

Using Drama Approach in Teaching Social Studies to Develop Tolerance and Acceptance of Others for Middle Stage Students

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Abstract The research aimed at measuring the effectiveness of using drama approach on developing values of tolerance and acceptance of others in social studies for middle stage students. The researchers followed both the descriptive-analytical design and the experimental design. A checklist and a scale for tolerance and acceptance of others' skills, teacher's guide, and activity student booklet were all designed in light of the drama approach. The research was conducted to (60) female first year middle stage students divided into two groups; an experimental group of (30) female students, and a control group of (30) female students. The results showed that there was a statistically significant difference at (0.01) level of significance between the experimental group mean scores and the control group students in the post application in acceptance of others value scale as a whole and in each dimension separately in favor of the experimental group. Results approved that using the drama approach achieved a level of effectiveness in developing the values of tolerance and accepting others among middle school students. The research concluded that drama approach is highly recommended to be used in teaching generally and in teaching social studies particularly to develop the values of tolerance and acceptance of others.

Keywords Drama Approach, Tolerance, Acceptance of Others, The Preparatory Stage

1. Introduction

The world today witnesses a great number of variables and transformations with cultural, social, political, economic and technological dimensions. Such variables threaten the constants and values of society, e.g., (global openness, communications and knowledge revolution, conflicts, political and economic blocs, globalization and other successive and accelerating variables). These variables need more time to develop our visions and practices.

The educational system, with its philosophy, orientations, curricula, strategies and programs is one of the important means in preparing individuals and societies to face the effects of global and local challenges and developments. Spreading the culture of dialogue, positive interaction and communication develop the values of tolerance and accepting the other. Hence, we need a citizen who bears the responsibility towards these changes and problems, in addition to the need for efforts aimed to consolidate human rights and sow seeds of security, peace and tolerance.

Here comes the role of school curricula to achieve goals of society as they are the tools on which contemporary

civilization depends in developing mental and social abilities, and stabilizing behavioral practices of learners in order to interact and coexist with the renewed global changes [1].

History is one of the educational subjects that helps provide the learner with many desirable values such as tolerance and respect for human rights. It gives an opportunity to achieve understanding and cooperation among people of different cultures, and the need to get rid of conflicts, wars and aggressive tendencies. Acquiring values of tolerance and acceptance of others is one of the necessities of nowadays life that we need to inculcate in the hearts of students at this time more than ever. Middle stage students particularly should develop values of tolerance, respect for others, positive communication, positive dialogue, solving problems and rejecting violence. As a result, the social environment in which they live will be improved. Whether within their families or within their schools, they will achieve their goals in proper ways [2].

Some previous studies revealed the reality that teaching history in the middle stage is still taught by traditional teaching methods of education as well as, the lack of teachers' interest in developing many values among students such as tolerance and acceptance of others, which are effective values in proper building for future citizens and preparing them to meet the requirements of the twenty-first century [3].

The research problem stemmed out of recommendations of some previous studies such as; [4], [5], [6], [7] that asserted the need to pay more attention to the students' active role during their learning process, and to give them the opportunity to practice activities that help promote values of tolerance and acceptance of others. Moreover, the Second Scientific Conference of Human Rights and Social Studies Curricula recommendations confirmed the necessity of developing the values of tolerance and acceptance of others among students of all different educational stages [8].

The problem of the current research could be identified in the weakness of values of tolerance and acceptance of others taught in social studies subject for second year middle stage students. Thus, the purpose of the current research was to measure the effect of using drama approach in teaching social studies to develop the values of tolerance and acceptance of others for second year middle stage students. The main question of the research was: What is the effectiveness of using drama approach in teaching social studies to develop the values of tolerance and acceptance of others for second year middle stage students?

The following sub-questions emerged from the main question:

1. What are the values of tolerance and acceptance of others necessary for second year middle stage students?

2. What is the image of a unit selected from the social studies subject book of the second year middle school and reproduced using the drama approach to develop the values of tolerance and acceptance of others?
3. What is the effectiveness of using the drama approach in developing the values of tolerance and acceptance of others among second year middle school students?

2. Materials and Methods

2.1. Research Design

The current research aimed at creating a list of necessary values of tolerance and acceptance of others appropriate for second year stage students. As well as detecting the effectiveness of using drama approach to develop the values of tolerance and acceptance of others among second year middle school students. The researchers followed the descriptive –analytical design in reviewing related literature and previous studies that dealt with the subject matter, and the two-group experimental design.

2.2. Participants

The research included a sample of (60) female middle stage students randomly chosen. The research sample was divided into two groups: an experimental group of (30) students and a control group of (30) students.

The experimentation was conducted at Saqr Quraish, Middle school for girls, East Nasr City, Cairo governorate. The experiment was implemented in the first semester of the year 2021-2022. The research was also delimited to some values of others' acceptance; tolerance, peaceful coexistence, positive dialogue and interdependence.

2.3. Definition of Terms

Drama Approach

The drama approach as identified in the current research was defined procedurally as an educational environment characterized by vitality, activity and realism through reformulating, organizing and enriching the scientific content of the second year middle school history curriculum in a dramatic form to meet pre-determined goals to achieve students' active participation.

Tolerance

Tolerance was procedurally defined in the current research as a set of ideas, principles and judgments that direct the individual (learner) to respect different opinions, ideas, beliefs and rights of free expression. Tolerance also encourages the learner to forgive the offense.

Acceptance of Others

The value of acceptance of others was procedurally

defined in the current research as a set of standards that the learner is committed to and directs him to understand others' differences and their different ideas, beliefs and thoughts, as well as, their right to freely express themselves and their diversity.

2.4. Research Hypotheses

The current research answered the research questions by verifying the following hypotheses:

- There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of tolerance and acceptance of others scale at (0.01) level of significance in favor of the experimental group; in the scale as a whole and in each dimension separately.
- There is a statistically significant difference between the mean scores of the experimental group in the pre post administration of tolerance and acceptance of others scale at (0.01) level of significance in favor of the post application as a whole and in each dimension separately.

2.5. Significance of the Research

The current research was expected to:

- Draw the attention to develop the values of tolerance and acceptance of others for learners
- Provide a teacher's guide that includes prepared lessons in terms of drama approach that can be used as a guide for preparing other lessons
- Present a contemporary educational approach in teaching that aims to develop values of tolerance and acceptance of others. Thus, training the teachers to employ modern views in the field of curricula and teaching methods.

2.6. The Theoretical Framework of the Research

(Drama Approach in education and developing values of Tolerance and Acceptance of others)

- The concept of Drama in Education

The educational drama can be defined as an activity that involves imitating or acting real life situation in a

simplified manner and also involves the students' active participation by playing specific roles [9].

- The Educational Significance of the Drama Approach
 - Using the drama approach in teaching can; Help the learners to acquire and develop social values such as cooperation, participation, sense of responsibility, understanding their duties and rights.
 - Help the learners to express their ideas, feelings and emotions in a of communication tools.
- Types of acting activities of Drama Approach
 - Role-play: Role playing is a pretended activity that helps the learner to learn through playing different active roles in different situations to achieve some intended goals, acquire life skills and develop his personality [10].
 - Drama Play: the play can be defined as a literary and artistic genre that includes number of fiction elements such as; plot, action, conflict dialogue and characters, as well as number of non-fiction elements such as; costumes, lighting and music [11].
- Types of school drama plays:
 - The Moral Play includes themes that call for values such as tolerance, acceptance of others and good morals of honesty, justice and courage.
 - The Behavioral Play deals with positive behaviors that the learners should practice and the negative behaviors that they should avoid in their families, school and society environment. It also aims to instill emotions of love in the learners towards their homeland, family, school and community.
 - The Historical Play includes the study of historical, environmental and geographical eras and extracts the great lessons presented by the historical great characters in the humanity.

- Steps of drama implementation in classroom:

The following Figure 1 shows steps of drama implementation as well as elements of drama in the classroom.

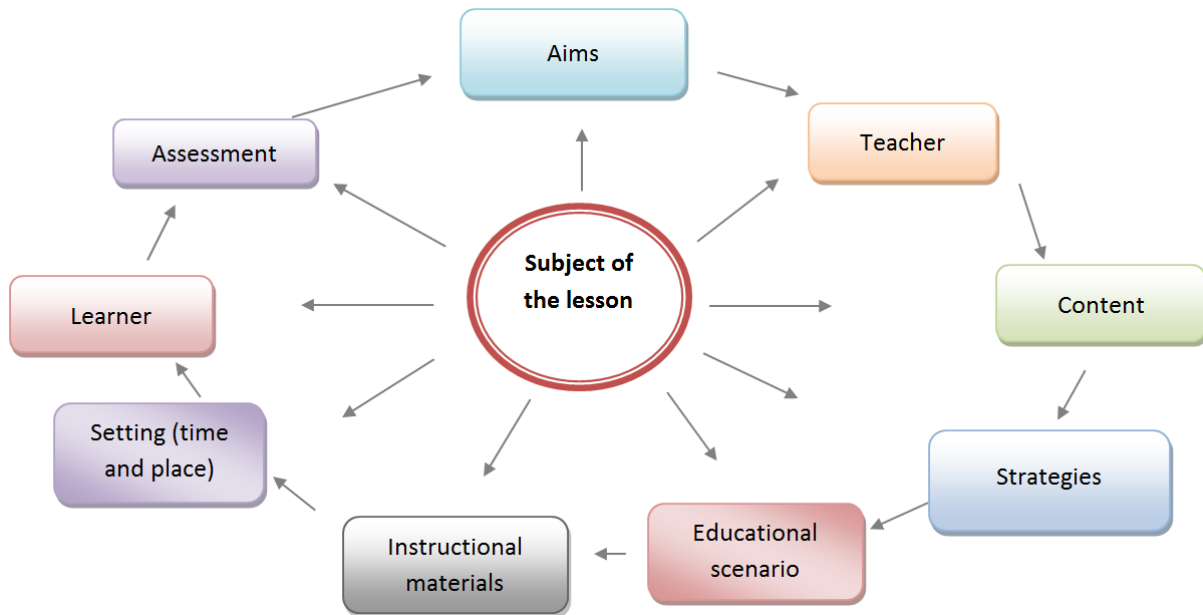


Figure 1. Steps and elements of drama approach in classroom

● Previous Studies

Many previous studies and educational literature; such as, [12], [13] confirmed the effectiveness of using the drama approach in teaching to meet various educational aims.

● Values of Tolerance and Acceptance of others

Values of Tolerance can be defined as the individual’s reliability to practice commitment and respect for others’ beliefs, traditions, and feelings regardless their colors, religions, ethnicity and social backgrounds [14].

● Values of tolerance can be classified into tolerance with the self and tolerance with others. Tolerance with the self refers to values related to the individual’s understanding for himself, his backgrounds and principles that direct his behavior in the different

situations such as; awareness of rights, commitment to duties, confidence, responsibility and self-respect. On the other hand, tolerance with others refers to values related to the individual’s interaction with the society such as; respect for religions and beliefs, respect for different opinions, cooperation and unity among the various societal sections.

- Acceptance of others refers to recognition of different cultures rights in existence, freedom, dignity and difference [15].
- The value of accepting others includes some related values as peaceful coexistence, positive dialogue and interdependence.

Figure 2 refers to some values related to acceptance of others and tolerance.

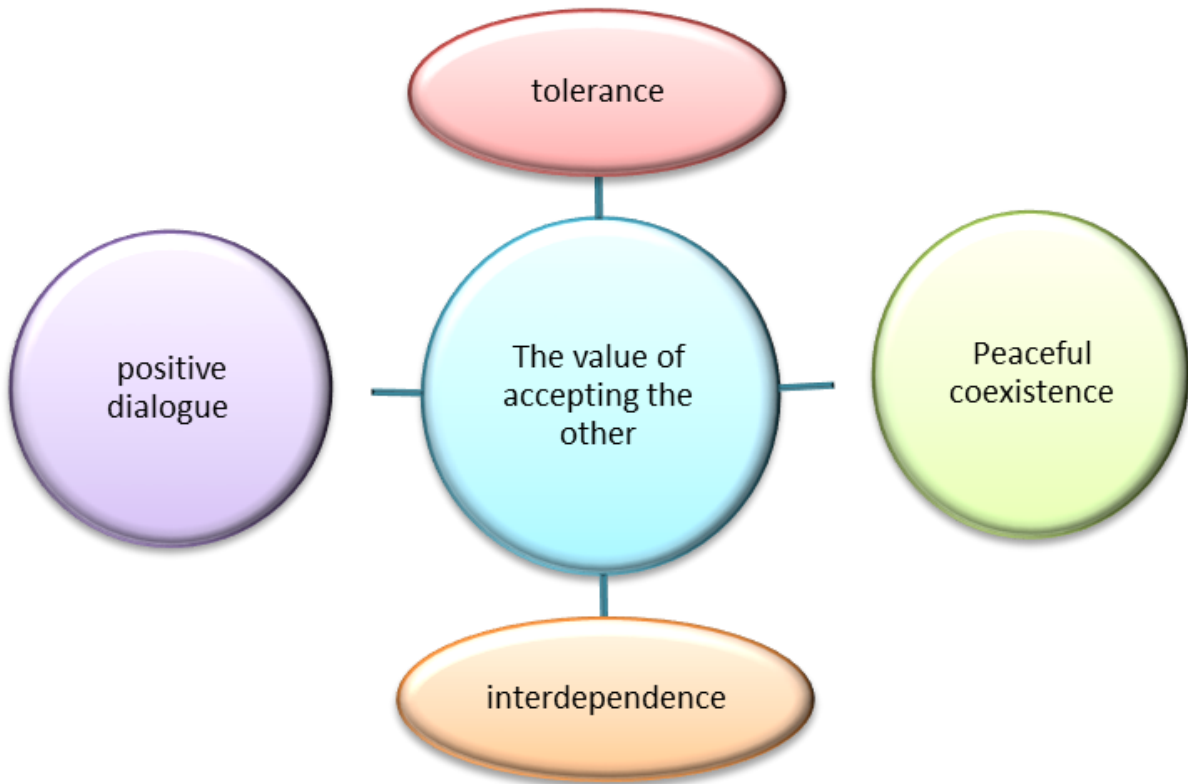


Figure 2. Values of Tolerance and Acceptance of Others

Figure 2 expresses the other's acceptance values. These are:

The value of tolerance: the term tolerance is the basis for accepting the other, i.e. accepting the plurality and diversity of doctrines, religion, and color, not preventing it from being another and renouncing its identity. Tolerance is one of the most important moral and structural values and also means amnesty at ability and non-repetition of abuse, thereby achieving the unity of society and peaceful coexistence with others

The value of peaceful coexistence: It means the ability to demonstrate friendship, love, and respect for the customs and traditions of others and to help the other in good times while recognizing his right to exercise all his rights in society. and represents the ability to live with others despite their different religions, genders, and intellectual doctrines within and outside society, Coexistence is based on affection and dignity, respecting each other's rights, customs, traditions, religion, and the values of their own society, avoiding emotions and causing pain or humiliation.

The value of positive dialogue: means the ability to express an opinion, while respecting dissenting views without intolerance or holding an opinion, taking into account the ethics of dialogue. Dialogue is one of the highest concepts in dealing between human beings from the very moment of human formation and God - Almighty - devotes this aesthetic value, which can have a clear impact on the consolidation of life among human beings, and

dialogue itself is not limited to individuals but can go beyond that; To become a dialogue between nations, dialogue is a word that extends to all the meanings of the question, answer, debate and review between certain parties or parties in correcting or demonstrating an argument, proving a right, pushing a resemblance or an invalid response. Dialogue has the overriding aim of coexisting with the other with an open mind and heart.

The value of interdependence: a person's awareness of the extent of his or her needs and the need to cooperate to overcome the problems he or she faces by helping others, striving with the community to achieve common goals, feeling and working with others to solve their problems, and constantly striving for their interests whenever possible, creating an atmosphere of love and participation among the members of society and disappearing manifestations of individuality and selfishness.

2.7. Research Tools

Experimentation Tools

- Checklist of tolerance and acceptance of others values appropriate for middle stage students: the checklist aimed to identify the sub-values of tolerance and acceptance appropriate for middle stage students. It was derived from the nature of history subject, previous Arabic and foreign studies conducted in the field and a survey conducted to a group of specialists and experts in the field. The checklist was submitted to a panel of jury to assess its validity.

- A student activity booklet in light of the drama approach: each lesson in the booklet included a various group of activities provided with pictures to guide the learner. The booklet was also submitted to a panel of jury to validate clarity of aims, variety of activities and appropriateness to middle school students.
- A teacher's guide in light of the drama approach: the guide included introduction, philosophy of the guide, directions for the teacher, teaching methods, strategies, assessment tools, teaching scenarios in light of drama approach. The guide was also submitted to the jury to validate.

Measurement Tools

- A scale for acceptance of others value, the following procedures were followed to prepare the scale:
 1. Setting the scale goals of the current research: the scale aims at measuring the values of acceptance appropriate for second year middle stage students in history subject
 2. Determining the scale dimensions: previous literature and studies that dealt with tolerance and acceptance of others were reviewed. A four main dimensions were determined consisting of (40) phrases; (10) phrases for the value tolerance, (10) phrases for the value of peaceful coexistence, (10) phrases for the value of positive dialogue and (10) phrases for the value of interdependence. The scale phrases were generally divided into positive and negative phrases

Tolerance was procedurally defined in the current research as the second year middle stage students ability to forgive others different from them.

Peaceful coexistence refers to the second year middle stage students ability to live with other different groups of people in peaceful understanding of their rights in the community.

Positive dialogue refers to the second year middle stage students ability to freely express their opinions and respect other different views considering dialogue etiquette.

Interdependence refers to the second year middle stage students' ability to cooperate effectively with their colleagues in problem solving.

The researchers have taken into account specific considerations in preparing the scale phrases; relating each phrase to a specific dimension, considering linguistic and grammatical rules, matching the targeted participants' age and mental growth.

1. Organizing the scale according to Likert scale of three degrees; (Totally agree, Agree to somewhat and Disagree). Each phrase was graded as the following: totally agree= (3), agree to somewhat= (2) and disagree= (1). Thus the final score of the scale is (120).

The Scale Validity

The scale was submitted to a panel of jury to validate then modified and instructions were set. The scale was applied to (30) participants of second year middle stage students at Saqr Quraish, Middle school for girls, East Nasr City, Cairo governorate.

The Scale Duration

The scale duration was determined using the following equation:

The estimated time = (the fastest student time + the slowest student time ÷ 2)

The fastest student time = 35

The slowest student time = 45

$45 + 35 = 80$

$80 \div 2 = 40$

The researcher added (5) minutes for the students to read the instructions. Thus, the scale time became (45) minutes.

Stability of the scale: was approved by re-application method and calculation of the coefficient. The researcher applied the scale on a sample of students twice with 14 days as interval time between the two applications of the scale. Then, the correlation coefficient between the students' scores in both applications was calculated and was found to be (0.89) which indicated the high stability of the scale.

The following Figure 3 shows the experiment methods.

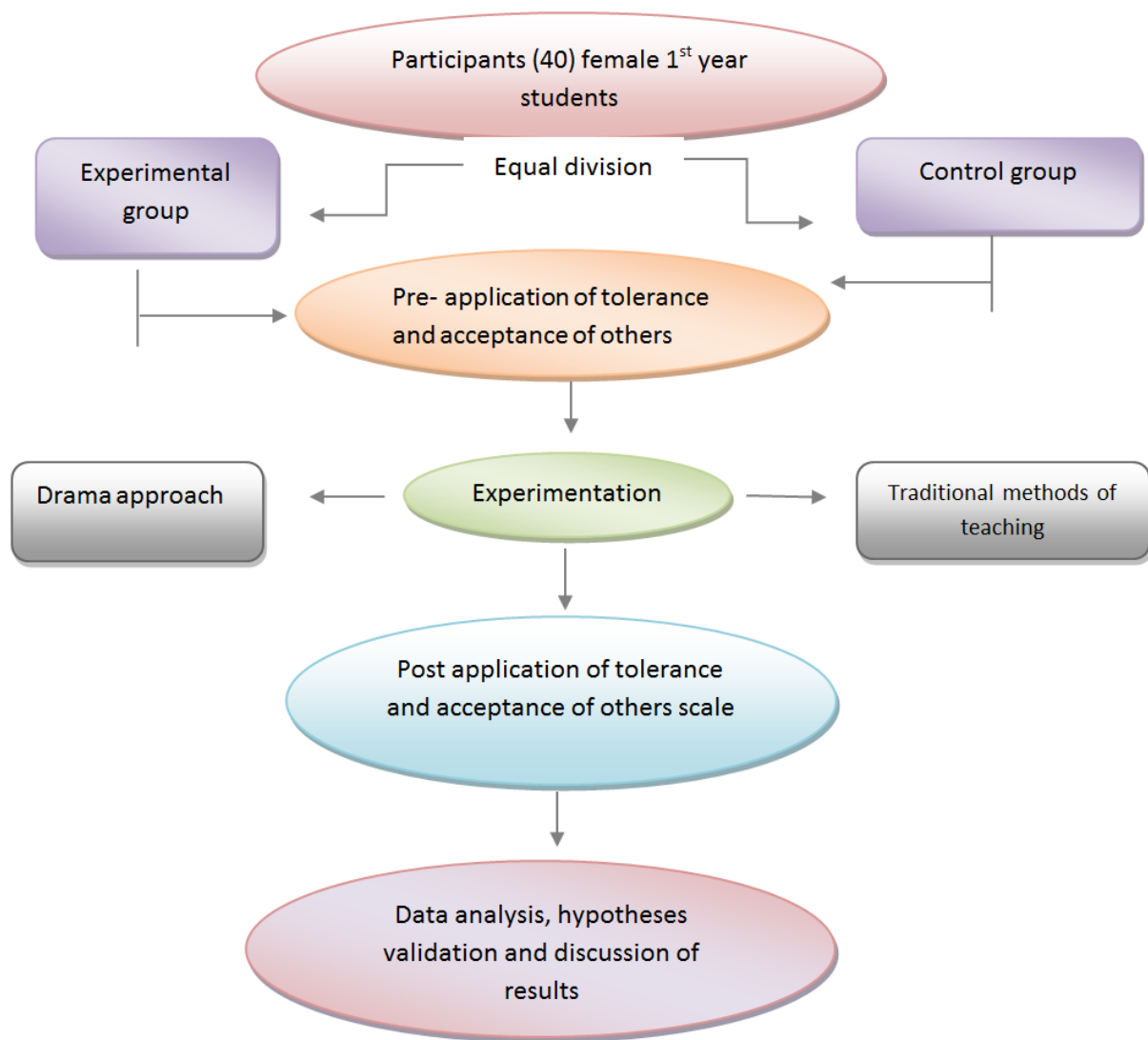


Figure 3. Experimentation steps

Table 1. T test between the control group and the experimental group in the pre – test of the scale of acceptance values of the other

Measurement tools	Group	Number of students	SMA	S.D	T Test			
					D.F	T. value	sig	
Scale of tolerance and acceptance of others	Experimental	30	38.167	5.459	58	1.661	0.102	Not sig.
	Control	30	40.767	6.611				

3. Results

The scale of tolerance and acceptance of others was applied to both the experimental group and the control group during the first week of the second semester of the academic year 2020-2021. Data were collected and processed and results were discussed.

As shown in Table (1), the value T (1.661) is not statistically significant at the level of indication (0.01) indicating that there is no statistically significant difference between the two groups' average scores in the scale of other

acceptance values confirming that the experimental and control research groups are equal for the teaching variables of the two research groups.

3.1. Experimentation

A selected unit from history book of second year middle stage course was taught for both the experimental group (in light of drama approach) and the control group (in light of the traditional methods) for eight sessions, each session continued for (45) minutes.

Table 2. T test between the control group and the experimental group in the post – test of the scale of acceptance values of the other as a whole and in each dimension separately

Values of acceptance of others	Group	Number of students	SMA	S.D	D.F	T. value	Sig	
Tolerance	Control	30	18.633	2.723	58	12.637	0.00	at0.01
	Experimental	30	26.133	1.776				
Peaceful coexistence	Control	30	18.233	2.900	58	13.365	0.00	at0.01
	Experimental	30	27.633	2.540				
Positive dialogue	Control	30	17.033	3.605	58	11.823	0.00	at0.01
	Experimental	30	26.100	2.155				
Interdependence	Control	30	17.967	3.327	58	11.035		at0.01
	Experimental	30	26.400	2.541				
Total	Control	30	71.867	5.564	58	20.775	0.00	at0.01
	Experimental	30	106.266					

After the post administration of the scale on both research groups and scoring the scale results, the researcher used SPSS program to calculate mean scores of the scores. Then, the researcher used two independent samples T-Test as parametric statistical method for processing data and validating hypotheses of the study. Results came as shown in Table 2.

As shown in Table (2), the calculated T. values of the scale scores as a whole was (20.775) and the significant level is 0.00 which is lower than 0.01. This indicated that there was a statistical significant difference between the mean scores of the whole scale. As indicated in Table 2, T. values of each scale dimension between the experimental and the control group for each dimension and for the scale as a whole indicated that there was a statistical difference in favor of the experimental group.

According to data analysis of the previous results, the research hypothesis that “There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of tolerance and acceptance of others scale at (0.01) level of significance in favor of the experimental group; in the scale as a whole and in each dimension separately” was accepted.

4. Discussion

Based on the study results, the following findings can be made:

- The attention to real life situations close to students’ lives contributed to acquire information that can be applied in future life new situations.
- Encouraging students to freely express their opinions without fear increased students’ motivation to actively learn, positively participate in learning activities and tasks and formed positive attitudes towards the educational content.

- Drama approach techniques and methods helped to measure students’ values of tolerance and acceptance of others through real life situation.
- Teaching in light of drama approach created a cooperative and democratic atmosphere based on tolerance, respect for others’ privacy and rights, in addition to presenting situations that develop values of acceptance for first year middle stage students.

Group work also helped students to acquire and develop values of acceptance of others, respect, tolerance and cooperation.

These results were also supported by other studies and researches [15] [16].

5. Conclusions and Suggestions

Developing values of tolerance and acceptance of others has become a societal demand that builds a good citizen who matches the universal culture of openness. Jacques Dolor was proved to be right when considering aims of education are no longer limited to knowledge, learning application and existence, but also, learning how to live with others [15].

In light of literature review and the current research results and findings, the following recommendations could be presented :

- Attention should be given to Drama approach in teaching history as a beneficial contemporary approach to learning that develops values of tolerance and acceptance of others.
- Designing enriching activities in social studies curricula at middle stage to develop values of tolerance and acceptance of others.
- Developing history curricula to match societal and universal demands and changes in developing values of tolerance and acceptance of others for students.

- Training history teachers to all educational levels on methods of developing values of tolerance and acceptance of others.

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