



Investigation on Drama Efficacy on Academic Performance of Students at Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria.

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ABSTRACT

The study investigated drama efficacy on students' academic and social developments at Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria. The study population comprised, English Language students at AFUED, Ondo State, Nigeria. The sample size of the study was four hundred (400) respondents selected through a simple random sampling technique. 100 respondents were selected from each of the four levels of undergraduates. The questionnaire was used to collect data was titled, "Questionnaire on investigation of Drama Efficacy on English Language students' academic and social developments". The questionnaire was developed on four Likert rating scale; Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. The research instrument were validated by expert in Test and measurement, while its reliability was determined at two weeks interval and 0.70 coefficient reliability was obtained. Two research questions were raised to guide the study. The data collected were analyzed using descriptive statistics: simple percentages and frequency counts. The results showed that drama could improve students' imagination, drama and theatre opens up new dimensions of emotional experiences. This implies that teachers, administrators and curriculum experts should ensure that students are encouraged to develop interest in reading by recommending literacy text that are relevant to their age, background and experiences of the learners early in order to enhance their all-round development. It also recommend that teachers too should employ appropriate teaching strategies to make the subject real and appealing to the students and so on.

Key Words: *Drama, Social, Academic, Efficacy, Development*

Background to the Study

Drama is a specific mode of fiction represented in performance by acting of stage. It is an integral part of our cultural life which covers a range of work in performing arts. In tertiary institutions of learning many creative activities and innovations are referred to as drama. The issue of drama has generated enormous enjoyment and commitment; there is an open opportunity for positive and sustained educational achievements (Cash, 2020). The term drama originated from Greek word meaning 'deed' or act (Wikipedia, nd).

Dare (2010) stated that "Drama is an imitation of an action that is serious, complete and of certain magnitude, in language embellished with each kinds of ornaments, several kinds being found in several parts of the play; in form of action not narrative, through pity and fear affecting the proper purgation of this emotion". Dryden (2012) states that "A play is a just and lively image of human nature, representing its passions and humours and the changes of fortune to which it is subject for the delight and instruction of mankind". Many people misinterpret drama to ordinary play that nobody can teach. Abraham (2014), defined Drama "as a composition designed for performance in the theatre, in which actors take the roles of the characters, perform the indicated action and utter the written dialogue". The Webster' English Dictionary (nd) defines "Drama as a composition in verse or prose intended to portray life or character or tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance.

A drama is a story enacted on stage for a live audience "A composition in prose or poetry, accommodated to action and intended to exhibit a picture of human life, or to depict a series of grave or humorous actions of more than ordinary interest, tending towards some striking results. It is commonly designed to be spoken and represented by actors on the stage.

Drama as a literary genre is realized in performance, which is why Robert (quoted in Dukore) (2012) describes it as "staged art". As a literary form, it is designed for the theatre because characters are assigned roles and they act out their roles as the action is enacted on stage. These characters can be human beings, dead or spiritual beings, animals or abstract qualities. Drama is an adaptation, recreation and reflection of reality on stage. Generally, the word, dramatist is used for any artist who is involved in any dramatic composition either in writing or in performance.

Drama as it is known is a genre of literature. Literature itself is described as the totality of the experiences of people in a particular culture, their thinking and their attitude. Drama aims at developing the personality and influencing the character of man. Therefore, it is only reasonable that this genre that touches the life of people should be included in the school curriculum, for proper understanding and for the onward transmission for posterity. Collins Dictionary explained drama to means work that is connected with play and the theatre, such as acting or producing. Cook (2020), stated that proficiency and warning come not from reading and listening but from action, from doing and from experience. Drama develops a child emotionally; it is a "doing

of life'. The child puts himself in the character of another and expresses emotions in ways unexpected. Theatre is a collaborative form of fine art that uses live performers, typically actors and actresses to present the experience of a real or imagined event before a live audience. The performers may communicate the experience to the audience through combinations of gesture, speech, songs, music and dance. Elements of arts such as painted scenery and stage crafts such as lighting are used to enhance the physicality, presence and immediacy of the experience.

Theatre can be regarded as the main form of performing arts, whereas, drama is one of the genre main forms, which includes theatre as well. Both are intertwined and are seemingly related yet they have affected the lives of students positively and have brought growth to the educational system. It has been discovered that drama and theatre practices is very difficult to include in the curriculum. Students do not like reading drama text while lecturers are also trying to avoid the course.

Over the years, scholars have been trying to discover reasons why lecturers in Universities are dodging the teaching of drama. This has been identified as a gap and challenge (Furman, 2011). It has also been discovered that specialists in drama are very rare because people also have a negative thought about studying drama in higher institutions. As a genre of literature, drama requires commitment and dedication on the parts of the lecturers which is seemingly impossible. Most lecturers believe teaching of drama is a waste of time and mostly have difficulty in comprehending the language of drama. Drama is considered important for the development of social and communication skills and tolerance when working with others. They feel they can get to know people better, especially as they often work with people whom they would normally not associate with. Being able and confident to perform in front of the class gives them a higher status with the rest of the group. It is acceptable to "show-off and be good at something. Over the years, some schools of thought have been arguing that the dwindling in students' academic performance and poor social interaction and development can be improved through drama while to some scholars they do not see any relationship between drama, academic performance and social interaction among students. It was these conflicting views, opinions and thoughts that motivated the researcher to carry out this study.

Statement of the Problem

Numerous researchers have emphasized the tremendous effects drama have on students' academic achievement and social development. However, observable, a gap seems to exist between understanding its values and actually applying. Some questions which are lingering on in minds are: can drama improves students' academically? will social development of students improve through drama or acting play? It was against this background this study was conducted by the researcher.

Purpose of the Study

The general purpose of the study was on investigation of drama efficacy on academic and social development of English Language students, Adeyemi Federal University of Education, Ondo State, Nigeria. The specific objectives are to:

- i. establish whether drama is an effective means of developing students in Adeyemi Federal University of Education, Ondo State, Nigeria
- ii. investigate on influence of drama on social development of English Language students at Adeyemi Federal University of Education, Ondo State, Nigeria

Research Question

Two research questions were raised to guide the conduct of

- i. can drama improve students' academic development in Adeyemi Federeal University of Education, Ondo State, Nigeria?
- ii. can drama improve English Language students' social development in Adeyemi Federal University of Education, Ondo State, Nigeria?

Significance of the Study

The findings of the study will be significant to stakeholders in drama education in the following ways:

Firstly, the findings of the study will enable curriculum planners on drama to establish the values of the exercise on students' academic and social development. Also, the results of the study will enable students, teachers and other educational stakeholders to appreciate drama education. Lastly, the study will add to extant literature and become a good source of reference to researcher in future. The study will be made accessible by the public through Open Educational Resources (OER).

Methodology

Descriptive survey research design was used for the study. The population of the study comprised English Language students at Adeyemi Federal University of Education, Ondo State, Nigeria. The sample size of the study as four hundred (400) respondents, selected through a simple random sampling

technique. One hundred students were selected from each of the four levels of undergraduates. Two research questions were raised to guide the conduct of the study.

Data was generated through self-designed questionnaire titles, "Questionnaire on investigation of Efficacy of Drama on Academic and social developments of English Language students, Adeyemi Federal University of Education, Ondo State, Nigeria". It was fashioned on four likert scale rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The research instrument was validated by an expert in Test and measurement while its reliability was determined through test retest method at two weeks interval. 0.68 coefficient reliability was obtained. Data was analyzed using, descriptive statistics (simple percentages and frequency counts).

Presentation of Results and Discussion of Findings

Presentation of Result

Research Question One: Can Drama improve English Language students' academic development in Adeyemi Federal University of Education, Ondo State, Nigeria?

Table 1: Showing percentages and frequency counts on can Drama improve English Language students' academic development in Adeyemi Federal University of Education, Ondo State, Nigeria.

Items	Strongly Agree (SA)		Agree (A)		Disagree (D)		Strongly Disagree (SD)		Total	
	f	%	f	%	f	%	f	%	f	%
Drama builds students cognitive and communication skills that have positive impact on their academic performance	135	67.5	63	31.5	-	-	2	1	200	100
Students build good listening skills that help them to internalize what they act	96	48	100	50	4	1.5	1	0.5	200	100
It develops student's creative thinking that helps in problem solving including examination	85	42.5	108	54	7	3.5	-	-	200	100
It gives students the ability to express themselves intellectually	112	56	87	43.5	1	0.5	-	-	200	100
It gives students better understanding of the subject through constant rehearsal which has positive input on students' performance	117	58.5	78	39	5	2.5	-	-	200	100

Table 1 above revealed that 135 respondents with 67.5% strongly agree that drama build students cognitive and communication skills that have positive impact on their academic performance. While 63 respondents with 31.5% agreed with the above view. It is only 2 respondent's with 1% that strongly opposed the above views. This simply indicate that drama build students cognitive and communication skills with positive impact on their academic performance. In respect to that it helps students build good listening skills that help them to internalize what they act 96 respondents with 48% strongly agreed with the assumption while 100 respondents with 50% agreed with the view. We have record of 3 respondents with 1.5% disagreed with the view while, 1 respondent with 0.5% strongly disagreed with the view. 85 respondents with 42.5% strongly agreed that drama and theatre develops student's creative thinking that helps in problem solving including examination while 108 respondents with 54% also agreed with the view. 7 respondents with 3.5% disagreed with the view. 112 respondents with 56% strongly agreed that drama and theatre give students the ability to express themselves intellectually while 87 respondents with 43.5% agreed with the view and 1 respondent with 0.5% disagreed with the view. 117 respondents with 58.5% strongly agreed that drama and theatre give students' better understanding of the subject through constant rehearsal which has positive input on students' performance while 78 respondents with 39% agreed with the view and 5 respondents with 2.5% disagreed with the above view. The implications of the above responses is that drama can improve students' academic development in Adeyemi Federal University of Education, Ondo State, Nigeria.

Research Question Two: Will drama improve English Language students' social development in Adeyemi Federal University of Education, Ondo State, Nigeria?

Table 1: Showing percentages and frequency counts on will drama improve English Language students' social development in Adeyemi Federal University of Education, Ondo State, Nigeria.

Items	Strongly Agree (SA)		Agree (A)		Disagree (D)		Strongly Disagree (SD)		Total	
	f	%	f	%	f	%	f	%	f	%
Drama builds students respect for themselves and others	70	35	96	48	33	16.5	1	0.5	200	100
Drama builds students ability to interact with peers easily	102	51	96	48	1	0.5	1	0.5	200	100
Drama helps students to easily belong to social peer groups/clubs	103	51.5	83	41.5	14	7	-	-	200	100
Drama builds students' confidence to take responsibility through social activities.	94	47	104	52	1	0.5	1	0.5	200	100
Drama builds social skills and awareness	103	51.5	96	48	-	-	1	0.5	200	100

Table 2 above revealed the effect of drama and theatre in the improvement of students' social development in Adeyemi Federal University of Education, Ondo State, Nigeria. It was revealed that 70 respondents with 35% strongly agreed that drama and theatre build students respect for themselves and others. while 96 respondents with 48% agreed with the Same view. 33 respondents with 16.5% disagreed with the above view and 1 respondent with 0.5% strongly disagreed with the assumption. 102 respondents with 51% strongly agreed that drama and theatre builds students ability to interact with peers easily while 96 respondents with 48% agreed with the above view. 1 respondent with 0.5% respectively both disagreed and strongly disagreed to the above view. 103 respondents with 51.5% strongly agreed that drama and theatre helps students to easily belong to social peer groups/clubs while 83 respondents with 41.5% agreed with the same view. We only recorded 14 respondents with 7% whose views disagreed with the assumption above. 94 respondents with 47% strongly agreed that drama and theatre builds students conference to take responsibility through social activities while 104 respondents with 52% agreed with the above view. 1 respondent with 0.5% respectively both disagreed and strongly disagreed with the above view. 103 respondents with 51.5% strongly agreed that drama and theatre builds social skills and awareness while 96 respondents with 48% agreed with the above view; 1 respondent with 0.5% strongly disagreed with the assumption. Generally speaking, the implications from the responses above is that drama can positively improved students' social development in Adeyemi Federal University of Education, Ondo State, Nigeria.

Discussion of Findings

The results on research questions revealed a positive relationship between drama and students' academic development. The finding is buttressed by Yildirim (2022) that drama could positively enhance students' achievement academically.

Also, from the findings on research question two, it could be inferred that drama could improve social development of English language students in Adeyemi Federal University of Education n Ondo State, Nigeria. This is in consonance with the submission of Drama Education Network (2007) that drama is a powerful teaching and learning tool with profound positive effects on a students' social, cognitive, emotional and physical development. This also aligns with the opinion of Schillar (2008) that through drama, a students' social integration with his/her peers could be developed.

Conclusion

From the data presented and analyzed, the study concludes that drama improved students' academic and social developments.

Recommendations

In view of the conclusions of the study, the following recommendations were proffered;

1. Students should be encouraged to participate more often in drama and theatre, since,

Participating in drama boosts confidence drama serves as a platform for intellectual development and students learn to trust their ideas and abilities through drama and also improve students' imagination.

2. Since drama has been identified and proved as a tool to social development, Government and education should formulate policies that will enhance it effective practice in our schools in Nigeria.
3. Since there is a strong positive relationship between drama and academic achievement of students, students who want to excel should be ready to play active role in drama.
4. Teachers and lecturers should make drama interesting and real in order to improve the social life of the students.

5. Curriculum planners and educational administrators should introduce drama as a genre of literature early in order to assist youngsters develop their language skills in general (listening, speaking, reading and writing).

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