THE EFFICIENCY OF DIDACTIC METHOD-BASED SOCIAL STUDIES INSTRUCTION IN BOOSTING STUDENTS' ACADEMIC MOTIVATION AND INTEREST

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ABSTRACT

In the sphere of education, teaching pedagogies are regarded as essential resources because they provide a suitable framework for active teaching-learning activities and hasten the attainment of learning objectives. This study sets out to evaluate the impact of didactic teaching approaches on students' academic achievement in social studies. Through a quantitative experimental design that prioritizes experience learning and activity-based learning, this study intends to assess the effectiveness of various teaching strategies with conventional instructional approaches. Thirty kids from an experimental group and thirty students from a control group attended different schools. The experimental group was exposed to didactic techniques for a set period. Pre-test and post-test designs were employed in the study to evaluate the academic performance of both groups before and following the intervention. The student's social studies knowledge and comprehension were assessed using the pre-test results as a starting point, and the post-test findings showed the academic gains associated with the didactic teaching methods. The children's academic performance varied significantly, as evidenced by the results, with the experimental group seeing an amazing 49% gain in post-test scores above pre-test findings. This notable increase shows how effective didactic strategies are in raising student understanding, retention, and interest in the subject matter. The benefits of the didactic approach are demonstrated by the fact that the control group, who received instruction via conventional means, did not demonstrate a comparable level of growth.
Keywords: Didactic Strategies, Academic Achievement, Experiential Learning, Activity Based Learning, Quantitative Experimental Research, Pre Test and Post-Test Design, Innovative Teaching Methodology

1. INTRODUCTION

Over time, a deep grasp of the educational paradigm has led to changes in the concept of teaching methodology. Pedagogy is the study of teaching and is also seen as an art (Andrin et al., 2024). It includes a variety of techniques, tactics, and plans of action to include students in the academic process. This field pertains to more than just information dissemination; it also addresses the cognitive growth, social and emotional requirements, and advancement of student-centered learning of pupils (Santosa et al., 2024). To encourage students to think critically and hone their problem-solving abilities, pedagogy has evolved historically, starting in ancient Greece

(Hutsalo et al., 2024). This has increased students' interest and motivation in the learning process. Effective teaching strategies are essential for accomplishing learning objectives in the context of school organizations. One of the most valuable of these is the didactic approach, which gives teachers the freedom to select from a variety of instructional strategies based on the age and psychological makeup of their students (Contrino et al., 2024). This approach focusses on effectively organizing and arranging the teaching-learning process, engaging students in the material, and inspiring them to study. Its cornerstone is teaching pupils of any level using every imaginable method and style

of instruction (Sahu et al., 2024). The science of methodology places a strong emphasis on useful teaching strategies that help students more successfully meet their learning goals. It equips kids with all the abilities needed to fit in with society while balancing their physical and mental development (Hu et al., 2024). According to Bayrhuber and Frederking (2024), the didactic method put forward by John Dewey offers a wide range of learning techniques, especially learning-oriented and systemic didactics, which are closely aligned with instructional design in the US. According to Morgan (2024), these approaches improve students' ability to learn and solve problems, which advances their cognitive growth and aids in their academic success. The didactic method encompasses all phases of instructional design and execution, not simply one technique. It establishes the parameters and standards by which lesson plans, instructional materials, and the entire teaching and learning system can be designed with consistency (Mithans et al., 2024). Educational techniques have shown a growing trend in the past few years towards personalized learning and critical thinking. Teachers are aware of the drawbacks of conventional teaching approaches that prioritize memorization and passive information intake. Rather, the use of a variety of instructional techniques promotes students' independent thought and active participation (Basri et al., 2024). To foster student autonomy and improve critical thinking abilities, classrooms are increasingly gradually using a range of learning methodologies, such as inquiry-based learning, project-based learning, and cooperative problem-solving exercises (Singha & Singha, 2024).

This shift in methodology represents a thorough understanding of the necessity of preparing pupils for the difficult problems facing the contemporary world. Every day, the function of pedagogy in the classroom is changing. In the past, the main function of classroom pedagogy was to transfer knowledge from instructor to pupil. Nevertheless, the emphasis now is on developing an engaging and dynamic learning environment due to the introduction of constructivist and other student-centred techniques (Jarilkasinovna, 2024). This setting promotes more in-depth interaction with the material, making learning more purposeful.

Research suggests that typical lesson preparation is inadequate for courses like social studies. To accomplish certain academic goals, instructors must investigate different approaches and create effective lesson plans (Khan et al., 2024). Researchers have worked for many years to apply different theories to new pedagogies, leading to notable academic accomplishments. It has been demonstrated that immersing students in activities relating to the subject matter is a successful way to get them interested in learning (Hu & Guo, 2024). For teachers, the didactic approach to education offers a flexible foundation. This approach saves time and helps students meet their academic goals while also involving them in the learning process (Jorabek, 2024). It also enables the integration of many activities into a single class session. This research intends to explore the educational impacts of didactic teaching styles on fifth-grade students using multiple social studies pre-and post-tests. The purpose of this study was to understand how didactic teaching approaches, particularly the usage of games, affect students' learning trajectories. The aim of the study was to elucidate the potential benefits of these teaching approaches for students' academic performance, the advantageous outcomes associated with this mode of instruction, the ways in which it influences student assessment procedures and the discernible changes in student participation and engagement in the classroom.

In contrast to conventional private educational settings, students now have access to a wide range of technical resources. This includes having access to computer laboratories, smart boards, multimedia tools, online libraries, and audio-visual aids. The educational landscape has radically transformed because of the new opportunities these advancements have given us for learning and discovery. In reference to Mithans et al. (2024), the research highlights the crucial role that instructional approaches have played in assisting educational establishments in producing high achievers. Didactic learning is one of the most significant facets of student development that is highlighted since it is proven to boost motivation and alter students' attitudes about going to school. Additionally, it has been shown that implementing inquiry-based learning strategies significantly enhances students' ability to solve problems and make choices. The investigation also references a

Pan et al. (2023) study that examined the effects of using simulations in social studies instruction. The study's findings proved the value of interactive and immersive learning environments by demonstrating how simulations, when employed as a didactic tool, may significantly raise social studies students' academic achievement.

Due to a number of issues, such as out-of-date textbooks and a dearth of interesting classroom activities, social studies is frequently ranked as the least favorite subject among elementary pupils (Hangoma, 2020). The underutilization of interactive techniques and audio-visual aids exacerbates this disengagement by detracting from the attraction of the learning process (Kyari, 2023). The lack of these resources, particularly in areas like Pakistan, makes student involvement even less active (Hamad, 2023). Conventional teaching approaches, which rely on drill exercises and rote memorization (Rice & Wilson,1999; Berson,1996), don't inspire students' interest or motivation in the material. Recent research, such as that done by Frasci (2019), demonstrates that understanding and critical thinking are not given as much weight in Social Studies education as memorization. Nonetheless, the didactic approach presents a viable remedy by enabling educators to utilize several tactics to capture learners' interest and cultivate a favourable educational setting (Srinivasa et al., 2022). Teachers encounter numerous obstacles, such as time limits and lengthy curricula, which hinder their capacity to conduct a variety of classroom activities, even with the well-established advantages of such interactive approaches (Li, 1998). One promising way to get around these obstacles is to use didactic games and other constructivist techniques that encourage students to actively construct their knowledge (Vasalou et al., 2017).

It's critical to incorporate new ideas and discoveries that deal with these structural problems to revitalize social studies instruction. Giving teachers the tools and training they need to use engaging tactics like didactic games can help close the engagement gap between students and learning objectives, making for a more meaningful and participatory learning environment (Polymeropoulou et al., 2024). This study's primary goals were to determine the value of didactic games in social studies education and to increase students' enthusiasm for the topic to develop lifelong learning skills. The primary aim of the study was to assess how students' academic progress is impacted when social studies is taught using didactic methodologies. This study's importance is highlighted by its emphasis on using didactic games in social studies to encourage students' active participation and academic performance. Encouraging pupils to become autonomous learners who can create knowledge through a variety of activities is just as important as just imparting knowledge (Rochmiyati, 2024). Social studies teachers and students can both benefit greatly from the classroom environment that is created when technology and didactic teaching styles are combined (Ahmed & Khan, 2024). Students who create their knowledge through didactic teaching and those who learn through traditional techniques differ significantly (Smith & Roberts, 2024).

Using didactic techniques promotes active engagement in-class assignments, enhances students' learning capacities, and assists them in reaching their academic objectives (Contrino et al., 2024).

Despite being a progressive nation, Pakistan struggles to raise educational standards because of a lack of funding, which makes it difficult for students to widely use modern teaching tools such as audiovisual aids (Abbas et al., 2024). This study attempts to clarify the importance of implementing contemporary teaching pedagogies, such as the didactic approach, which bridges the gap between classroom learning and real-world applications by encouraging students to actively engage with the world around them (Díaz, 2024). Teaching social studies to younger students, who frequently lack exposure to complicated topics in geography, history, and government, is especially advantageous when using the didactic technique. Didactic approaches establish a strong basis for comprehending important concepts and knowledge by offering organized, teacher-led training (Janík, et al., 2024). Incorporating captivating elements such as stories and visuals to sustain interest in the subject matter is crucial for retaining the attention of primary school students with shorter attention spans. Teachers can ensure comprehensive comprehension among students through

explanations and guided activities (Karabıyık, 2024).

2. Literature review
2.1 Teaching Social Studies effectively involves the use of didactic methodology.

García (2023) states that the study compares the transferability and efficacy of teaching historical thinking to two groups of bachelor students, showing a notable improvement in the experimental group. The significance of teaching teenagers 21st-century skills and the rise of historical thinking as a methodological idea are also covered in the introduction. The methodology of the study included a quasi-experimental design with a non-equivalent control group, data collection through a validated questionnaire, analysis of pre- and post-evaluation data from 93 Baccalaureate students, and the use of nonparametric statistics due to the non-normal distribution of the data. The experimental group's responses were notably superior to the control group's. On almost every issue, the experimental group demonstrated greater levels of agreement or acceptance than the control group. The experimental group had a higher median score than the control group. Hegedls & Hus, 2017 investigate the application of constructivist educational forms and methods in the teaching of social studies to students in grades 4 and 5. Teachers frequently use frontal teaching methods, and they both agree that children learn best when they are working independently. The methodology used for the study was an informal, non-experimental, descriptive approach to empirical research. Data was collected using a validated metric characteristics questionnaire, and findings were analyzed using SPSS. Statistically significant differences between the participating teachers were examined based on multiple variables. The study examined the application of constructivist pedagogic forms and approaches in social studies classrooms, with implications for enhancing teaching practices. It provided educators' perspectives on constructivist methods and how they employ different kinds of learning.

RQ1: What effect didactic games have on students' desire to learn social studies?

2.2 Impacts of a Motivational Increase

Popovska and Kuzmanovska (2020) investigate how the study emphasizes the importance of motivation for learning, how instructional tactics affect students' motivation, and how employing active teaching techniques has advantages. It also highlights the significance of tailoring instructional methods to the students' chosen learning styles. A mixed-type research design integrating quantitative and qualitative approaches, systematic lesson observation, a descriptive design, and data analysis using STATISTICS and EXCEL make up the study's methodology. Data from eighty-three studies involving instructors were also reviewed and analyzed by the researcher. A mixed-type research design, systematic lesson observation, descriptive design, quantitative and qualitative research methods, and SPSS and Excel data analysis are all part of the study's methodology. Data from eighty-three studies involving instructors were also reviewed and analysed by the researcher.

RQ2: What effect do didactic techniques have on social studies students' academic performance?
2.3 Favorable impact on academic performance

The goal of the study, according to Nadia et al., 2024, is to carry out a comprehensive evaluation and meta-analysis of the impacts of project-based learning (PBL) on students' academic performance across a range of subject areas. It emphasizes the advantages of PBL, particularly in science classes, and recommends expanding the use of PBL in teaching strategies. A meta-analysis of seventy research publications that quantified PBL educational outcomes and were published between 2010 and 2023 was the method used by Rehman et al. (2024). The researchers employed a range of databases, exact inclusion criteria, and PRISMA guidelines to choose relevant studies. The research employed statistical metrics such as I2 and QB to assess effect sizes and heterogeneity. Additionally, transaction effects were examined for data analysis, fixed-effect, and random-effect models. The researchers also constructed a codification form for choosing studies, screened using the PRISMA software Covidence, and verified dependability using several codifications. The methodology focused on synthesizing the results of the selected studies to evaluate the effects of PBL

and traditional teaching methods on students' academic performance in science courses. The meta-analysis of student performance under Project-Based Learning (PBL) revealed a significant improvement when compared to standard teaching techniques. PBL's overall mean weighted effect size (d+) of 0.652 indicates that it had a statistically significant and favorable influence on academic achievement.

Oyenike et al.'s (2019) study in Lagos State looks at the connection between preschoolers' academic accomplishment and play activities, emphasizing the importance of play in promoting holistic development and how it affects academic outcomes. A descriptive survey research design, data collecting with a research questionnaire, data analysis with Chi-square statistical methods, instrument validation with face and content validity, and test-retest reliability testing were all part of the study's methodology. The data were analyzed using descriptive statistics and chi-square. There is a strong correlation between play activities and academic achievement in public preschools. It is believed that play activities have a significant impact on preschoolers' academic achievement in public schools.

RQ3: Regarding student engagement and the creation of knowledge in social studies, how do didactic games compare to more conventional teaching techniques?

2.4 Benefits of gamified learning

Play is the best approach for young children to learn new things, claim Jancic and Hus I (2018). In recent years, there has been an increase in the use of games as instructional tools and learning strategies. Bognar (1987), Roskos and Christie (2000), Ginsburg (2007), Cenčič et al. (2008), Miller and Almon (2009), and Juriševič (2012) are a few authors who have investigated the effects of didactic games on teaching and learning. They have specifically looked into the advantages of games for a range of educational purposes, including the role that games play in children's education across all age groups. The current study's authors were particularly interested in a few particular areas of how didactic games are presented in primary school social studies classes in the fourth and fifth grades. The study used an empirical research methodology that was non-experimental and descriptive. A sample of teachers

and students was chosen at random, and information was obtained through questionnaires and in-class observations. The outcomes were then examined using the statistical program SPSS. Teachers of social studies almost never use didactic games. The most common time to use didactic games is at the beginning of the school day to get students more motivated and focused. Students believe that engaging in game play during social studies lectures aids in their learning of new material.

RQ4: What effects do technology integrations have on the social studies classroom environment and learning objectives?

2.5 Using Technology to Learn

In Anim (2024), the constructivist research paradigm is explored along with the potential benefits of multimedia technology for teaching Social Studies topics. A special focus is placed on the attitudes and perspectives of teachers toward the use of multimedia in the classroom. Semi-structured interview guides and observation protocols were used in Cynthia Anim's study to gather data, and the data was then analyzed using themes. Purposive and practical sampling techniques, a case study research design, and the constructivist research paradigm were all used. Multimedia instruction enhances the quality of social studies education in classroom settings. Teachers frequently feel inadequate when it comes to using technology in the classroom, which leaves them feeling in control and discourages them from experimenting with new technological tools for lesson planning. Participants' perceptions of their own incompetence when using technology and their reluctance to explore new avenues are examples of the following: sharp differences in participants' instructional practices, attitudes, and use of educational media; absence of ICT policies, objectives, or vision that are specifically related to the use of technology in instructional processes a mismatch between the technology used by teachers and their own ideas-integration techniques in the educational setting More collaboration and in-service training for educators, according to the study, can help them become more proficient teachers of multimedia materials.

Obro and Akpochafo (2021) look at how brainstorming and simulation games might enhance students' learning outcomes and highlight

the benefits of this strategy over traditional lecture techniques. The methodology investigated the effects of brainstorming, simulation games, and regular lecture tactics on students' learning outcomes using three groups and a quasi-experimental research design. An assessment tool called the "Social Studies Learning Outcome Test" was employed to compare learning outcomes prior to and following the six-week intervention. Students in the experimental group attended Social Studies classes for forty minutes each day for six weeks, for a total of 120 minutes per week, or subject matter or theme training. Student learning results were significantly enhanced by the educational strategy of using simulation games to teach. Brainstorming was a successful teaching strategy for improving students' learning outcomes. Research demonstrated that the pedagogical strategy of simulation-game outperformed both brainstorming and lecture techniques in terms of improving students' learning outcomes.

Figure No 1: Conceptual Framework/Model
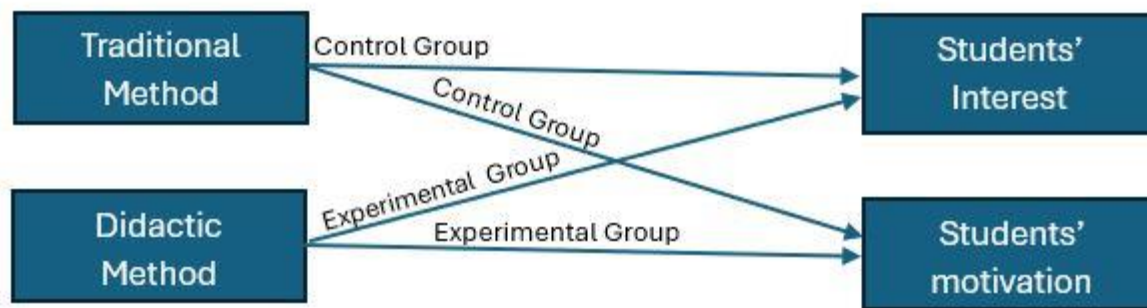
3. Methodology

This study looks at the results of using the Didactic approach to teach social subjects.

This section describes the techniques that will clarify how making the material engaging for the students can be accomplished by using a variety of didactic games to reinforce it. The dependent variable in this study was the application of didactic pedagogy and the independent variables were student's motivation and student's interest. Students' quantitative data from pre-and post-test results were acquired for this experimental study design, and SPSS was utilized to analyze the data using statistical techniques to search for enhancements in the learning process. The student accomplishment exam and the research instrument were both made by the researcher. Cambridge pupils in Grade V from a private school participated in the study.

The analysis unit will be the students who use didactic teaching methods at a Karachi private primary school. A wide range of subjects are taught by the teachers at this school, from pre-primary to secondary. The researcher had total control over the entire study process, much like a teacher would.

For the study, SPSS version 23 was utilized, and only the independent sample t-test was employed. A crucial stage in research methodology is the gathering of data to produce measurable information, which is then used to test hypotheses and assess findings using statistical techniques. Data can come from a variety of sources, as Hasan (2024) points out, and the validity of study findings depends critically on the integrity of this process. Zaki et al. (2024) underscore the importance of accuracy in data collecting, arguing that errors can have a substantial impact on study outcomes.

A questionnaire that was created specifically for educational research in the context of a prominent Cambridge school in Karachi was given to Grade V pupils as a pre-test and a post-test after an intervention. The three main educational phases of the school are pre-primary (nursery, prep-1, and prep-2) classes, primary (grades 1 through 3), and secondary (grades 4 through 7) classes. To support the research process, the vice principal of secondary sections applied for authorization, highlighting the need for teamwork in conducting educational research.

Ensuring that the experiment began and ended with the administration of a standardized exam, the

researcher oversaw the entire research method and maintained consistency in the assessment of student performance before and following the intervention. A comparison study of the pre-and post-test findings was carried out after this careful research design, providing information about the efficacy of the educational intervention.

When assessing the findings, it is imperative to consider some limitations of the research. This study started by looking at the limited number of didactic strategies. But it's also possible that primary school teachers will employ additional didactic approaches and procedures that weren't covered in this study's didactical tactics (Stegeager et al., 2024). As a result, additional study including this compilation of didactic strategies is required to pinpoint the methods used in elementary school instruction.

The study's shortcomings included its inapplicability to other higher education institutions and its limited focus on Social Studies students. The main limitation of the study was its short duration, which hindered the achievement of an extremely accurate assessment. For better assessment outcomes, a study of this kind should be designed as a component of a longitudinal investigation. The study was restricted to students due to its experimental design, and it omitted data regarding instructors' perceptions of the didactic teaching approach (Brocca et al., 2024). The study used a small sample size from one Karachi school and can be used to improve outcomes at other educational institutions.

This study evaluated the effect of didactic pedagogy, specifically didactic games, on academic performance in fifth-grade Social Studies. In the goals, didactic games were created that helped the group learn about the experiments (Pan and colleagues, 2023). Results for the experimental group were reported selectively after the pretesting test for the Performance Improvements Hypnotherapy group, the quality of life in contrast to the control group for received traditional people education in conversation. To contrast the scholarly group, a task was devised to conclusively prove that the two groups were outperforming on different academese (Pope et al., 2023)

Cronbach's alpha values for each item show that removing any one of the five items will not significantly improve the overall reliability since all values are consistently above 0.5. This indicates that each item makes a positive contribution to the internal consistency of the scale.

The constant alpha values observed in the experimental and control groups are indicative of the reliability of the questionnaire. Vigilance is essential to make comparisons among groups counterbalanced for any nuisance effect such as imbalances in measurements.

Given the questionnaire's recent development, 0.5 seems like a reasonable alpha requirement for it. This provides an initial validation, and proof of concept and shows potential directions for how an approach is implemented empirically. It takes care that it makes the scale stable enough for its result to make sense and should not be less ambiguous but majorly clear with still a scope left for betterment.

4. Results and Discussion

Table **1**

Group statistics for independent sample t-test

(Impact of teaching social studies through Didactic pedagogy pre-test analysis)

	Groups	N	Mean	Std. Deviation	Mean Difference	t-value	df	Sig, (2-tailed)
Achievement	Control	30	30.77	3.081	-0.933	-.865	58	0.391
	Experimental	30	31.70	5.046				
Interest	Control	30	1.36	.362	-0.073	-.648	58	0.520
	Experimental	30	1.43	.504				
Motivation	Control	30	1.39	.322	.060	.569	58	0.571
	Experimental	30	1.33	.479				

The table shows the outcomes of the dependent sample t-tests that had been performed to compare the control and experimental groups on three characteristics such as achievement, interest, and motivation. According to the table header, a t-test seeks to determine whether there are meaningful variances and differences between the two categories achieved in these traits. Therefore, below is my analysis of these t-table results and interpretations: Achievement: The experimental group's mean = 31.70 scored somewhat higher than the control group's mean = 30.77. However, the difference was not statistically important t = -0.865, p =.391. In other terms, there was no robust substantial difference in achievement between the two groups. Interest: The group of Steer et al.'s mean = 1.43 also scored somewhat higher than the control group's mean = 1.36. Further, the difference was still statistically irrelevant t = -

0.648, p =.520. Therefore, there was no robust substantial difference in the interest between the two elements. Motivation: The group's Steer et al. control group average = 1.39 also scored somewhat higher than the average experimental group score = 1.33. Again, the difference was still statistically irrelevant t = 0.569, p =.571. In other words, there was no robust substantial difference in the motivation between the two elements. Therefore, the results of the dependent sample t-tests imply that there were no meaningful differences between the features of the control and experimental units: achievement, interest, and motivation. This may be due to the inefficacy of the didactic pedagogy stimulus, a lack of data, or another factor. Therefore, future researchers might want to produce more information or analyze what other fields worked properly or inaccurately.

Table 2
Group statistics for independent sample t-test
(Impact of teaching social studies through Didactic pedagogy post-test analysis)

	Groups	N	Mean	Std. Deviation	Mean Difference	t-value	df	Sig, (2-tailed)
Achievement	Control	30	60.23	4.183	-30.867	-37.354	58	0.000
	Experimental	30	91.10	1.792				
Interest	Control	30	1.52	.355	-2.967	- 33.306	58	0.000
	Experimental	30	4.49	.355				
Motivation	Control	30	1.58	.231	-3.013	-58.521	58	0.000
	Experimental	30	4.59	.162				

The table shows independent sample t-tests of three variables (achievement, interest and motivation) between two groups (control vs. experiment).
The Academic Achievement of the control group and the experimental group differ significantly. Meanwhile, the performance of the experimental group was significantly better than that of the control group (t = -37.354, p = 0.000). This implies that the control group was negatively impacted by being denied the intervention or treatment used by Bosworth et al.
Interest: The group had significant differences in interest as well. Numerically the interest score is higher for the experimental group than that of the control group and statistically significant, t = -33.306, p = 0.000). This was an indicator that the intervention/treatment may have been more engaging than for the experimental group.

Motivation: There were also huge differences in motivation between the groups. The experimental group revealed a significantly higher motivation level compared to the control group (t =−58.521, p =0.000) This indicates that the intervention or treatment might have generally increased motivation on the part of participants.
The results indicate in a strict sense that the intervention of treatment associated with the experimental group significantly and favorably impacted on achievement, interest, and motivation of students (please refer. As can be seen the large t-values and highly significant p-values for all three variables.
The pre-test comparisons analysis allowed to gain basic insights of the differences in baseline among control and experimental groups. The aim of this study is to explore the influence of innovative

teaching methods on students' academic achievements, motivation and interest. Results showed that there are statistical differences between the control and experimental groups in all the measurements (Achievement Test score, Interest level and Motivation level), through which the mean values of the experimental group are higher than those of both measures. It was important to have this baseline information since we wanted to know how the groups differed initially prior to any interventions being introduced in the study.

4.3 Comparative Analysis
1. Achievement
Table 1Pre-test analysis: The control group had a mean achievement score of 30.77 ± 3.081 and the experimental group had a slightly higher mean score of 31.70 ± 5.046 The mean difference between groups was -0.933, t-value − 0.865, p = 0.391 That means that the achievement of the two groups before intervention is statistically not significantly different (p-value > 0.05).

On the other hand, post-test analysis (Table 2) indicated a significant improvement in the experimental group when using the didactic pedagogy method. Only the control group saw an increase in their mean score to 60.23 (SD = 4.183) and the experimental group's score increased to 91.10 (SD = 1.792). This mean difference is -30.867, with a t-value of -37.354 and a very significant p=0.000 This demonstrates a significant gain in achievement for the experimental group post-intervention.

2. Interest
Further, as shown in the pre-test analysis (Table 1) the average score of the control group was slightly lower1.36(0.362) than the experimental group and showed improvement after exposure to educational intervention directed towards content. There was no statistically significant difference between the two groups in terms of interest before the intervention, as the t-test value is -0.648 and p-value 0.520 with a mean difference of -0.073.
Table 2: Post-Test Analysis Representative of a major swing, the post-test analysis (Table 2): interest Control 1.21 (SD0.615) Experimental 4.36 (0.615), net interest gains significantly greater in the experimental group; the control group's interest score only rose moderately to1.52 (SD 0.355) and

increase in the experimental group was considerable-over fourfold, mean 4.49. The mean difference was -2.967 with t= 33.306 and p=0,000 which indicates the increased level of interest for the experimental group after the didactic teaching method.

3. Motivation
Concerning motivation, in the pre-test analysis (Table 1) a mean of 1.39 was obtained for the control group (standard deviation =0.322) and of 1.33 for the experimental group (standard deviation=0.479). The t-value of the mean difference was 0.569, p = 0.571: there were no significant differences at baseline between groups regarding motivation (post hoc analysis).
Discussion The post-test results (Table 2) demonstrate increased motivation in the experimental group compared to the control group. The mean score of POD in the experimental group was 4.59 ± 0.162 parenthesis) and control group, it was 1.58 ± 0.231 (parenthesis). The mean difference was -3.013, t-value -58.521 and p-value 0.000); shows that at the end of the intervention, there was a statistically greater increase in motivation in the experimental group than in the control group (Table 1).
Results for achievement: Achievement for the control and experimental groups did not differ significantly in the pre-test, but on the post-test, the difference was statistically significant (Table 2).
Interest: There was no statistical difference in initial interest between the groups, but the post-test showed a large improvement for the intervention group.
Motivation: Motivation levels at pre-test were the same for both groups; however, before and after experiencing the digital stories the experimental group had a significantly significant increase in motivation.
The study shows the significant effect of the instructive method on achievement, interest and motivation in social studies teaching while comparing an experimental group with a control group. The results show that this pedagogical approach contributed to maintaining a good level of motivation and student success.

4.2 Discussion
The sample for the main research project (n=60) was formed by the selection of students for the

experimental design in two groups on a purpose or convenience basis. The researcher teaches two sections of grade V, Section I having thirty students and Section J also having thirty students as subjects for the experiment. The researcher taught social studies in all segments. The researcher limited the experiment to these two sections so that the similarities in educational content could be maximized. Train of the students in the experimental group was according to didactic pedagogy by the researcher. The select sixty students were further randomly divided into 30 each from V-J and V-I to receive a didactic lecture, whereas the remaining 30 subjects of V-I formed a control group to receive the conventional method. Both sections took a pre-test and post-test to determine the effects of the didactic strategies on content knowledge as noted in the study.

The control group was placed in the usual learning atmosphere since it was the most preferred in the Social Studies school. However, the researcher had to organize educative tasks for the experimental group to fulfil the research's requirements. In the experimentation group, all pupils did a variety of educational activities. Materials aside, another goal was to raise students' motivation. Students were delighted with their competence level because not only did they participate in activity-based teaching but also helped do so. Therefore, this activity benefits the pupils because it actively encourages social studies and students' effort when it comes to student success evaluations. For this reason, assisting pupils in obtaining high marks in a classroom subject that they judged to be uninteresting and poorly grasped using traditional teaching techniques is beneficial. Each experiment was influenced by the researcher's calculated actions to assist students attain great results.

5. Conclusion

Its graphical comparison between pre-and post-test scores shows a notable variance in the performance of students, thus highlighting the significant role didactic teaching methods can play in enhancing academic success. The results from the pre-test set the stage for the state of knowledge that we as faculty encountered in our students before intervention. The low rating was to be expected and told us a lot about the level of understanding many students had, if any. Yet students performed significantly better after being taught with didactic methods (more interactive and practical approach). The dramatic difference between the pre-test and post-test scores clearly shows that this method is a surefire way to raise students' understanding of the material, increase retention, as well as make learning more fun for learners productively and enthusiastically. These findings support an increase in didactic teaching improving academic achievement by the students.

Once we are in educational programs, teachers play a big part as our mentors and collaborators. So, to be at par with the international education norms, now they must get themselves familiar and make teaching techniques that they can use in their teaching-learning process. Educators from all levels are encouraged to seek continuing education and to show their interest in teaching through advanced technology-based learning. Teachers should give an orientation, show how they use online learning portals to drive meaningful learning and introduce students into the process of online learning in a dialogical sense while giving them to watch documentaries or movies on subject matters. This will in turn lead to more enthusiasm for positive learning.

6. References

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