

EFFECTS OF PUPPETRY ON MOTIVATION AND ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOLS PUPILS IN KUJE LGA, ABUJA, NIGERIA

Abstract

This study examined the effects of puppetry techniques on motivation and achievement of primary school pupils in Social Studies in Kuje LGA Abuja. The specific objectives are to determine the effects of puppetry techniques on the academic achievement of primary school pupils in Social Studies in Kuje of FCT, Abuja and to find out the mean score of pupils taught with puppetry techniques and those taught with traditional methods. The study used 3 research questions and 3 hypotheses. The study adopted an experimental design in which the quasi-experimental design of a separate sample pretest-posttest design was chosen. The population of the study was 205 pupils with a sample size of 100. The study adopted a simple random sampling technique. Social Studies Motivation and Achievement Test (SSMAT) for data generation and the t-test statistic was employed for data analysis. The findings from the study revealed that the achievements of male and female pupils taught using the puppetry technique were more effective than that of those taught using the traditional method; there is a significant relationship between the puppetry technique and academic achievement and that, the achievements of pupils taught using puppetry technique were more impressive technique than those taught using the traditional method. The study among many others recommended that professional associations like the Social Studies Association of Nigeria (SOSAN) should popularize the effective use of puppetry techniques in teaching Social Studies through seminars, workshops, conferences and publications and the use of puppetry techniques should be recommended in schools Social Studies curriculum.

Keywords: Puppetry, Academic Achievement, Social Study, Social Skill, Teacher-Centered Techniques.

Introduction

The Social Studies curriculum over the past decade has changed drastically both in content and methodology. The recognition of culture and differences of various ethnic groups has directly influenced the methodology and approaches to Social Studies. Etor, Mbon and Ekanem, (2013) maintained that The various methods of teaching Social Studies curricular objectives is an effective tool for Social Studies teacher to take advantage of two impact social skills that enable learners to develop social integration. Hence, the broad nature of Social Studies education enables it to cover a wider ground.

Social Studies education as an integrated discipline has the potential through her methods of teaching such as puppetry to deal effectively with any social issues in the society and can provide learners with needed skills to handle any problems that confront them. Therefore, a functional approach and methods and techniques to the inculcation of social values and problem-solving skills could help pupils to help themselves irrespective of their family background. Ololobou (2010) added that “the teaching and learning processes in Social Studies education involve some methods as means of enhancing meaningful learning through the use of effective techniques such as puppetry technique. For instance, an ingenious Social Studies teacher can devise puppetry techniques built around definite problem situations in and outside the classroom and the local community. Teacher made puppetry technique easier in terms of time saved in hunting for technique more that are appropriate to instructional objectives, and more interesting as it is adapted to suit the need and interests of the pupils”.

“Puppetry as one of the techniques of teaching social studies has been the most important, effective and dynamic folk art form to communicate and entertain all age groups. It is not only a very old art form in many countries but also a very powerful medium of mass communication, it is a flexible folk art form which not only a part of entertainment but also provides valuable information in public awareness for different issues, as well as a sort of psychological therapies to treat psychological patients” Belfiore, (2013) Belfiore, (2013) supports the above that “puppetry as a learning tool in social studies provides teachers with one of the most inexpensive aids in the classroom. this implies that the benefits of puppets are many. They allow children to escape into an imaginary world and using puppetry in teaching provides opportunities for children to express themselves in many different forms”.

According to Ronit, (2015), “puppets are relevant in early childhood/preschool classrooms because Puppets are a good tool to get young children’s attention; puppets help pupils act out everyday scenarios, especially finger puppets, allow little ones to transform into anything they want; puppets are a good visual representation to use when singing, dancing, or storytelling; in kindergarten and primary classrooms; puppets are a good way to deliver information to pupils and help them retain. This implies that pupils' use of puppets helps them to retell information they have learned and remember”. Belfiore, (2016) “Teachers can use puppets to demonstrate proper pronunciation to help pupils develop language skills and also help shy pupils feel comfortable speaking in front of the class because the puppet is answering them. hence using this technique in teaching and learning can enhance the academic motivation of the pupils to be active in the teaching and learning process”.

Academic motivation is an important concept in education because it produces motivational outputs. According to Deci and Vallerand, (2018), “the concept of motivation has a larger degree of multi-faceted, non-cognitive psychosocial structure, whereas academic motivation is a more specific concept, which is creative thinking skills and learning skills, pupils' satisfaction from school and reasons for school attendance and doing homework. Their achievement is related to cognitive, behavioural, and affective training factors”.

Pintrich and Schunk, (2012) maintain that “motivation is defined as a process in which direct target activity is started and maintained or creating a situation or a situation of all factors determining the degree of willingness to participate in an activity. This implies that motivation is the production of energy required for academic work and is a general concept that includes requests, desires, needs, impulses and interests”. Cuceloglu, (2015) add that “motivation is the starting point for learning a lesson, mobilizes the pupils and contributes to the pupil performing

what he/she should do during the school years. This implies that motivation is about how pupils are treated and how they feel about the work they do, it is a behavior that should be achieved by the teacher since the learning needs of the pupils in the classroom should be well known by the teacher”.

Tucker and Davis (2012) describe “motivation as a mental, emotional and behavioural determinant of student investment in education and commitment. This implies that motivation is also carried out as academic participation, which is the most influential in pupils' performance among all other factors. This implies that motivation takes place within the definition of successful pupils. A successful pupil is a socially adequate, goal-oriented and internally motivated pupil who can effectively balance the social and academic aspects of the school. Motivation is the most important factor affecting the academic success or failure of an individual in the learning process. The concept of motivation is a concept that is important for both teachers and pupils in perceiving the cause of success or failure in education”.

“Gender is one of the personal variables that have been related to the differences found in motivational functioning and academic achievement. Different researchers have demonstrated the existence of different attribution patterns in boys and girls, such that while girls tend to give more emphasis to effort when explaining their performance, boys appeal more to reasoning ability as the cause of their academic achievement” (Burgner & Hewstone, 2013). “Many researchers have also pointed out that girls usually make external attributions for successes and failures, and that when they make internal attributions, these refer not so much to effort, but to ability. However, boys usually attribute successes to stable internal causes like effort, thus showing an attribution pattern which enables them to enhance their image of themselves”. (Burgner & Hewstone, 2013)

Statement of the Problem

Despite the wide recognition of what can be achieved when using puppetry techniques, research shows that they have not become an integral part of instruction as one would have hoped. Social studies teachers seem to use only textbooks to provide instruction and rarely use learners-centred. Most teachers assigned textbooks to the class as the main source from which they obtained their instructional materials. This inversely seems to have affected the pupils' achievement in Social Studies as a subject, especially at common entrance examinations and stifles their motivation toward Social Studies. Most of the teachers of Social Studies seem to be still accustomed to traditional methods of teaching especially the lecture and didactic techniques despite the availability of learner-centered and activity-based teaching techniques which encourage effective teaching and learning between teacher and pupils. This seems to have contributed to poor achievement among pupils and their attitude towards Social Studies as a subject. The Primary Education Board in Kuje Local Government in Abuja (2004, 2017 and 2019) lamented that out of 5305 (five thousand three hundred and five) pupils who wrote the common entrance examination in 2004, 3205 pupils scored below credit in Social Studies education. Similarly in 2017, out of 6706 primary school pupils who wrote the common entrance examination in Social Studies education, 4406 pupils scored below credit. The situation seemed to worsen in 2019 when out of 5537 pupils who wrote the common entrance examination in Social Studies education, 4325 scored below credit. The above implies that there seems to be a high rate of poor academic achievement of pupils in Social Studies in Primary School Common Entrance Examination (First Living School Certificate) over the years. This is attributed to most Social Studies teachers using ineffective methods and strategies in teaching Social Studies which among other factors have contributed to pupils poor achievement in the

subject at primary schools. The available literature on methods of teaching Social Studies suggests the need to employ new and innovative strategies such as puppetry teaching techniques.

Similarly, major causes of pupils' poor academic achievement in Social Studies in Nigeria as reported by various studies conducted by Social Studies experts have to do with the instructional techniques used by Social Studies teachers, which are inadequate to bring about the desired level of achievement and classroom participation in both male and female pupils. Some of the techniques used by Social Studies teachers are traditional presentation methods (lecture and didactic methods). These traditional and teacher-centred techniques of teaching Social Studies are characterised and largely criticized for stifling interest and creativity in pupils thereby limiting academic achievements among primary school pupils. Other studies also found that many Nigerian Social Studies teachers mostly used the Traditional Lecture Method which does not allow pupils input in the teaching and learning encounter and hardly encourages pupils to engage in practical and creative learning activities during the teaching and learning process.

From the above, it seems that most Social Studies teachers use the traditional lecture method in teaching Social Studies and the method does not seem to enhance pupils' academic achievement, especially in the acquisition of practical skills for effective living in society. Hence, what are the effects of puppetry techniques on motivation and achievement of primary school pupils' achievement in Social Studies in Kuje LGA Abuja?

Aim and objectives

The main aim of this study is to find out the effects of puppetry on motivation and academic achievement of primary schools pupils in Kuje LGA, Abuja, Nigeria. The specific objectives are to:

- i. find out the extent to which puppetry techniques affect the motivation and achievement of primary school pupils in Social Studies in Kuje LGA, Abuja.
- ii. find out the extent to which the mean scores of pupils taught with puppetry technique significantly differs from those taught with traditional methods in Kuje, Abuja.
- iii. find out the extent to which the mean score of male pupils taught with puppetry techniques significantly differs from that of female pupils in Kuje, Abuja.

Research Questions

For this study, the following research questions are formulated:

1. to what extent do puppetry techniques affect the motivation and achievement of primary school pupils in Social Studies in Kuje LGA Abuja?
2. to what extent do the mean scores of pupils taught with puppetry techniques significantly differ from those taught with traditional methods?
3. to what extent does the mean score of male pupils taught with puppetry techniques significantly differ from that of female pupils?

Hypotheses

The following hypotheses were formulated to help guide the conduct of the study:

1. There is no significant effect of puppetry techniques on motivation and academic achievement of social studies pupils in primary school Kuje FCT, Abuja.
2. There is no significant difference in the mean scores of pupils taught with puppetry techniques and those taught with traditional methods.

3. The mean score of male pupils taught with puppetry techniques does not significantly differ from that of female pupils in Kuje, Abuja.

Method

This study adopted quasi quasi-experimental research design specifically, the nonequivalent pretest-posttest control group design. Two intact groups which are non-randomized were used and a pre-test was administered to determine the ability of each group before the intervention was introduced during the period where affective related topics were taught in Social Studies to the experimental group while the control group was taught same affective related topics using the tradition method of talk and chalk. After the intervention, a post-test was equally administered to compare the achievement of both the experimental and control group.

The population of this study comprises primary five Social Studies pupils of the public (government-owned) schools within Kuje LGA, Abuja. For the schools to make the population of the study such school must be government-owned and located within Kuje LGA, Abuja. The justification for the above criteria is simply to enable the researcher to have schools with homogeneity in the study area and make the study more substantial. The sample for this study was made up of 2 Government Primary Schools selected from the 27 Government Primary Schools that made up the Population of the study in the study area. The sample size was 100 pupils. A simple random sampling technique was employed to select the sampled schools and the Social Studies Motivation and Achievement Test (SSMAT) was used for data generation. The analysis of data was conducted based on the research questions and a statistical test was used for testing the hypotheses of the study. The t-test statistic and ANCOVA were employed to take care of any difference that may occur between the groups.

Results

Research Question One: To what extent does puppetry techniques have effect on the achievement of primary school pupils in social studies in Kuje FCT, Abuja?

Table 1: Mean achievement Scores and Standard Deviation of pupils Pre-test and Post-test.

Experimental Condition	Teaching method	Test Type	Mean (X)	Standard Deviation(SD)	G. score	No. of std (N)
Experimental	puppetry	Post-test	26.06	8.53	20.91	50
		Pre-test	9.15	2.88		
Control	Traditional	Post-test	16.55	5.38	11.37	
		Pre-test	8.18	2.09		50
Total						100

Table 1 Revealed that the mean achievement scores of the pupils taught Social Studies with puppetry and traditional method are 9.15 and 8.18 in the pre-tests. This shows that the experimental groups score higher at the beginning of the experiment. Furthermore, the table shows that the mean achievement score of those taught with simulation in the post-test is 26.06 with a standard deviation of 8.53 and a gain score of 20.91. On the other hand, the mean achievement score of those taught with the traditional method in the post-test is 19.55 with a standard deviation of 5.38 and gain score of 11.37. The differences in the mean achievement gain scores of the groups are 9.54 for puppetry techniques and traditional methods. Therefore, there is a significance effect in the academic achievement of Pupils taught with puppetry techniques achievement of Students taught with field trip strategy and traditional method. Those pupils taught with puppetry techniques strategy and traditional method. Those pupils taught with puppetry techniques had higher academic achievement than their counterparts taught with

traditional method. However, Table 5 did not show whether the observed differences in the mean achievement scores of the two groups in the post-test are significant.

Two Research Question two: To what extent do the mean scores of pupils' taught with puppetry technique significantly differ from those taught with traditional method?

Table 2: Mean Achievement Scores and Standard Deviation of pupils' taught with puppetry technique techniques and pupils taught with traditional method

Experimental Condition	Teaching method	School	Test type	Mean (x)	S.D	Gain score	No. of Pupils(N)
Experimental Group	Puppetry technique	A	Post-test	28.24	8.07	20.04	50
			Pre-test	8.20	2.49		
		B	Post-test	27.25	9.00	19.10	50
			Pre-test	8.15	3.22		
Control Group	Traditional method	A	Post-test	18.58	3.72	10.40	50
			Pre-test	8.18	2.89		
		B	Post-test	18.88	5.17	10.67	50
			Pre-test	8.21	2.51		
Total							

Table 2: Showed that the mean achievement scores of school A and B Pupils in the experimental and control groups. The table shows that in the experimental group taught using Puppetry technique strategy, the Pupils' mean achievement scores is slightly higher than that of those taught with traditional method pupils by 0.94. The table did not show whether the difference is significant. More so, in the control group taught with traditional method, the school A Pupils' mean achievement score is slightly higher than that of the school B pupils by 0.27. The table did

not equally show whether or can be attributed to error variance. The result is further subjected to inferential testing as shown below.

Research Question Three: To what extent does the mean score of male pupils taught with puppetry technique significantly differ from that of female pupils?

Table 3: Mean Achievement Scores and Standard Deviation of Male and Female Pupils.

Experimental Condition	Teaching method	Gender	Test type	Mean (x)	S.D	Gain score	No. of Pupils(N)
Experimental Group	Puppetry Technique	Male	Post-test	28.24	8.07	20.04	50
			Pre-test	8.20	2.49		
		Female	Post-test	27.25	9.00	19.10	50
			Pre-test	8.15	3.22		
Control Group	Traditional method	Male	Post-test	18.58	3.72	10.40	50
			Pre-test	8.18	2.89		
		Female	Post-test	18.88	5.17	10.67	50
			Pre-test	8.21	2.51		
Total							200

Table 3: Showed that the mean achievement scores of male and female pupils in the experimental and control groups. The table shows that in the experimental group taught using puppetry technique strategy, the male pupils' mean achievement scores is slightly higher than that of the female pupils by 0.94. The table did not show whether the difference is significant. More so, in the control group taught with traditional method, the female pupils' mean achievement score is slightly higher than that of the male pupils by 0.27. The table did not

equally show whether or can be attributed to error variance. The result is further subjected to inferential testing as shown below.

Hypothesis 1: There is no significant effects of puppetry technique on the academic achievement of social studies pupils in primary school.

Table 4: Analysis of Covariance (ANCOVA) of Pupils' overall Achievement Scores by Teaching Method.

Source of Variation	Type III sum of source	DF	Mean Square	F. Cal	P. value	Decision
Corrected model	1259.833	2	629.917	5.388	0.001	S
Intercept	127540.107	1	127540.107	3007.406	0.000	S
Method	1259.833	2	629.917	5.388	0.001	S
Error	13804.607	176	60.018			
Total	133015.001	180				
Corrected total	15270.47	180				

Table 4 showed that the calculated F-value for the effect of teaching methods on Pupils' achievement in Social Studies is 5.388 with P-value of 0.001 which is less than 0.05 set for the study. The null hypothesis is therefore rejected. This shows that the teaching methods have significant effects on the pupils' achievement in Social Studies. This further proves that there is significant difference in the pupils' mean scores among the two groups: Puppetry technique strategy and traditional method.

Hypothesis Two: There is no significance difference in the mean scores of pupils' taught with puppetry technique techniques and those taught with traditional method.

Table 5: Summary of T-test Posttest Achievement Mean Scores of pupils taught with puppetry technique and those taught with traditional method

Method	X	SD	N	Level	DF	t-cal	T-tab	Decision
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				of significant			
Puppetry	4.56	0.3756	90				
Technique				0.05	94	0.8580	1.6606 Accepted
Traditional	4.50	0.3907	90				
Method							

Table 5 above shows that the calculated t-test value of 0.8580 at 94 degree of freedom is less than the t-table value of 1.6606 at 0.05 of level of significance ($t_{\text{cal}} = 0.8580$, $t_{\text{tab}} = 1.6606$, $p < 0.05$). The null hypothesis of there is no significance difference in the mean scores of pupils' taught with puppetry technique techniques and those taught with traditional method is therefore accepted.

Hypothesis 3: The mean score of male pupils taught with puppetry technique techniques is not significantly differ from that of female pupils

Table 6: Analysis of Covariance (ANCOVA) of Pupils' overall Achievement Scores of Gender.

Source of Variation	Type III sum of source	DF	Mean Square	F. Cal	P. value	Decision
Corrected model	1259.833	2	629.917	5.388	0.001	S

Intercept	127540.107	1	127540.107	3007.406	0.000	S
Method	1259.833	2	629.917	5.388	0.001	S
Gender	159.533	1	159.533	1.228	0.201	NS
Error	13804.607	176	60.018			
Total	133015.001	100				
Corrected total	15270.47	100				

Table 6 shows the calculated F-value for the main influence of gender on Pupils' achievement in Social studies is 1.228 with P-value of 0.201 which is greater than 0.05 set for the study. The null hypothesis is therefore upheld. This means that there is no significant difference in the academic achievement of male and female Studies pupils taught Social studies with puppetry technique strategy. Thus, the effects of the teaching methods according to this finding are not influenced by pupils' gender.

Discussions of Findings

The findings of the study revealed the effect of Puppetry technique on Pupils' interest and achievements in Social Studies. For instance, going by the results of achievements test conducted showed that the pupils in experimental group scored higher marks than pupils in control group. This may be attributed to the fact that the pupils in experimental group were exposed to Puppetry technique therefore gained a better insight into the topics being taught than pupils in control group who were exposed to traditional method. This clearly indicated that the use of puppetry technique has significant effect on the Pupils' academic achievements but not the school type. This research question is not surprising because it is consistent with Alebiosu, (2010) earlier argument in favour of puppetry technique. His argument in favour of puppetry technique, came from social constructivist theory which emphasized that technique takes place

faster when actively built (construct), new ideas based on the existing and past ideas, which involves developing one's own knowledge from one's own experiences. The theoretical consideration of the constructivist is also in consonance with John (2017) which views that human development is socially situated and knowledge is developed through interactions with others which is applicable to Puppetry technique strategy. This enables pupils to relate parts of the topic to whole and come to understand how context class helps to determine the best word choice that facilitate understanding despite the school type.

The finding of the study revealed that, the achievement scores of the pupils taught Social Studies with Puppetry technique and traditional method are 8.15 and 8.18 in the pre-tests. This shows that the two groups were similar at the beginning of the experiment. Therefore, there is significance effect in the academic achievement of Pupils taught with Puppetry technique achievement of Pupils taught with Puppetry technique strategy and traditional method. Those Pupils taught with Puppetry technique strategy and traditional method. Those Pupils taught with Puppetry technique strategy had higher academic achievement than their counter parts taught with traditional method.

Conclusion

Puppetry technique techniques had been proved efficacious in enhancing students' achievements in Social Studies. This means that in an effort to achieve set objective of Social Studies education in junior Secondary Schools, the Social Studies should be taught using more of the child-centered techniques like puppetry technique than traditional or conventional method like lecture teaching. The traditional teaching methods had been proved to be ineffective in enhancing students' achievement in Social studies. Therefore, the set objectives of Social Studies education will be difficult to achieve using the lecture teaching method. Again sex is not an

important factor in determining the instructional approach to be adopted in teaching Social studies. With regards to achievement, Puppetry technique teaching techniques had been proved in this work to be efficacious in enhancing and maintaining the students' academic achievement and interest. Therefore, to capture and sustain students' interest more of puppetry techniques should be applied. On the other hand, the conventional (lecture) teaching method was found to be ineffective in enhancing the academic achievement and interest of students' in Social studies. Therefore, the academic achievement of the students will remain at low ebb if the students are taught using the conventional (lecture) teaching method. Teachers should therefore use the puppetry technique techniques as this will help to address the perennial poor achievements of students in Social Studies.

Recommendations

From the findings of this research work, the following recommendations are earnestly made as possible solution to the perennial poor achievements of students in Social Studies education.

1. Child-centered teaching techniques such as puppetry technique should be emphasized and incorporated in the Social Studies-teacher education curriculum in tertiary institutions of learning. The essence is to make the teaching approach popular to would be teachers who would apply them in teaching Social Studies when they get to the field. The principles guiding the effective use of the teaching approach should be taught to the student-teachers.
2. Stakeholders in Social Studies education like ministries of education, state school management boards, post primary school services commission, education commissions, private school proprietor, school principals and teachers should organize seminars,

workshops and conferences to learn how to make the best use of puppetry technique in teaching Social Studies.

3. Professional Associations like the Social Studies association of Nigeria (SOSAN) should popularize the effective use of puppetry technique in teaching Social Studies through seminars, work-shops, conferences and publications.
4. The use of puppetry technique should be recommended in schools Social Studies curriculum. The effective use of the teaching approach should be reflected in the curriculum materials like the text books and other instructional materials.

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