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PUPILS' ACHIEVEMENT IN VALUE ORIENTATION IN SOCIAL STUDIES**

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EFFECTS OF DRAMATIZATION AND MASTERY LEARNING APPROACH ON PUPILS' ACHIEVEMENT IN VALUE ORIENTATION IN SOCIAL STUDIES

OBAYETIN, IKEM GABRIEL, OLATUNDE, FUNSHO & ADEBAYO AYOTUNDE

Abstract

National Policy on Education in Nigeria is based on the development of individual talent, skills and knowledge and the integration of the individual into the society. However, dramatizations teaching method and Mastery learning approach as useful strategies for inculcating the core values of Nigeria have not been utilized. This portends serious dangers not only for education, but also for the learners. This study examined the effects of dramatization and mastery learning approach on pupils' achievement in value orientation in social studies. The study raised three research questions and three research hypotheses. It adopted the pre-test, posttest non-equivalent control group quasi-experimental research design and a 3×2 factorial representation. Instructional strategy was manipulated at three levels and gender at two levels. The population for this study comprised four thousand and fifty (4,050) JSS 2 pupils from Ika South and Ika Northeast Local Government Areas of Delta State. Five hundred and fifty JSS pupils served as the sample of the study. The instrument used to collect data was Achievement Test in Value Orientation (ATVO). The instrument was deemed reliable at 0.89 for ATVO. All tests were carried out at 0.05 level of significance. The study revealed among others, that dramatization method and the mastery learning approach had a statistically significant effect on pupils' achievement in value orientation in social studies. The gender variable did show a significant effect on pupils' achievement in value orientation in social studies. The two-way interaction effect of treatment and gender was significant on pupils' achievement in value orientation in social studies. Treatment accounted for 67.6% of the variation observed in pupils' achievement in value orientation in social studies. The study recommended junior secondary school teachers should make effort to embrace the adoption of dramatization teaching method and mastery learning approach in teaching value orientation in social studies in Nigeria.

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Introduction

In contemporary Nigeria, basic education is regarded as one of the main factors of scientific, economic, and social progress and it requires a large-scale reform of the entire system of education in Nigeria. This process has started and being developed in various degree of success from basic schools to universities in the country. However, this is only one side of the coin. Speaking about

reform of education and progress, we often forget about the people who should receive education in the new formed system, i.e, pupils, whether they are ready to learn in a new way with new methods for teaching? Do they have enough motivation for self-development outcomes and the general development in the country? What are their values? The above questions formed the basis of this study. The system of basic education to university level is being transformed and a new generation of pupils enter into higher learning which in its turn can help find the methods of attracting better pupils to the university and maintaining their interest in studying throughout their period of education for better outcomes of learning (Maduekwe, 2014). This study aims to evaluate the effects of teaching method (dramatization, mastery learning approach and lecture methods) on basic pupils' learning achievement in value orientation as the basis of their motivation to pursue higher education. The research on academic motivation and system of pupils' value orientations allowed the researcher to monitor the changes in pupils' attitudes towards better vocational education under the influence of the present socio-economic situation. The problems of values and value orientations are studied in the context of philosophy, sociology and psychology of education. From the point of view of psychology, value orientations represent the reflections of values in human consciousness, which are recognized by him/her as strategic life goals and common world view orientation (Atamanova, Bogomaz, & Filippova, 2019; Ennis, 1992).

Value orientations are the result of socialization, the result of assimilating social ideals, requirements, and assessments (Nwaubani, 2021). This is one most stable characteristic of personalities. In modern psychology, values are usually treated as an aspect of motivation. Many scientists (Perikova et al., 2021) study the problem of values in close relation to the motivation sphere: when one knows human values, one can figure out and understand his/her motivation. The researcher focus is the psychological-pedagogical aspect of the study of value orientations, which is one of the main units in the personality structure and defines a person's/pupil's attitude to the environment and, to some extent, determines the motivation of his/her behaviour for better achievement. Value oriented education includes all the teachers who can correlate their lesson to a higher purpose and meaning in life for their pupils. Value oriented education comprises all types of education – ethical, health, intellectual, scientific and spiritual (Atamanova et al., 2019). Value orientations are the philosophical beliefs and mindset of the people – it is also viewed as the principles of right and wrong that are accepted by an individual or social group. They are implemented by social studies teachers through education goals for learning. Social Studies pupils

cannot shy away from value education because it is value laden. It is often said that whoever feels that we can avoid values in the classroom is committing educational felony, and whoever feels we ought to avoid values is compounding the felony. Value represents the quality of worth or merit which people place over various aspects of their experience. All human beings are engaged in one form of valuing or the other. This value system could be acquired by pupils through incidental learning. Awofala & Ojaleye (2018) identified three categories of values as:

- a. Personal or individual values
- b. Group or organizational value
- c. Societal or cultural values

Many agencies have been set up to inculcate in all Nigerian, national values of self-reliance, social justice and economic recovery and general value-reorientation which will lead to emergence of civil society in which justice, duty, responsibility, tolerance and commitment to national cause without coercion reign (National Orientation Agency (NOA) Handbook, 2000). The above national objective has been described as symptomatic i.e. that which ignores the deep-seated pathogens of the problem (Bolarin, 2009). In spite of massive and huge financial investment, many Nigerians are yet to imbibe the message of the programme, the rate of economic hardship, social frustration has more than tripled, debt burdens have galloped; the worst religious and ethnic unrest have been witnessed (e.g. Herdsmen/Farmers clashes and Boko Haram). The level of indiscipline has not dropped, and the citizens image globally has not improved hence dehumanizing treatments. The school has role to play in this regard. Social Studies and the school should see themselves as partners in the business of societal improvement. This could be achieved through alternative method of instruction. Drama therapy as a technique could lend a helping hand.

Dramatization is a method in teaching and learning that involves non-verbal communication, create informal and flexible environment, and supports experimentation. Dramatization teaching method refers to a collection of teaching tools that include traditional drama techniques. A lot of emphasis is placed on engaging pupils thriving in interactive activities. Dramatic techniques of teaching is integrated into many different types of curriculum. These creative techniques often bring a bit of chaos into learning process, and teachers guide the pupils through this creative chaos while staying with the framework of the curriculum. Dramatization as a technique or approach to teaching value in Social Studies was born out of the realisation that some life experiences and

wounds are too painful to address through verbal dialogue alone. Metaphors are used to express emotion. Drama therapy is a treatment approach that provides a theatrical platform for people to express their feelings, solve problems and achieve therapeutic goals. Dramatization consists of more than just acting, it uses the act as a springboard for deeper, more meaningful work with participants. Drama therapists guide people in therapy through series of intentional activities that allows them to enact scenes representative of the way they want to live their lives. This can affect changes in their behaviours, emotional state, personal growth and skill adaptation to improve interpersonal relationship, skills, through active participation in activities like: Story telling, Role playing, Rituals, Games, and Script. The primary goal of dramatization is to provide people with a safe and secure experience that encourages the full expression of their emotional voice through playful, dramatic activity designed to promote healing and growth using role playing and dramatic interactions (The North America Drama Therapy Association, n.d). The aim of dramatization is to promote positive behavioural changes, improve overall quality of life and achieve personal growth and self-awareness among others. As the approach continues to gain ground, it is now used in a variety of settings as schools, prisons, clinics etc for the following treatments: post-traumatic stress, anxiety, depression, substance abuse, eating disorders, attitudinal change, learning difficulties, grief, and loss among others. Pupils struggling with the above-mentioned challenges could be helped of their difficulties using mastery learning approach.

Mastery learning model or approach as developed by Bloom Benjamin is mainly to address the discrepancies between high and low-performing pupils. This is the approach wherein teachers divide their instructional material into small, digestible units, each unit with its learning objectives and each one building on the one before. Pupils in a mastery learning environment can move at their own pace. A definition of the mastery learning method must include the ability for pupils to “fail to succeed” where every pupil has the chance to achieve the same level of mastery over multiple assessments, including mastery based formative assessments that pupils take during the instruction. The mastery learning approach offers pupils of all backgrounds and abilities the same opportunity for growth and success. Twenty-first century researchers in instructional pedagogy have shifted from the environment and external stimuli to the cognitive processes that occur inside the learner to present content in a way like his mental processing of knowledge and to have the new knowledge linked with the prior knowledge (Mayer, 2010). This can be replicated when teaching a subject and topics in social studies. Using dramatization and mastery learning methods

to facilitate learning is a clear departure from the traditional method presently used by some social studies teachers. Adeniyi and Awofala (2023) are of the thought that teachers who bank entirely on the traditional methods are naive, as these methods cannot enhance achievement enough. It is observed that pupils' achievements increase when dramatization (Johnson, Liu, & Goble, 2015) and mastery learning approach (Awofala & Uwajuwa, 2023) are used for instructional delivery. Teaching them with these methods, particularly dramatization and mastery learning instructional package may stimulate pupils' attitude and improve their achievement in value orientation. Mastery learning model is an educational strategy that uses multi-tiered lesson, multiple assessment, and instructors feedback to help pupils master learning materials. Bloom who propounded this model maintained that all pupils are capable of learning if given the time and right combination of tools to meet their learning needs to complete to become more proficient in the materials. This corrective process can include more practice in working with the information presented. At the teacher's discretion, high performing pupils will often complete enrichment exercise that allow them to gain a deeper understanding of the materials. This approach fits the researchers need that should be incorporated into the research plan.

Pupils' achievement connotes performance in school subjects as symbolized by a score or grade on achievement test (Jimoh, 2010). In the present study, achievement is quantified by a measure of pupils' academic standing in relation to those of other pupils of same class. Achievement in the words of Umoren and Ogong (2007) is seen as something accomplished successfully, especially by means of exertion, skill, practice, or perseverance. Academic achievement is sometimes influenced by gender. Some evidence suggests gender disparity in achievement (Awofala & Uwajuwa, 2023; Awofala, 2008; Awofala, 2011) while others suggest gender parity in achievement (Arigbabu & Mji, 2004; Akinsola & Awofala, 2009; Awofala, 2016; Awofala, 2017). With this, there is no conclusion regarding the influence of gender on academic achievement of students irrespective of subject matter content. It is for this purpose, that the study investigated the effects of dramatization, mastery learning approach on basic pupils' achievement in value orientations in social studies. It also examined the influence of gender on basic pupils' achievement in value orientations in social studies.

Research Questions

The following research questions were formulated to evaluate the effects of dramatization, mastery learning and lecture methods on basic pupils' achievement in value orientation in social studies.

1. What is the main effect of treatment on basic pupils' achievement in value orientation in social studies?
2. How does gender influence the achievement in value orientation in social studies?
3. What is the extent of interaction effect of treatment and gender in pupils' achievement in value orientation in social studies?

Research Hypotheses

The following research hypotheses were formulated to evaluate the effects of dramatization and mastery learning methods on basic pupils' achievement and attitudes in value orientation.

1. There is no significant main effect of treatment on pupils' achievement in value orientation in social studies.
2. There is no significant main influence of gender on pupils' achievement in value orientation in social studies.
3. There is no significant interaction effect of treatment on pupils' achievement in value orientation in social studies.

Methodology

Research Design

The study adopted pre-test, posttest non-equivalent control group quasi experimental research design. The study adopted the 3×2 factorial representation. The instructional strategy was manipulated at three levels i.e. (dramatization, mastery learning approach and traditional lecture method) and gender at two levels (male and female) the research design is symbolically illustrated below.

O ₁	X ₁	O ₂ (E ₁)
O ₃	X ₂	O ₄ (E ₂)
O ₅	X ₃	O ₆ (C)

Where.

- X₁: represents the dramatization method.
 X₂: represents the mastery learning approach.
 X₃: represents the traditional lecture method.

Table 1: Showing 3x2 factorial representation.

Instructional Strategy	Gender
Dramatization method	Male
	Female
Mastery learning approach	Male
	Female
Traditional lecture method	Male
	Female

Population

The population consisted of four thousand and fifty (4,050) junior secondary schools' pupils of class 2 in Ika Northeast and Ika south Local Government Areas of Delta State.

Sample and Sampling Techniques

Simple random sampling technique was used to select six schools (three each from Ika Northeast and Ika South Local Government Areas). From the selected Local Government Areas of Delta State, Nigerian, there were 19 (nineteen) public junior secondary schools in the two Local Government Areas i.e. 11 (eleven) junior secondary school in Ika Northeast and 8 (eight) in Ika South. Six schools were randomly selected from the 19 schools for the study. Intact classes were used for the study and through simple random sampling, two schools each, were assigned to the dramatization method of teaching, mastery learning approach and the traditional lecture method. Altogether, there were five hundred and fifty (550) junior secondary school (JSS) pupils that served as the sample of the study.

Instrument

One instrument was used in this study, and it was named Achievement Test in value orientation.

Achievement Test in Value Orientation (ATVO)

This instrument contained 30 researcher made multiple-choice test items that covered family life and societal living, teenage pregnancy and pre-marital sex before marriage, drug abuse and substance trafficking, discipline, cultism and cult related activities, examination malpractices and

poor results/achievement. Corruption and truancy to school, disobedient to constituted authorities, co-operation, self-reliant. Each test item was followed by four options (A – D) and drawn in accordance with table of specification which centered on lower-order cognitive domain of knowledge, comprehension and application. Each item attracted one mark; the maximum score obtainable was 30 marks. Kuder-Richardson 20 was used to assess the reliability of the ATVO and a value of 0.89 was computed and this was considered valid and reliable for the study.

Procedure for Data Collection

The administration of instrument for the experimental and control groups lasted for ten weeks, (10 weeks) week one, was used for the training of research assistants and pre-test administration. The ATVO was administered within the first week. Week two (2) to week nine (9) were used for the administration of treatment to both experimental and control groups in the schools involved using instructional procedural steps for the experimental and control groups. Week ten (10) was used for the posttest administration for both the experimental and control groups.

Method of Data Analysis

Statistical package for the social sciences SPSS version 25 was used in the coding of the data collected for the study. Mean and standard deviation was used to answer research questions. Analysis of covariance (ANCOVA) was used to test hypotheses for the study. All statistical tests were carried out at 0.05 level of significance.

Results

Research Question 1: What is the main effect of treatment on pupils’ achievement in value orientation in social studies?

Table 2: Descriptive Statistics of Achievement in Value Orientation by Treatment

Treatment	N	Pre-Test		Post-Tet		Mean Difference	Mean (%)
		Mean	Std. Deviation	Mean	Std. Deviation		
Drama	180	16.07	1.29	27.30	1.84	11.23	(67.25)
MLA	174	15.84	1.19	25.83	2.82	9.99	(63.07)
TLM	196	15.96	1.24	19.32	3.20	3.36	(21.05)

Table 2 showed that the pupils under the experimental groups (Drama & MLA) had higher post-test mean scores (27.30; 25.83 respectively) and higher mean difference (11.23; 9.99) than the pupils in the control group (TLM) with post-test mean scores of 19.32 and mean difference of 3.36. Specifically, the treatment of Dramatization method accounted for 67.25% increase in achievement in value orientation while MLA produced 63.07% increase in pupils' achievement in value orientation in social studies. The TLM accounted for 21.05% increase in pupils' achievement in value orientation in social studies.

Research Question 2: How does gender influence achievement in value orientation in social studies?

Table 3: Descriptive Statistics of Value Orientation Achievement by Gender

Treatment	N	Pre-Test		Post-Tet		Mean Difference	Mean (%)
		Mean	Std. Deviation	Mean	Std. Deviation		
MALE	273	15.99	1.28	24.65	3.76	8.66	(54.16)
FEMALE	277	15.93	1.21	23.34	4.94	7.41	(46.52)

Table 3 showed the descriptive statistics of achievement in value orientation in social studies by gender. The male pupils progressed from a mean achievement of 15.99 to 24.65 (mean difference =8.66; 54.16% increase) while the female pupils progressed from a mean achievement of 15.93 to 23.34 (mean difference =7.41; 46.52% increase). However, the mean difference in achievement in value orientation in social studies of males was slightly higher than that of the females.

Research Question 3: What is the extent of interaction effect of treatment and gender on pupils' achievement in value orientation in social studies?

Table 4: Descriptive Statistics of Value Orientation by Interaction of Treatment and Gender

Treatment	Gender	N	Pre-Test		Post-Tet		Mean Difference	Mean (%)
			Mean	Std. Deviation	Mean	Std. Deviation		
Drama	Female	99	16.03	1.30	27.09	2.29	11.06	(69.00)
	Male	81	16.11	1.29	27.56	1.04	11.45	(71.07)
MLA	Female	84	15.79	1.09	25.18	2.85	9.39	(59.47)
	Male	90	15.90	1.28	26.43	2.67	10.53	(66.23)
TLM	Female	94	15.96	1.21	17.76	3.20	1.80	(11.28)
	Male	102	15.97	1.28	20.76	2.45	4.79	(29.99)

Table 4 above showed the descriptive statistics of value orientation in social studies by interaction of treatment and gender. The table revealed that within the Drama method experimental group, male pupils progressed from a mean achievement of 16.11 to 27.56 (mean difference = 11.45) representing 71.07% increase in achievement in value orientation while the female counterparts advanced from a mean achievement of 16.03 to 27.09 (mean difference = 11.06) representing 69.00% increase in achievement in value orientation in social studies. In the MLA experimental group, female pupils progressed from 15.79 to 25.18 (mean difference = 9.39) representing 59.47% increase in achievement on value orientation, while the males progressed from 15.90 to 26.43 (mean difference gain = 10.53) representing 66.23% increase in achievement in value orientation. In the TLM control group, female pupils progressed from 15.96 to 17.76 (mean difference = 1.80) representing 11.28% increase in achievement in value orientation, while the males progressed from 15.97 to 20.76 (mean difference = 4.79) representing 29.99% increase in achievement in value orientation in social studies. Importantly, the interaction effect of treatment and gender was highest on the achievement in value orientation in social studies in the male drama group, than female pupils, followed by the MLA male than female pupils. However, the interaction effect of treatment and gender was least for the TLM group female, than male.

H₀1: There is no significant main effect of treatment on pupils' achievement in value orientation in social studies.

Table 5: Summary of Analysis of Covariance of Achievement in value orientation in social studies scores by Treatment and Gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7497.917 ^a	6	1249.653	204.692	.000	.693
Intercept	1009.489	1	1009.489	165.353	.000	.233
PREVALUE	145.291	1	145.291	23.798	.000	.042
TREATMENT	6909.636	2	3454.818	565.896	.000	.676
GENDER	326.760	1	326.760	53.523	.000	.090
TREATMENT * GENDER	163.953	2	81.976	13.428	.000	.047
Error	3315.038	543	6.105			
Total	327373.000	550				
Corrected Total	10812.955	549				

a. R Squared = .693 (Adjusted R Squared = .690)

The results in table 5 showed that there was a significant main effect of treatment on pupils' achievement in value orientation in social studies after controlling for the effect of pre-test scores ($F_{(2,549)}=565.90$, $P=0.000$, $\eta_p^2 = 0.676$). Since $p < 0.05$, it follows that the main effect of treatment on pupils' achievement in value orientation in social studies is statistically significant.

Table 6: Pairwise Comparisons of Achievement in value orientation (Post Hoc)

(I) TREATMENT	(J) TREATMENT	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
DST	MLA	1.423*	.264	.000	.788	2.057
	TLM	8.019*	.256	.000	7.404	8.634
MLA	DST	-1.423*	.264	.000	-2.057	-.788
	TLM	6.596*	.258	.000	5.977	7.215
TLM	DST	-8.019*	.256	.000	-8.634	-7.404
	MLA	-6.596*	.258	.000	-7.215	-5.977

Based on estimated marginal means

*. The mean difference is significant at the .05 level. DST=DRAMA STRATEGY; MLA=MASTERY LEARNING APPROACH; TLM=TRADITIONAL LECTURE METHOD

b. Adjustment for multiple comparisons: Bonferroni.

The results of the post hoc analysis (Table 6) indicated that the effect of treatment was because of the differences in MLA, DRAMA AND TLM. The treatment effect could be attributed to the difference between DST and MLA, difference between DST and TLM, and the difference between TLM and MLA. The direction of decreasing effects of instructional strategy on achievement in value orientation in social studies is $TLM < MLA < DRAMA$.

H₀2: There is no significant main influence of gender on pupils' achievement in value orientation in social studies.

Analysis of Covariance (Table 5) reveal that after controlling for the effect of pre-test scores of pupils, there was a significant effect of gender in pupils' achievement in value orientation in social studies ($F_{(1,549)}=53.52$, $P=0.000$, $\eta_p^2 = 0.090$). Clearly, $p<0.05$, hence we reject the null hypothesis and conclude based on the data collected that gender disparity exists in value orientation in social studies among the pupils. In fact, gender does account for the difference observed in the scores, as partial eta squared puts the contribution of gender to the variation in achievement scores at 9%, implying that variation observed is due to factors that include gender.

H₀3: There is no significant interaction effect of treatment and gender on pupils' achievement in value orientation in social studies.

The interaction effect of treatment and gender on pupils' post-test achievement in value orientation in social studies according to statistics in table 5 ($F_{(2,549)}=13.43$, $P=0.00$, $\eta_p^2 = 0.047$) showed a statistically significant interaction effect of treatment and gender on pupils' achievement in value orientation in social studies, in which the interaction accounts for 4.7% of the variation in the pupils' achievement in value orientation in social studies. We reject H₀ 3. Figure 1 showed the graphical representation of the interaction between treatment and gender on pupils' achievement in value orientation in social studies.

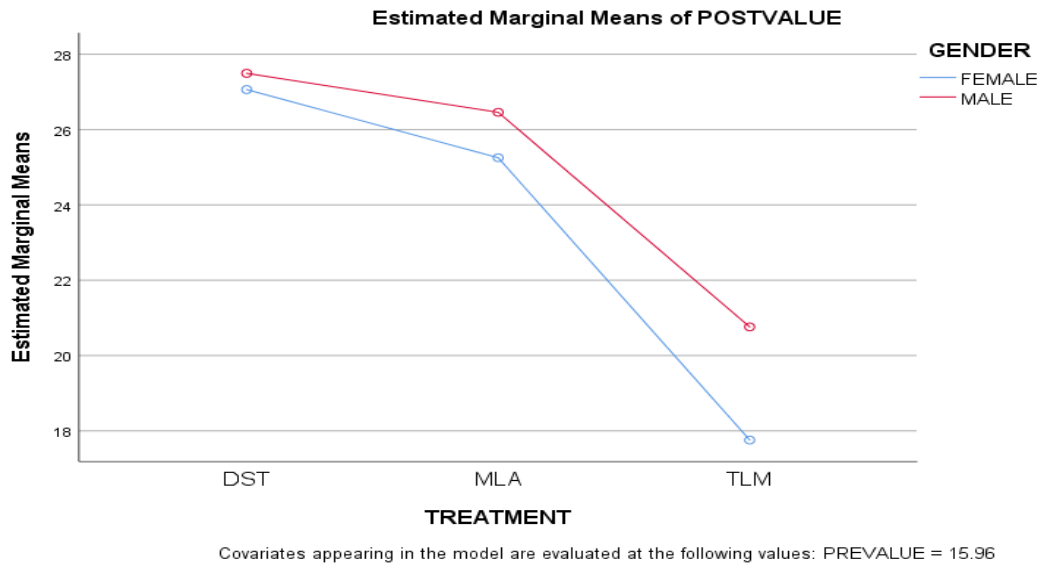


Figure 1: Graphical representation of the interaction between treatment and gender on value orientation in social studies

Discussion

The summary of ANCOVA analysis on the main effect of treatment on the achievement of pupils in value orientation in social studies showed that 67.6% of the variation in pupils' achievement in value orientation in social studies can be attributed to the treatment. This showed that pupils' achievement in value orientation in social studies was significantly enhanced after they were exposed to the drama method (DM) and mastery learning strategy (MLA) treatments as against the traditional lecture method (TLM). Analysis also revealed that pupils exposed to DM treatment had a higher mean achievement in value orientation in social studies than pupils exposed to the MLA and TLM treatments which could be because pupils were able to bring historical narrative to life. This enabled the pupils to engage with the material in a more experiential and holistic manner. Through drama method, pupils explore, interact, and engage in dramatic activities, role-playing, and performance-based exercise to comprehend subject content in an experiential and creative way. Clearly, student-centred instructional strategies (Awofala, Fatade & Olaoluwa, 2012; Awofala, 2011b; Awofala & Lawani, 2020) such as drama encourages active engagement and higher retention of information. It makes learning more memorable and meaningful by allowing pupils to connect emotionally with the subject content. Drama like any other instructional strategy helps to nurture critical thinking, problem-solving, creativity and imagination as pupils explore

different notions and scenarios. This view agrees with the findings of researchers (Awofala & Lawal, 2022; Awofala, Arigbabu & Awofala, 2013; Awofala, 2014) who have enunciated the role of student-centred strategies in students' learning of content materials. Drama in education may help to develop critical thinking skills, support reflective thinking, stimulate the imagination, promote creative thinking, improve achievement in different content areas, promote language developments, foster decision-making skills, promote communication, strengthen comprehension and retention, and promote ability to work cooperatively. All these could have helped the pupils exposed to the drama strategy to perform higher than their counterparts in the other two groups in this study. The mastery learning approach was found to be more effective in shaping pupils' achievement in value orientation in social studies in this study because the strategy helped the pupils to fully engage in deep learning as opposed to the surface learning that characterized the traditional lecture method of teaching. In the present study appropriate learning conditions and personalised supports were provided and complex topics were broken down into discrete learning objectives with pupils displaying mastery of each learning objective before advancing to the next learning objective. This finding agrees with the findings of previous researchers (Awofala & Uwajuwa, 2023). In this study, the mastery learning approach might have helped the pupils in reflecting thoughtfully, analysing primary sources, and creating an evaluation of varying opinions to foster vital critical thinking skills that could enable functional learning. Mastery learning strategy promotes unique learning pace and style thereby allowing pupils to progress maximally at their own pace to attain mastery. This is in line with the findings of past researchers (Awofala & Uwajuwa, 2023). The traditional lecture method has been criticized for making pupils passive recipient of information (Adeniyi & Awofala, 2023) and this promotes the culture of cramming and rote memorisation which is antithetical to pupils' comprehension of subject matter content. This method has been criticized for creating learning gaps for the pupils by promoting weak foundation of learning. The learning gaps created do not allow pupils to create schema of the subject matter content on which to anchor new learning information. This finding was in agreement with that of researchers who have found that pupils taught with drama strategy and mastery learning approach achieved significantly higher than those pupils exposed to the traditional lecture method (Johnson, Liu, & Goble, 2015; Cokadar, & Yılmaz, 2010). However, no finding has found that drama and mastery learning strategies were not significant in improving pupils' achievement

in subject matter content. However, drama and mastery learning strategies could waste both pupils and teachers' time.

Male pupils were observed to have a higher mean than the female pupils, however, the effect of gender on pupils' achievement was statistically significant and this could be a pointer to the fact that subtle gender differences in value orientation in social studies might still be prevalent in Nigeria. The result of the analysis indicated that the influence of gender on pupils' mean achievement in value orientation in social studies is significant, which is in disagreement with the studies of some researchers (Awofala, Ojo, Awofala, & Olabiyi, 2020; Arigbabu & Mji, 2004; Awofala, Akinoso & Adebayo, 2022; Fatade, Nneji, Awofala, & Awofala, 2012; Awofala & Anyikwa, 2014; Awofala, 2016; Awofala, 2017). The statistically significant gender difference agreed with the findings of some researchers (Awofala & Uwajuwa, 2023; Awofala, 2011; Erinosh, 1997), who found significant gender differences in pupils' achievement. This result implied that sex stereotyping might still be an issue in value education. This did support the work of researchers who believed that sex stereotyping is still dominant in the Nigerian educational system (Awofala & Uwajuwa, 2023; Awofala, 2011; Awofala, 2008; Erinosh, 1997).

In the present study there was a significant interaction effect of treatment and gender on pupils' achievement in value orientation in social studies. This means that the effect of the treatment was not similar across gender and that the treatment was gender sensitive. The findings disagreed with the findings of Adeniyi et al. (2023) and Adeniyi (2012) whose studies established no statistically significant gender difference in academic achievement of pupils when exposed to treatment. However, the studies of Awofala and Uwajuwa (2023) and Akinsola and Awofala (2009) who found significant interaction effect of treatment and gender on pupils' achievement agreed with this result, which could be due to difference in the level of pupils involved in the study. The significant interaction effect of treatment and gender on achievement in value orientation in social studies recorded in this study showed that gender seemed to interact with instruction to produce results, meaning that the treatment conditions did discriminate across gender in this study. The significant interaction effect of treatment and gender on pupils' achievement in value orientation recorded in this study showed that male and female pupils might respond differently to the content being presented, instructional strategy being adopted as well as the learning environment and that the 4.7% of the variance in pupils' achievement in value orientation could be explained by the interaction of treatment and gender.

Conclusion

The study revealed several findings. First, the dramatization method and the mastery learning approach had statistically significant effect on pupils' achievement in value orientation in social studies. Male pupils had a higher achievement gain than their female colleagues in value orientation in social studies. Thus, the gender variable did show a significant effect on pupils' achievement in value orientation in social studies. This means that there was a subtle gender difference in value orientation in social studies. The two-way interaction effect of treatment and gender was significant on pupils' achievement in value orientation in social studies. Treatment accounted for 67.6% of the variation observed in pupils' achievement in value orientation in social studies. The study concluded on the following:

Recommendations

Based on the findings of this study, the following recommendations were made:

- Junior secondary school teachers should make effort to embrace the adoption of dramatization method and mastery learning approach in teaching value orientation in social studies.
- More attempts should be made to encourage female pupils to study social studies as their response in terms of achievement in social studies was observed to be weak.
- Educational administrators should incorporate dramatization method for social studies teachers within their work schedules at district, zone and state levels.

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