
O₁ = Pre-test
XD = Drama method
XL = Lecture method
O₂ = Post-test

Area of the Study: This study was carried out in Nsukka Local Government Area of Enugu State. This area has thirty two (32) public secondary schools (Statistics unit PPSMB Nsukka Zone, 2011). This area was chosen for this study because according to the WAEC chief examiner’s reports from 2008 to 2011, students in this area have been performing poorly in CRK both in SSCE and GCE examinations respectively.

Population of the Study: The population of the study includes all the senior secondary two (S.S.II) students that were offering CRK in public co-educational public secondary schools in Nsukka Local Government Area, with the population of one thousand, three hundred and twenty eight (1,328) students.
The researcher chose public co-educational secondary schools because gender is an independent variable in this study. Also, public schools were chosen because they use the recommended curriculum for teaching the students. Another reason of choice is because of the endemic problem of poor performance in CRK according to WEAC chief examiner’s report from 2008 to 2011. Senior secondary students I1 were also chosen to avoid the possible disruption of external examination if S.S.S III students were to be included. According to the scheme of work chosen, the content (leadership) is for SS11 students.

**Sample and Sampling Techniques:** A total number of one hundred and fifteen (115) students constituted the sample of the study. Two intact classes were assigned to treatment and control groups respectively. This sample schools were randomly selected among the public schools (Community Secondary School, Alor-Uno and Model Secondary School, Nsukka) that participated in the study.

**Instruments for Data Collection:** The instrument for data collection was developed by the researcher on Christian Religious Knowledge Interest Inventory (CRKII) and lesson plan on CRK. The lesson plan was used to teach CRK using Joseph, Joshua and Deborah as a leader in the bible. The lesson plan was designed to teach using drama and lecture method. The CRK interest inventory has twenty five items and it was used to determine the students’ level of interest in CRK. The CRK interest inventory was developed using four points rating scale—strongly agreed (4 points), agreed (3 points), disagreed (2 points), and strongly disagreed (1 point).

**Validation of the Instruments:** Instruments were face validated by three experts from Measurement and Evaluation, Religion and curriculum and instruction respectively. All the experts were from the University of Nigeria, Nsukka. These instruments were validated for clarity and relevance which were modified appropriately.

**Reliability of the Instruments:** The reliability of the instruments was ascertained through trial-testing using Community Secondary School Obollo-Afor. Trial testing offered the researcher the opportunity to determine whether the CRKII and lesson plan are useable, valid and reliable. Instruments for data collection were trial tested using a sample of thirty (30) students. The reason for trial testing was to determine the internal consistency of the instruments. The reliability for the CRK interest inventory was calculated using Cronbach’s alpha and the reliability index coefficient of the item was 0.83.
Experimental Procedures

Training of the Teachers:

Prior to the actual instruction, training classes were organized for the CRK teachers of the sampled schools who participated in the study. During the training classes, the teachers were instructed on the treatment specifications. The teachers were provided with the validated lesson plans. Each lesson plan contains the instructional objectives, instructional materials, entry behaviour, presentation, evaluation closure. The teachers for the treatment and control groups were specifically trained. The training sessions were conducted in one of the sampled schools. This training lasted for four days. The sessions were in the evening (4-6 pm) in order not to interfere with the teachers’ working hours. On the whole four CRK teachers from the two sampled schools were involved in the training program. The program of activities for the four days was as follows:

DAY 1: The day started with prayers and introduction of the participants and the purpose of the training exercise. Teachers were asked to share their experiences with regard to the teaching of CRK – their problems and challenges.

DAY 2: Drama method of teaching using lecture method was discussed. Participants were taught what these two methods of teaching are and how to use them. For instance, the participants were taught how the drama skills could be used in teaching and how to use the costumes for drama on different topics. In addition, the participants copied notes and they were also given details on the lecture method of teaching.

DAY 3: Presentation and discussion of lesson plans. The drama method of teaching and the lecture method of teaching were further discussed and practiced by the teachers.

DAY 4: Discussion on lesson plans continued. There was time for micro teaching. At this stage one of the trainees was involved in a micro teaching, while the others served as students. All the trainees participated in the micro teaching while the researcher observed, to ensure compliance. When this was done, the researcher recapped the major points and the training session came to an end.

A pretest was administered to the students before the treatment. The experimental and control groups were both pretested before treatment. The content “leadership” was taught to the two groups. This was done under the supervision of the researcher. The control group was taught using the lecture method while the experimental group was taught using drama method. Each lesson lasted for forty five minutes. The experiment lasted for four weeks. The researcher ensured proper classroom control.
At the end of the treatment a common post-test was administered to the two groups. The CRK interest inventory was shared and collected from the students after filling them, with their names, genders, schools, and numbers written on it as in the achievement test. The data were analyzed based on these scores.

Control of Extraneous Variables

The following procedures were adopted by the researcher to ensure that extraneous variables which might influence the findings were controlled.

(a) **Pre-test sensitization:** Since the same test was used for pretest and post, it was likely that students might become familiar with the test instrument, thereby introducing error into the study. In order to minimize pretest sensitization, the test items were reshuffled before the posttest.

(b) **Teacher Variables:** This was taken care of by the training organized for the teachers.

(c) **Homogeneity of the Instructional Condition:** In order to ensure that the instructional conditions were homogenous across the groups, the researcher ensured that the same lesson plans provided were used in all the groups for the content that was taught.

(d) **Subject Interaction Effect:** This was taken care of by selecting experimental and control groups far apart. This was to reduce errors that might arise as a result of interaction and exchange of ideas among the students from the two groups.

(e) **Inter Group:** In order to eliminate the errors of non-equivalence arising from the non-randomization of the subjects since intact classes were used, the analysis of covariance (ANCOVA) was used to analyse the data. ANCOVA was used to test the hypotheses in order to adjust for preexisting differences in nonequivalent (intact groups).

**Method of Data Analysis:** Mean analysis was used to answer the research questions. The hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance.

The results are presented in tables according to the research questions and hypotheses that guided the study.

### 3.0 RESULTS

<table>
<thead>
<tr>
<th>Table 1: Mean Analysis of pretest and posttest interest of students taught CRK using drama method and those taught using lecture method.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
</tr>
</tbody>
</table>
Method of Teaching | N | $\bar{x}$ | SD | $\bar{x}$ | SD
---|---|---|---|---|---
Drama Method | 70 | 61.63 | 8.62 | 69.09 | 7.99
Lecture Method | 45 | 55.89 | 6.46 | 60.00 | 7.62
Total | 115 | 59.38 | 8.31 | 64.27 | 7.88

Results in Table 1 shows the interest scores of students taught CRK using drama and lecture method. The experimental group taught CRK using drama method had a pretest interest of $(M=61.63, \text{ SD}=8.62)$, and a posttest interest $(M=69.09, \text{ SD}=7.99)$. The control group taught CRK using lecture method had a pretest interest of $(M=55.89, \text{ SD}=6.46)$ and a posttest interest of $(M=60.00, \text{ SD}=7.62)$. See Table 1 for further information.

Results indicated that drama method of teaching has some effects on students’ Interest in CRK.

### Table 2: Mean Analysis of pretest and posttest interest of male and female students taught CRK using drama method and those taught using lecture method.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pretest Inst.</th>
<th>Posttest Inst.</th>
<th>Mean gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>$\bar{x}$</td>
<td>SD</td>
<td>$\bar{x}$</td>
</tr>
<tr>
<td>Male</td>
<td>60.45</td>
<td>8.95</td>
<td>68.41</td>
</tr>
<tr>
<td>Female</td>
<td>58.53</td>
<td>7.72</td>
<td>68.16</td>
</tr>
<tr>
<td>Total</td>
<td>59.38</td>
<td>8.31</td>
<td>68.27</td>
</tr>
</tbody>
</table>

Results in table 2 shows that the male group had a pretest interest $(M=60.45, \text{ SD}=8.95)$ and a posttest interest $(M=68.41, \text{ SD}=8.12)$. The female group had a pretest interest $(M=58.53, \text{ SD}=7.72)$ and a posttest interest $(M=68.16, \text{ SD}=7.75)$. For further information see Table 2.

This is indicative that gender has some influence on the interest of students taught CRK. However, males seems to have better interest in CRK than females using drama method of teaching as remarkably shown in the posttest result in Table 2.

### Table 3: Analysis of covariance (ANCOVA) of students’ interest in CRK

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III SoS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>3661.744$^a$</td>
<td>2</td>
<td>1830.87</td>
<td>59.94</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>1353.127</td>
<td>1</td>
<td>1353.13</td>
<td>44.30</td>
<td>.000</td>
</tr>
<tr>
<td>Pre-interest</td>
<td>3542.586</td>
<td>1</td>
<td>3542.59</td>
<td>115.98</td>
<td>.000</td>
</tr>
<tr>
<td>METHOD</td>
<td>97.754</td>
<td>1</td>
<td>97.75</td>
<td>3.20</td>
<td>.016</td>
</tr>
<tr>
<td>Error</td>
<td>3420.899</td>
<td>112</td>
<td>30.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>543067.000</td>
<td>115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>7082.643</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .517 (Adjusted R Squared = .508)
Results in Table 3 shows that with respect to interest of students taught CRK using drama method and those taught using lecture method, came up to \( F(1, 113) = 3.200, p< .01 \). Since the associated probability value (0.016) was less than 0.05, the null hypothesis \( (H_0) \) was rejected. Hence, there is a significant difference in the mean interest scores of students taught CRK using drama method and those taught using lecture method with the students taught using drama method having a higher interest mean in the posttest.

This result indicates that drama method of teaching resulted in an increase in students’ interest in CRK.

**Table 4: Analysis of covariance (ANCOVA) of male and female students’ interest in CRK**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III SoS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>3594.899a</td>
<td>2</td>
<td>1797.45</td>
<td>57.72</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>1664.099</td>
<td>1</td>
<td>1664.10</td>
<td>53.44</td>
<td>.000</td>
</tr>
<tr>
<td>Pre-interest</td>
<td>3593.046</td>
<td>1</td>
<td>3593.05</td>
<td>115.38</td>
<td>.000</td>
</tr>
<tr>
<td>Gender</td>
<td>30.909</td>
<td>1</td>
<td>30.91</td>
<td>.99</td>
<td>.321</td>
</tr>
<tr>
<td>Error</td>
<td>3487.745</td>
<td>112</td>
<td>31.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>543067.000</td>
<td>115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>7082.643</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .508 (Adjusted R Squared = .499)
Result on students interest taught CRK using drama method and lecture method based on their gender gave an $F (1, 113) = .993, p > .05$. Since the associated probability (0.321) was greater than 0.05, the null hypothesis ($H_0$) was not rejected. Thus, there was no significant difference in the mean interest scores of male and female students taught CRK using drama method and those taught using lecture method.

This indicates that gender does not matter as far as students interest was concerned using drama method for teaching CRK.

4.0 DISCUSSION of Findings

Findings indicates that students taught using drama developed more interest in learning CRK than those taught using conventional method. This finding agrees with Adedeji, Adeyinka and Olufemi (2009) that drama method of teaching increases the interest of students in schooling towards academic achievement and efficacy. This interest could also have been associated with the likeness for the subject, the importance and personally of teachers teaching the subject.

Findings also revealed that there was no significant difference in the interest of students taught CRK using drama method and those taught using lecture method based on their gender. Hence, gender does not make any difference in students’ interest as far as teaching CRK was concerned using drama method. Although, mean score analysis shows that males were more interested in CRK than females when exposed to drama method of teaching. This finding is also contrary to Asogwa and Echemazu’s (2011) that female students perform better than male students in CRK. This finding might not be relevant to interest since students might perform better in a subject through rote memorization according to Oforoma (2006) when exposed to lecture method of teaching. This study therefore, went further to look at teaching CRK using drama method to determine whether interest of learners would increase or decrease.

5.0 Conclusion

There was a significant difference in the mean interest scores of students taught CRK using drama than those taught using lecture method, with the students taught using drama method having a higher interest. There was no significant difference in the mean interest scores of male and female students taught CRK using drama method and those taught using lecture method. Hence, gender does not make any difference in students interest as far as teaching CRK was concerned using drama method.
This has implications on teaching, learning, supervision, textbook writers and curriculum planners.

6.0 Recommendations
In view of the findings of the study the following recommendations are made:
1. CRK textbook authors and publishers should incorporate the use of drama in their textbooks. In addition, State and Federal Ministries of Education should assist to produce and distribute them to senior secondary schools. This will help to enhance students’ interest in CRK.
2. Supervision of drama method of teaching should be enforced in schools to ensure the used of this method in building and sustaining students’ interest in CRK.
3. State and Federal Ministries of Education should organize conferences and workshops for CRK teachers to expose them on how best to use drama method of teaching.
4. Parents and guardians should encourage their children and wards to enroll in CRK and also purchase text and instructional materials that will arouse and motivate their interest in learning CRK.

7.0 REFERENCES


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