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Use of Dramatic Method in Teaching Learning at Higher Secondary Level: A Survey Study

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Abstract

This study examined the use of dramatic method in teaching-learning at the higher secondary level. The study used a descriptive survey method. Data were collected from 32 teachers working in ten higher secondary schools of Shirpur Taluka. A self-developed questionnaire was used for data collection. The findings showed that most teachers were aware of dramatic method and used it in classroom teaching. Role play was the most common activity. Teachers also believed that dramatic method made learning more interesting and active. No significant difference was found by gender or teaching experience. A positive relationship was found between teachers' awareness and classroom use. The study suggests regular teacher training and continued classroom practice to improve teaching quality for all students effectively.

Key Words: Dramatic Method, Teaching-learning Process, Higher Secondary Education, Role play, Story Dramatization, Awareness.

Introduction:

Education is continuously changing according to the needs of learners and society. The role of a teacher is not limited only to providing information but also to creating meaningful learning experiences for students. Traditional lecture methods are useful for transferring knowledge, but sometimes they may not provide enough opportunities for active participation, creativity and self-expression. Therefore, modern education emphasizes learner-centered approaches where students actively participate in the teaching-learning process. Experiential learning, activity-based learning and creative teaching approaches help students connect classroom knowledge with real-life situations. According to Kolb (1984), learning

becomes more effective when learners gain knowledge through experience and reflection. In this context, dramatic method has emerged as an important teaching approach that encourages students to learn through acting, role play, dialogue and classroom performances. Drama provides learners with opportunities to express their ideas, emotions and understanding in a creative manner.

Dramatic method is an educational approach in which teachers use dramatic activities to make classroom learning more interesting and meaningful. It is not limited to stage performance but includes various classroom techniques such as role play, simulation, improvisation and storytelling. Through these activities, students become active participants rather than passive listeners. Heathcote and Bolton (1995) explained that drama in education creates a learning environment where students explore knowledge through imagination and practical involvement. Similarly, Fleming (2017) highlighted that drama activities support communication skills, cooperation and critical thinking among learners. In the Indian educational context, the importance of activity-based and experiential learning has also been recognized in policy documents. The National Education Policy (Ministry of Education, 2020) recommends experiential learning methods that promote creativity, participation and holistic development of students. At the higher secondary level, students require teaching approaches that develop confidence, reasoning ability and communication skills along with academic knowledge. Therefore, the use of dramatic methods can provide valuable support in achieving these educational goals.

The higher secondary stage is an important period in students' academic and personal development. At this stage, learners study complex concepts and prepare for future academic and professional opportunities. However, many classrooms still depend mainly on conventional teaching practices where students have limited opportunities for interaction and expression. The integration of dramatic methods can help teachers create an active and enjoyable classroom environment. Studies have shown that drama-based teaching can improve students' motivation, participation and understanding of subject matter (Wagner, 1998). In India, researchers have also emphasized the importance of creative teaching methods for improving classroom effectiveness. However, the actual use of dramatic methods among higher secondary teachers requires systematic study. Therefore, the present research attempts to study the use of dramatic methods in teaching-learning at the higher secondary level through a survey approach.

Background of the Study

Teaching and learning have changed greatly in recent years. Earlier, teaching was mainly based on explanation, textbooks and memorization. In such classrooms, students often received information from teachers but had fewer opportunities to express their ideas. Today, education focuses on active participation and meaningful learning. Teachers are encouraged to use methods that involve students in the learning process. Activity-based and experiential learning methods help students understand concepts better because they learn through experience and participation. The National Education Policy (Ministry of Education, 2020) also highlights the importance of experiential learning, creativity and active involvement of learners.

Drama has an important place in the teaching-learning process because it connects learning with real experiences. Dramatic method allows students to participate through role play, dialogue, storytelling and classroom activities. It helps students express their thoughts and feelings in a comfortable environment. Drama also supports the development of communication skills, confidence, teamwork and problem-solving abilities. According to McCaslin (2006), educational drama provides opportunities for students to learn through imagination, interaction and creative expression. In the Indian context, drama-based activities have been considered useful for making classrooms more interactive and learner-friendly. The use of drama is not limited to language subjects; it can also support learning in different subjects by presenting concepts in an interesting way.

The higher secondary level is an important stage of education because students at this level face academic challenges and prepare for future careers. They need learning experiences that develop both knowledge and personal skills. However, many higher secondary classrooms still follow traditional teaching methods due to limited time, examination pressure and lack of training in innovative approaches. As a result, students may not always get sufficient opportunities for active involvement. The use of dramatic methods can help teachers create a positive and engaging classroom environment. Therefore, it is necessary to study how far dramatic methods are used by higher secondary teachers and understand their views regarding its effectiveness in the teaching-learning process.

Need of the Study:

The present study is needed because teaching-learning at the higher secondary level requires more active and meaningful methods. Many classrooms still depend mainly on traditional teaching practices, where students often have limited opportunities to participate and express their ideas. Dramatic method provides a different learning experience through role play,

dialogue, and imagination and classroom activities. It can help students develop interest, confidence, communication skills and better understanding of concepts. However, the actual use of dramatic methods by higher secondary teachers and the challenges faced by them need proper investigation. Therefore, this study is important to understand the present status of dramatic method in higher secondary teaching and to provide useful suggestions for improving classroom practices.

Objectives of the Study:

To study the awareness of higher secondary teachers regarding dramatic method.

To study the use of dramatic method in the teaching-learning process at higher secondary level.

To study the perception of higher secondary teachers regarding the effectiveness of dramatic method.

To study the difficulties faced by teachers while using dramatic method in classroom teaching.

Hypotheses of the Study:

Null Hypotheses:

H₀1: There is no significant difference between male and female teachers regarding their awareness of dramatic method.

H₀2: There is no significant difference between experienced and less experienced teachers regarding the use of dramatic method.

H₀3: There is no significant relationship between teachers' awareness and their use of dramatic method in the teaching-learning process.

Review of Literature:

Baruch (2006) studied the role of role-play teaching as a classroom learning approach. The study was based on a conceptual model supported by educational and behavioural perspectives. The findings showed that role play can improve teaching effectiveness and create better learning experiences.

Heyward (2010) studied emotional engagement through drama and role play in learning. The study used classroom role-play activities and reflective analysis as methods. The findings revealed that role play helped students understand concepts deeply through active and emotional involvement.

Çerkez, Altınay, Altınay and Bashirova (2012) studied drama and role-playing activities in teaching practice. The study used a qualitative method with 90 pre-service teachers and

collected data through self-reports. The findings showed that drama activities developed practical teaching skills, cooperation and pedagogical understanding.

Panda et al. (2024) studied students' perceptions about drama-based learning in elementary education. The study used a descriptive survey method with 50 students and collected data through a perception-based questionnaire. The findings showed that drama-based learning increased students' interest, participation and problem-solving ability.

Khasu (2025) studied drama as a learning approach in classroom teaching. The study explored how classroom drama and playwriting supported teachers' pedagogical knowledge. The findings showed that drama helped teachers develop creative teaching practices and improved classroom learning experiences.

Methodology

Research Method

The present study used the descriptive survey method. This method was selected because it helped the researcher collect information about the use of dramatic method in the teaching-learning process at the higher secondary level.

Population of the Study

The population of the study consisted of 41 higher secondary teachers working in 10 higher secondary schools of Shirpur Taluka. These schools were selected because they were attached to secondary schools.

Sample and Sampling Technique

The study followed the purposive sampling technique. All 41 teachers from the selected schools were included in the study. However, only 32 teachers were considered as the final respondents because the remaining 9 teachers reported that they did not use dramatic methods in their classroom teaching.

Tool for Data Collection

The researcher prepared a self-developed questionnaire to collect the required data. The questionnaire included items related to teachers' awareness, use, effectiveness and difficulties of dramatic method in the teaching-learning process.

Statistical Techniques

The collected data were analysed and interpreted using frequency, percentage, mean and standard deviation. The t-test was also used to test the hypotheses wherever required.

Data Analysis and Interpretation:**Table-One**

Variable	Particular	Frequency	Percentage
Gender	Male	18	56.25
	Female	14	43.75
		32	100%
Overall Experience	Up to 5 years	03	09.38
	6 to 10 years	09	28.12
	Above 10 years	20	62.50
		32	100%

Table 1 presents the profile of the respondents included in the study. Out of 32 higher secondary teachers, **18 (56.25%)** were male and **14 (43.75%)** were female, showing that male teachers were slightly higher in number. The table also shows that **20 teachers (62.50%)** had more than ten years of teaching experience, while only **3 teachers (9.38%)** had up to five years of experience. This indicates that most of the respondents were experienced teachers. Therefore, the information collected in the present study is mainly based on the classroom experiences and opinions of experienced higher secondary teachers.

Table-Two**Teachers' Awareness towards Dramatic Method**

Leven of Awareness	Frequency	Percentage
High	13	40.63
Moderate	15	46.87
Low	04	12.50
Total	32	100%

Table 2 shows the awareness of teachers about dramatic method. Out of 32 teachers, 15 (46.87%) had a moderate level of awareness, 13 (40.63%) had a high level of awareness and only 4 (12.50%) had a low level of awareness. This shows that most teachers were aware of dramatic method. Only a few teachers had less awareness about it. Therefore, it can be said that the respondents had enough knowledge to share their views on the use of dramatic method in the teaching-learning process.

Table-Three**Extend Use of Dramatic Method**

Leven of Awareness	Frequency	Percentage
Always	06	18.15
Often	12	37.50
Sometimes	11	34.38
Rarely	03	09.37
Total	32	100%

Table 3 shows how often the teachers used dramatic method in the teaching-learning process. Out of 32 teachers, 12 (37.50%) used it often, 11 (34.38%) used it sometimes, 6 (18.75%) used it always and only 3 (9.37%) used it rarely. This shows that most teachers used dramatic method in their classroom teaching. It also shows that the teachers had a positive attitude towards using this method for making teaching more interesting and effective.

Table-Four**Types of Dramatic Method Use**

Leven of Awareness	Frequency	Percentage
Role Play	26	81.25
Dialogue Method	21	65.63
Story Dramatization	18	56.25
Simulation	11	34.38
Mime	07	21.88

Table 4 shows the different types of dramatic methods used by higher secondary teachers. Role play was the most commonly used method, as 26 (81.25%) teachers reported using it. It was followed by the dialogue method (65.63%) and story dramatization (56.25%). Only a few teachers used simulation (34.38%) and mime (21.88%) in their classroom teaching. This shows that teachers preferred simple and easy dramatic activities which could be used in regular classroom teaching.

Table-Five**Teachers' Opinion about the Effectiveness of Dramatic Method**

Leven of Awareness	Frequency	Percentage
Strongly Agree	10	31.25
Agree	15	46.88
Neutral	04	12.50

Disagree	02	06.25
Strongly Disagree	01	03.12
Total	32	100%

Table 5 shows the opinion of teachers about the effectiveness of dramatic method. Out of 32 teachers, 15 (46.88%) agreed and 10 (31.25%) strongly agreed that dramatic method was effective in classroom teaching. Only 3 teachers (9.37%) expressed a negative opinion, while 4 (12.50%) remained neutral. This shows that most teachers believed that dramatic method helped students learn better and made classroom teaching more interesting.

Validation of Hypothesis:

H₀1: There is no significant difference between male and female teachers regarding their awareness of dramatic method.

Table-Six

Gender-wise Comparison of Teachers' Awareness about Dramatic Method

Gender	N	Mean	SD	F	t	p	Decision
Male	18	3.72	0.61	31	0.68	0.50	Not Significant
Female	14	3.58	0.56				

Table 6 shows the comparison of teachers' awareness according to gender. The calculated t value is 0.68, which is not significant at the 0.05 level. This means that male and female teachers had almost the same level of awareness about dramatic method. **Therefore, the first null hypothesis is accepted.**

H₀2: There is no significant difference between experienced and less experienced teachers regarding the use of dramatic method.

Table-Seven

Experience-wise Comparison of Teachers' use of Dramatic Method in Teaching

Gender	N	Mean	SD	F	t	p	Decision
Up to 10 years	12	3.42	0.52	31	1.36	0.18	Not Significant
Above 10 Years	20	3.68	0.49				

Table 7 shows the comparison of the use of dramatic method according to teaching experience. The calculated t value is 1.36, and the p value is 0.18, which is greater than 0.05. This shows that there is no significant difference between teachers with up to ten years of

experience and those with more than ten years of experience in using dramatic method.

Therefore, the second null hypothesis is accepted.

H₀₃: There is no significant relationship between teachers' awareness and their use of dramatic method in the teaching-learning process.

Table Eight

Relationship between Teachers' Awareness and Use of Dramatic Method

Variable	N	Pearson's <i>r</i>	<i>P</i> Value	Result
Awareness and Use of Dramatic Method	32	0.61	0.001	Significant Positive Relationship

Table 8 shows the relationship between teachers' awareness and their use of dramatic method.

The obtained correlation coefficient ($r = 0.61$) is positive and statistically significant ($p = 0.001$). This means that teachers with better awareness also tended to use dramatic method more often in their classroom teaching. **Therefore, the third null hypothesis is rejected.**

Major Findings of the Study:

Most of the higher secondary teachers had a moderate level of awareness about dramatic method.

Most teachers used dramatic method in their classroom teaching. Many teachers reported that they used it often or sometimes.

Role play was the most commonly used dramatic method. It was followed by the dialogue method and story dramatization.

Most teachers believed that the dramatic method was effective. They felt that it made teaching and learning more interesting and meaningful.

There was no significant difference between male and female teachers regarding their awareness of dramatic method.

There was no significant difference between teachers with up to ten years of experience and those with more than ten years of experience regarding the use of dramatic method.

A significant positive relationship was found between teachers' awareness and their use of dramatic method. Teachers with better awareness used dramatic method more frequently in their classroom teaching.

Conclusion:

The present study shows that the dramatic method is an important teaching method at the higher secondary level. Most teachers were aware of this method and used it in their classroom teaching. They believed that it made teaching more interesting and helped students

take an active part in learning. The study also found that gender and teaching experience did not make a significant difference in the use of dramatic method. However, teachers with better awareness used this method more often. Therefore, teachers should be encouraged to use dramatic method regularly and should be given proper training to make classroom teaching more effective and meaningful.

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