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Teachers' Perceptions Toward Using Dramatic Methods In Classroom Teaching Across Subjects

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Abstract: This descriptive survey examined whether teachers' perceptions toward using dramatic methods in classroom teaching vary by subject. A sample of 260 schoolteachers from two districts in Tripura; Dhalai (n = 142) and Gomati (n = 118), completed a self-developed instrument measuring attitudes toward drama-based instruction. Descriptive statistics showed consistently positive perceptions across Language, Mathematics, Science, Social Science, and Other subjects (group means ≈ 74.3–78.4). Assumption checks indicated non-normality (Shapiro–Wilk $p < .001$) and approximately equal variances (Levene $p = .070$); therefore, a Kruskal–Wallis test was used. Results showed no significant differences among subjects, $\chi^2(4, N = 260) = 2.06$, $p = .724$, $\varepsilon^2 \approx 0.00$, indicating that attitudes were uniformly positive irrespective of teaching subject in this sample.

Index Terms - Dramatic method; drama-based pedagogy; teacher perceptions; subject-wise differences.

I. INTRODUCTION

The Dramatic Method is a powerful teaching strategy at the school level because it turns abstract content into lived experience. Through role-play, improvisation, tableau, and readers' theatre, students actively construct meaning, practise higher-order thinking, and connect ideas across subjects.

Drama naturally integrates cognitive, affective, and psychomotor domains: learners analyse and problem-solve as they plan scenes, develop empathy and social awareness by taking others' perspectives, and build confidence and communication skills as they perform. It supports inclusive classrooms by offering multiple entry points for diverse learners, including those who benefit from movement, visuals, or oral expression.

Teachers can embed formative assessment via observation checklists, peer feedback, and performance rubrics while cultivating 21st-century skills such as collaboration, creativity, and ethical decision-making. Because students "do" the concepts rather than merely hear them, dramatic activities boost motivation and retention, making lessons memorable, meaningful, and developmentally appropriate across grade levels.

Teachers' perceptions of using dramatic methods in classroom teaching are broadly positive across subjects, though the emphasis differs by discipline. Language and social science teachers often highlight drama's power to stimulate discussion, empathy, and perspective-taking, making abstract social issues and literary themes tangible. Science educators view role-play and simulations as useful for modeling processes, visualizing mechanisms, and encouraging inquiry, while mathematics teachers report gains in engagement and conceptual grasp when problem contexts are dramatized through stories, scenarios, or games. Across the board, teachers associate drama with higher student motivation, collaboration, and confidence in speaking. At the same time, they note practical constraints: time pressures from dense syllabi, limited training in facilitation, uneven resources, large class sizes, and assessment systems that privilege recall over performance and process.

II. Related Literature

A 30-study systematic review finds process drama widely used and positively viewed for language learning and teaching, improving skills and teacher development evidence consistent with strong teacher receptivity in language subjects (Luo et al., 2024). A national survey of 130 Finnish language teachers reports regular use of action-based methods and some use of drama, while noting training/time barriers again implying relatively high openness among language teachers (Hahl & Keinänen, 2021). (Luo et al., 2024; Hahl & Keinänen, 2021). Experimental classroom studies repeatedly show drama improves social-studies achievement and retention, and qualitative feedback from pupils is positive conditions that typically co-occur with favorable teacher attitudes and continued use (Zengin & Ulaş, 2022). A broader meta-analysis also shows drama-based pedagogy yields moderate-to-large effects when the intervention domain is social studies, lending content-area support that likely encourages teacher preference in this subject (Lee et al., 2020/NEA report). (Zengin & Ulaş, 2022; Lee et al., 2020).

Interview studies with primary/elementary science/technology teachers report that many see drama as suitable for "many topics" and use it sometimes, but others use it rarely and emphasize unit-fit, preparation, and classroom-management constraints i.e., more conditional preference than in language/social studies (Duban & Düzgün, 2013). Recent chemistry work shows drama/role-play can support deep conceptual understanding even when headline test gains vs. traditional practice are mixed again suggesting some science teachers will prefer drama for particular goals/topics (Otter, 2020/2024; Danckwardt-Lilliestrom et al., 2024). (Duban & Düzgün, 2013; Otter, 2020/2024; Danckwardt-Lilliestrom et al., 2024).

A large survey of 376 primary teachers (North Cyprus) found only 39.6% reported using the drama method in math, with use declining as years of teaching increased clear evidence of relatively low uptake/preference in this subject without special support (Tezer & Aktunç, 2010). Pre-service math teachers initially show limited awareness, but targeted coursework/training improves their perceptions of drama-based instruction i.e., preference is malleable but not naturally high in math (Bulut, 2016). (Tezer & Aktunç, 2010; Bulut, 2016).

III. Design of the Study

This study adopted a descriptive survey design to examine whether teachers' perception scores toward the use of dramatic teaching strategies (dramatic methods) differ by teaching subject. The focal objective was to determine subject-wise variation in perceptions across Language, Mathematics, Science, Social Science, and Other subjects.

The investigation tested the following hypothesis at the omnibus level: H_0: there is no significant difference in teachers' perception scores toward the use of dramatic methods across teaching subjects. The independent variable was teaching subject (categorical), and the dependent variable was the perception/attitude score toward dramatic methods obtained from the instrument described below.

The sample comprised 260 schoolteachers from Tripura, drawn from two districts Dhalai (n = 142) and Gomati (n = 118). Participants provided responses to a self-developed questionnaire designed to measure schoolteachers' attitudes toward dramatic teaching strategies. The tool was administered in a standardized manner, and scores were computed to yield a continuous perception index suitable for group comparisons.

For statistical analyses, we first computed descriptive statistics (means, standard deviations, standard errors) for perception scores by teaching subject. Assumption checks included the Shapiro–Wilk test for normality and Levene's test for homogeneity of variances. Given non-normality, the primary group comparison employed the Kruskal–Wallis H test to evaluate subject-wise differences in perception scores across the five groups.

IV. ANALYSIS AND INTERPRETATION

Group Descriptives

	Teaching Subject	N	Mean	SD	SE
Attitude Score Dramatic Method	**Language**	108	74.3	9.97	0.959
	Mathematics	38	76.2	9.74	1.580
	Other	19	78.4	5.55	1.273
	Science	32	75.7	10.12	1.789
	Social Science	63	75.8	9.88	1.245

The mean attitude toward using the Dramatic method is positive and tightly clustered across subjects (≈ 74 – 78.4 on the scale). By group: Other subjects show the highest mean (78.4; n=19, SD=5.55), followed by Mathematics (76.2; n=38, SD=9.74), Social Science (75.8; n=63, SD=9.88), Science (75.7; n=32, SD=10.12), and Language the lowest (74.3; n=108, SD=9.97). Precision (SE) is best for Language (0.96) due to its larger sample; the "Other" group, despite the highest mean and smallest SD, has a small n so its estimate is less stable. Approximate 95% CIs—Language (72.4–76.2), Mathematics (73.1–79.3), Other (75.9–80.9), Science (72.2–79.2), Social Science (73.4–78.2) overlap substantially, indicating only small practical differences among subjects at the descriptive level.

Normality Test (Shapiro-Wilk)

	W	p
Attitude Score Dramatic Method	0.940	<.001

Note. A low p-value suggests a violation of the assumption of normality

Homogeneity of Variances Test (Levene's)

	F	df1	df2	p
Attitude Score Dramatic Method	2.20	4	255	0.070

Normality (Shapiro–Wilk). W = 0.940 with p < .001 indicates a clear violation of the normality assumption. **Homogeneity of variances (Levene).** $F(4, 255) = 2.20$, $p = .070$ is not significant at $\alpha = .05$, so the group variances can be treated as approximately equal.

Kruskal-Wallis

	χ^2	df	p
Attitude Score Dramatic Method	2.06	4	0.724

Hypothesis test (Kruskal–Wallis). Because normality was violated (Shapiro–Wilk p < .001) while variances were approximately equal (Levene p = .070), a Kruskal–Wallis test was used across the five subjects (Language, Mathematics, Science, Social Science, Other). The result was $\chi^2(4) = 2.06$, $p = .724$ (N = 260), indicating **no statistically significant difference** in teachers' perception scores toward using the Dramatic method across teaching subjects.

"A Kruskal – Wallis H test showed no significant differences in teachers' attitudes toward the Dramatic method among teaching subjects, $\chi^2(4, N = 260) = 2.06$, $p = .724$, $\varepsilon^2 \approx 0.00$; therefore, the null hypothesis was retained."

V. Findings and Discussion

Among School Teachers of Tripura, teachers' teaching subjects do not influence their preference/attitude toward using the Dramatic method; attitudes are uniformly positive across Language, Mathematics, Science, Social Science, and other subjects.

In Tripura, teachers' uniformly positive attitudes toward using dramatic methods across Language, Mathematics, Science, Social Science, and other subjects align with evidence of strong receptivity in language education (Luo et al., 2024; Hahl & Keinänen, 2021) and with findings that drama boosts learning and retention in social studies (Zengin & Ulaş, 2022; Lee et al., 2020). Notably, prior work suggests science teachers' preferences are often conditional on topic fit and practical constraints (Duban & Düzgün, 2013; Otter, 2020/2024; Danckwardt-Lilliestrom et al., 2024), and mathematics shows comparatively low classroom use unless training is provided (Tezer & Aktunç, 2010; Bulut, 2016). The current result—positive attitudes even in science and mathematics may indicate effective local professional development, curricular expectations, or broader diffusion of drama-friendly pedagogy.

VI. Conclusion

Teachers' perceptions toward using dramatic methods were positive and statistically indistinguishable across Language, Mathematics, Science, Social Science, and Other subjects; the omnibus null hypothesis of no subject-wise difference was retained ($\chi^2(4) = 2.06$, $p = .724$). The uniform positivity indicates cross-subject openness to drama-based instruction, positioning it as a viable pedagogical approach throughout the curriculum. For practice, schools and teacher-education programmes should invest in targeted professional development (e.g., facilitation techniques, planning templates, performance rubrics), provide ready-to-use lesson exemplars that align with syllabi, and mitigate implementation barriers related to time, resources, and large classes.

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