Effectiveness of Teaching Social Studies Through Didactic Method for Enhancing Students' Academic Performance: A subject-specific perspective

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Pedagogies of teaching are considered major support in the field of education as they offer a proper background for active teaching-learning practices and accelerate the achievement of educational outcomes. The purpose of this study was to assess how didactic teaching methods affected the academic performance of social studies students. This study aims to evaluate the efficacy of different teaching methodologies with standard instructional approaches through a quantitative experimental design that emphasizes experiential learning and activity-based learning. An experimental group of thirty students, exposed to didactic tactics for a predetermined period, was separated from the control group of thirty pupils from a private school. To assess both groups' academic performance before and during the intervention, the study used a pre-test and post-test design. The pre-test results were used as a starting point to evaluate the students' social studies knowledge and comprehension, and the post-test results revealed the academic improvements linked to the didactic teaching strategies. The results showed a substantial variation in the kids' academic performance, with the experimental group seeing an astounding 49% increase in post-test scores above pre-test results. This significant rise demonstrates how well didactic tactics work to improve student knowledge, retention, and engagement with the material. The fact that the control group, which was instructed using conventional methods, did not show a comparable degree of progress highlights the advantages of the didactic approach.

1. Introduction

The concept of teaching methodology has changed over time, developing a profound understanding of the educational paradigm. Pedagogy, considered both an art and science of teaching, encompasses various methods, approaches, and strategies to engage pupils in the instructional process (Andrin et al., 2024). This discipline extends beyond merely disseminating knowledge, focusing also on students' cognitive development, their social and emotional needs, and promoting student-centered learning (Santosa et al., 2024).

Historically, the evolution of pedagogy dates to ancient Greece, aiming to engage students in critical thinking and develop their problem-solving skills, thereby enhancing their interest and motivation in the learning process (Hutsalo et al., 2024). In the realm of school organizations, teaching methodologies are crucial for achieving desired learning goals. Among these, the didactic method of teaching holds significant value as it offers teachers flexibility in choosing among multiple teaching methods tailored to the psychological framework and age of students (Contrino et al., 2024).

This method focuses on the successful planning and organization of the teaching-learning process, making content interesting and enjoyable for students and motivating them toward learning. Its foundation lies in addressing learning through all conceivable methods and teaching styles, suitable for students at any level (Sahu et al., 2024).

The science of methodology emphasizes practical approaches to teaching, enabling students to achieve their learning objectives more effectively. It prepares students to develop all the necessary skills to adjust to the social environment, balancing both mental and physical growth (Hu et al., 2024). The didactic method, as proposed by John Dewey, offers a wide variety of learning approaches, particularly the learning-oriented and systemic didactics, closely aligning with Instructional Design in the United States (Bayrhuber & Frederking, 2024).

These methodologies enhance students' learning capacities and problem-solving skills, further improving their cognitive development and helping them achieve academic goals (Morgan, 2024). The didactic method is not just an instructional strategy; it represents the complete process of instructional planning and implementation. It sets the values and measures by which instructional materials, lesson planning, and the entire system of teaching and learning can be developed reliably (Mithans et al., 2024).

In recent years, a shift towards individualized learning and critical thinking has been increasingly evident within educational methodologies. Educators have recognized the limitations of traditional teaching methods that emphasize rote learning and passive reception of information. Instead, the implementation of diverse teaching strategies encourages active engagement and fosters independent thinking among students (Basri et al., 2024). Classrooms are now progressively adopting a variety of learning strategies, including inquiry-based learning, projectbased learning, and collaborative problem-solving activities, aimed at nurturing student autonomy and enhancing critical thinking skills (Singha & Singha, 2024).

This methodological evolution signifies a comprehensive recognition of the need to prepare students for the complex challenges of the modern world. The role of classroom pedagogy is undergoing a daily transformation. Historically, the primary role of classroom pedagogy was the transmission of knowledge from teacher to student. However, with the advent of constructivist and other student-centered approaches, the focus has shifted towards creating an active and interactive learning environment (Jarilkasinovna, 2024). This environment encourages deeper engagement with the content, facilitating a more meaningful learning experience.

Research indicates that for subjects like Social Studies, traditional lesson planning falls short. There is a compelling need for teachers to devise effective lesson plans and explore various strategies to achieve targeted academic goals (Khan et al., 2024). For many decades, researchers have endeavored to introduce innovative pedagogies through various theories, culminating in significant academic achievements. Engaging students in learning by involving them in contentrelated activities is shown to be an effective strategy (Hu & Guo, 2024).

The didactic method of teaching provides a versatile platform for teachers. This method allows the incorporation of various activities within a single class session, optimizing time and not only engaging students in the learning process but also aiding them in achieving their academic targets (Jorabek, 2024).

With the use of several pre- and post-tests in the social studies domain, this study aims to investigate the educational effects of didactic teaching approaches on fifth-grade pupils. This study was driven by the goal of comprehending how students' learning paths are impacted by didactic teaching methods, particularly the use of games. The objective of the research was to clarify the possible advantages for students' academic performance that can be obtained from these teaching methods, the favorable consequences that come with this style of instruction, how it affects the processes of student evaluation, and the noticeable shifts in student involvement and engagement in the classroom.

Students have access to a variety of technical resources that were not available to them in traditional private educational environments. Access to smart boards, computer labs, audio-visual aids, online libraries, and multimedia tools are all included in this. With the newfound possibilities for learning and exploration that these innovations have brought us, the educational environment has completely changed. Concerning Mithans et al. (2024), the study emphasizes how instructional practices have been critical in helping educational institutions develop high achievers. One of the most important aspects of student development that is emphasized is didactic learning, which is known to increase motivation and change students' perspectives about attending school.

Furthermore, it has been demonstrated that using inquiry-based learning approaches greatly improves students' capacity for problem-solving and for making decisions. The inquiry additionally cites a Pan et al. (2023) study that looked at the impact of simulation use in social studies education. The results of this study demonstrated the effectiveness of interactive and immersive learning experiences by showing that simulations, when used as a didactic tool, can considerably improve academic attainment in social studies.

Social Studies is often regarded as the least preferred subject among primary students due to various factors, including outdated textbooks and a lack of engaging classroom activities (Hangoma, 2020). This disengagement is exacerbated by the underutilization of audio-visual aids and interactive methodologies, making the learning process less appealing (Kyari, 2023). Especially in regions like Pakistan, the scarcity of such resources further impedes active student involvement (Hamad, 2023).

Traditional learning methods, reliant on rote memorization and drill practices (Rice & Wilson, 1999; Berson, 1996), fail to kindle interest or motivation in the subject matter. Recent studies, such as those by (Frusci, 2019) confirm that memorization dominates Social Studies learning, with little emphasis on understanding or critical thinking. However, the didactic method offers a potential solution by allowing teachers to employ various strategies to captivate students' attention and foster a conducive learning environment (Srinivasa et al., 2022).

Despite the known benefits of such interactive approaches, teachers face significant challenges, including time constraints and extensive syllabi, which limit their ability to implement diverse classroom activities (Li, 1998). Didactic games and other constructivist methods, which promote knowledge construction through active student engagement, offer a promising avenue for overcoming these hurdles (Vasalou et al., 2017).

To revitalize Social Studies education, it's crucial to integrate recent insights and innovations that address these systemic issues. Empowering educators with the resources and training to implement engaging strategies, such as didactic games, can bridge the gap between teaching objectives and student engagement, ensuring a more interactive and meaningful learning experience (Polymeropoulou et al., 2024).

The main objective of this study was to discover the importance of didactic games for teaching social studies and to enhance the motivation of students towards this subject for life-long skills. The basic objective of the research was to evaluate the impact of teaching social studies through didactic strategies and how it affects student's academic achievement.

The significance of this study is underscored by its focus on employing didactic games in social studies to promote active engagement and academic excellence among students. Beyond merely disseminating information, it is crucial to enable students to become independent learners who can construct knowledge through diverse activities (Rochmiyati, 2024). The integration of technology and didactic teaching pedagogy can significantly enhance the classroom environment, making learning more enjoyable for both educators and learners in social studies (Ahmed & Khan, 2024).

A notable distinction exists between students who learn through traditional methods and those who engage with didactic pedagogy, constructing their knowledge (Smith & Roberts, 2024). Employing didactic strategies improves students' learning abilities and helps them achieve their academic goals while encouraging active participation in classroom tasks (Contrino et al., 2024).

Despite being a progressive country, Pakistan faces challenges in elevating educational standards due to resource constraints, hindering the widespread adoption of audio-visual aids and

other technological teaching tools (Abbas, et al., 2024). This study aims to elucidate the significance of adopting modern teaching pedagogies, like the didactic method, which fosters an active connection between students and the world around them, bridging the gap between classroom learning and real-world applications (Díaz, 2024).

The didactic method is particularly beneficial for teaching social studies to young pupils, who often lack exposure to complex concepts in geography, history, and government. By providing structured, teacher-led instruction, didactic methods lay a solid foundation for understanding key ideas and information (Janík, et al., 2024). Through explanations and guided activities, teachers can ensure comprehensive comprehension among students, incorporating engaging elements like stories and visuals to sustain interest in the subject matter vital for maintaining the attention of primary school students with shorter attention spans (Karabıyık, 2024).

2. Literature review

2.1 Didactic methodology is effective for teaching Social Studies

According to García, 2023, The study aims to compare the effectiveness and transferability of learning historical thinking between two groups of baccalaureate students, demonstrating a significant improvement in the experimental group. The introduction also discusses the importance of training adolescents in new competencies for the 21st century and the emergence of historical thinking as a methodological theory. The study's methodology comprised a quasi-experimental design with a non-equivalent control group, data collection via a validated questionnaire, analysis of 93 Baccalaureate students' pre- and post-evaluation data, and the application of nonparametric statistics because the data were not distributed normally. Responses from the experimental group were noticeably better than those from the control group. Compared to the control group, the experimental group showed higher levels of agreement or acceptance on nearly all of the items. When compared to the control group, the experimental group's median score was greater.

Hegedls & Hus, 2017 examine how social studies is taught to students in grades 4 and 5, emphasizing the application of constructivist pedagogical forms and methods. Teachers commonly employ frontal teaching, and they both concur that independent work is how kids learn best. The study's descriptive, informal, non-experimental approach to empirical research was employed as methodology. A questionnaire with validated metric features was used to gather the data, and SPSS was used to analyze the results. Based on several variables, statistically significant differences between the participating teachers were checked. With implications for improving teaching practices, the study looked at how constructivist pedagogic forms and methodologies were used in social studies classrooms. It gave instructors' opinions regarding constructivist approaches and their usage of various learning forms.

RQ1: How do didactic games influence students' motivation toward learning social studies?

2.2 Effects for increase in Motivation

Popovska and Kuzmanovska (2020) investigate that the study places a strong emphasis on the value of motivation for learning, the influence of instructional strategies on student motivation,

and the advantages of using active teaching techniques. It also emphasizes how important it is to adapt teaching strategies to the preferred learning styles of the pupils. The study's strategy involves a mixed-type research design that combines quantitative and qualitative research methods, systematic lesson observation, a descriptive design, and data analysis with STATISTICS and EXCEL. The researcher also examined and analyzed data from eighty-three studies that included teachers. The study's strategy involves a mixed-type research design that combines quantitative and qualitative research methods, systematic lesson observation, a descriptive design, and data analysis with SPSS and Excel. The researcher also examined and analyzed data from eighty-three studies that included teachers.

RQ2: What impact do didactic strategies have on the academic achievement of students in social studies?

2.3 Positive effect on academic achievement

According to Nadia et al., 2024, the purpose of the study is to conduct a thorough evaluation and meta-analysis of the effects of project-based learning (PBL) on students' academic performance in a variety of subject areas. It highlights the benefits of PBL, especially in science courses, and suggests that more widespread use of PBL in instructional tactics be made. Rehman et al. (2024) employed an approach that involved performing a meta-analysis of seventy research publications that quantified PBL educational outcomes that were published between 2010 and 2023. To choose pertinent papers, the researchers used a variety of databases, precise inclusion criteria, and PRISMA guidelines. The study used statistical metrics including I2 and QB to evaluate heterogeneity and effect sizes, as well as transaction effects for data analysis, fixed-effect, and random-effect models. Additionally, the researchers created a codification form for study selection, used the PRISMA software program Covidence for screening, and confirmed reliability via separate codifications. The approach concentrated on combining the findings from the chosen studies to assess how PBL and conventional teaching approaches affected students' academic performance in science courses. When compared to traditional teaching methods, the meta-analysis of student performance under Project-Based Learning (PBL) showed a considerable improvement. With an overall mean weighted effect size (d+) of 0.652, PBL clearly had a positive and significant impact on academic attainment.

Oyenike et al. (2019) examines the relationship between play activities and preschool students' academic achievement in Lagos State, highlighting the value of play in fostering holistic development and its bearing on academic results. The study's methodology included a descriptive survey research design, data collection via a research questionnaire, data analysis using Chi-square statistical tools, instrument validation using face and content validity, and test-retest reliability testing. Chi-square and descriptive statistics were used to analyze the data. Play activities and students' academic achievement are significantly correlated in public preschools. Play activities are thought to have a major influence on students' academic performance in public preschools.

RQ3: How does the use of didactic games compare to traditional teaching methods in terms of student engagement and knowledge construction in social studies?

2.4 Benefits of gamified learning

According to Jancic and Hus I(2018) Play is the best way for young children to learn new things. The use of games as a teaching aid and learning technique has gained popularity in recent years. A few authors that have studied the impact of didactic games on teaching and learning are Bognar (1987), Roskos and Christie (2000), Ginsburg (2007), Cenčič et al. (2008), Miller and Almon (2009), and Jurišević (2012). In particular, they have investigated the benefits of games for various educational staggering the role that games play in the educational process for kids of all ages. The authors of the current study were especially interested in a few specific areas of how didactic games are portrayed in social studies classes in elementary schools during the fourth and fifth grades. An empirical research approach that was both descriptive and non-experimental was employed in the study. Data was gathered using questionnaires and in-class observations from a randomly selected sample of teachers and students. The statistical software SPSS was then used to analyze the results. In social studies, teachers seldom ever employ didactic games. Didactic games are most frequently utilized at the start of classes to increase student motivation and focus. Students think that playing games in social studies lectures helps them learn new information.

RQ4: In what ways do technological integrations in didactic teaching influence the classroom environment and learning outcomes in social studies?

2.5 Learning with Technology

Anim (2024) examines the constructivist research paradigm and how multimedia technology might improve the way Social Studies subjects are taught, with a particular emphasis on how teachers view and feel about using multimedia in the classroom. In Cynthia Anim's study, semi-structured interview guides and observation protocols were utilized to collect data, and data analysis based on themes was conducted. Constructivist research paradigm, case study research design, and purposive and convenient sampling strategies were adopted. The use of multimedia improves the quality of social studies instruction in classroom environments. When it comes to employing technology in the classroom, teachers often feel inept, which results in a lack of control and a reluctance to try out new technical tools for lesson planning. Absence of ICT policies, objectives, or vision that are specifically related to the use of technology in instructional processes; sharp differences in participants' instructional practices, attitudes, and use of educational media; participants' perceptions of their own incompetence when using technology and their reluctance to explore new avenues a discrepancy between teachers' ideas and their actual technology-integration practices in the classroom - The study suggested more cooperation and in-service training for educators increase their capacity to use multimedia resources pedagogically in their lessons.

Obro and Akpochafo (2021) emphasize the advantages of the simulation game technique over conventional lecture methods and examine how well brainstorming and simulation games can

improve students' learning outcomes. Using three groups and a quasi-experimental research design, the methodology examined how standard lecture techniques, brainstorming, and simulation games affected students' learning outcomes. The "Social Studies Learning Outcome Test" was the assessment tool used to compare learning results before and after the six-week intervention. For six weeks, students in the experimental group received subject matter or topic training in Social Studies three days a week for a total of 120 minutes per week, or 40 minutes every class. The pedagogical approach of using simulation games to teach greatly improved student learning outcomes. Enhancing students' learning outcomes was a successful teaching method that involved brainstorming. It was shown that the simulation-game pedagogical approach improved students' learning results more than both brainstorming and lecture approaches.

Figure No 1: Conceptual Framework/Model
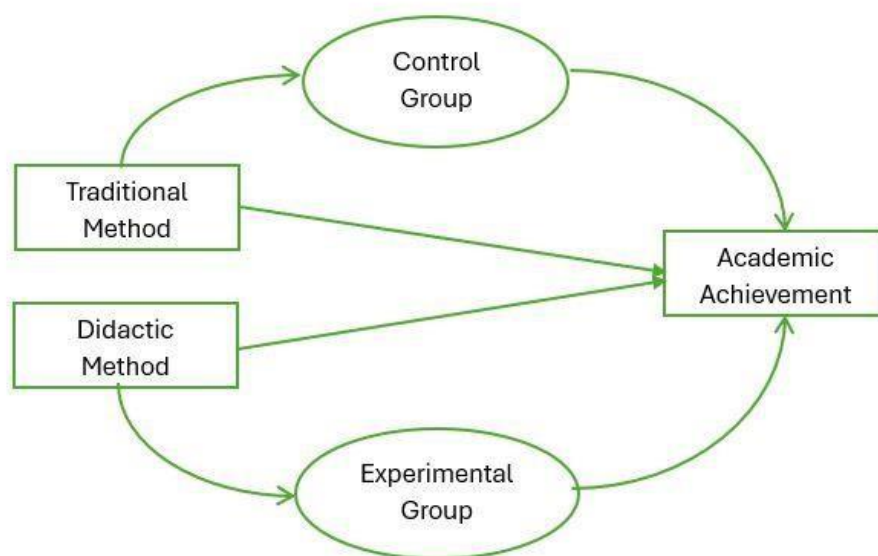
3. Methodology

This study examines the effects of teaching social studies utilizing the Didactic approach. This section outlines the methods that will explain how employing various didactic games to reinforce the subject matter can make this subject entertaining for the students. The usage of didactic pedagogy was the study's dependent variable. In this experimental study design, students' quantitative data were gathered from pre-and post-test results, and SPSS was used to evaluate the data using statistical methods to look for improvements in the learning process. The researcher created both the research instrument and the student accomplishment exam. The study included Grade V Cambridge students from a private school.

Teachers who implement didactic teaching practices in a private primary school in Karachi will be the analytical unit. This school has a diverse group of teachers teaching everything from

pre-primary to secondary subjects. As a teacher, the researcher had complete control over the entire study process. Only the independent sample t-test was used, and SPSS version 23 was used for the study. MS Excel Office 365 was used to analyze the student achievement test through graphical representation.

The process of collecting data to obtain quantifiable information, followed by the use of statistical methods to test hypotheses and evaluate findings, is recognized as a critical step in research methodology. As Hasan (2024) notes, data can be sourced from various origins, and the integrity of this process is pivotal for the validity of research outcomes. This point is further emphasized by Zaki et al., 2024, who argue that accuracy in data collection is paramount as inaccuracies can significantly impact the results of a study.

In the context of educational research within a prestigious Cambridge school in Karachi, the researcher devised a questionnaire that was administered to Grade V students as both a pre-test and post-test following an intervention. The school's structure comprises three main educational stages: pre-primary classes (nursery, prep-1, and prep-2), primary courses (grades 1 through 3), and secondary classes (grades 4 through 7). The vice principal of secondary sections facilitated the research process by securing permission through an application, underscoring the collaborative effort required for educational research.

Overseeing the entire research procedure, the researcher ensured that the experiment commenced and concluded with the administration of a standardized test, thus maintaining consistency in the evaluation of student performance before and after the intervention. Following this meticulous research design, a comparative analysis of the pre-and post-test results was conducted, offering insights into the effectiveness of the educational intervention.

It's crucial to consider some of the study's shortcomings when evaluating the results. First, this study examined the small number of didactic tactics. However, it is also conceivable to anticipate more didactic methods and approaches in primary school education that may not have been known inside the didactical techniques in this study (Stegeager et al., 2024). Therefore, more research including this collection of didactic techniques is necessary to identify the approaches that are applied in the practice of teaching in primary schools.

The study's drawbacks included its exclusive focus on Social Studies students and its inapplicability to other higher education institutions. The primary constraint of the research was its brief duration, which precluded the attainment of a highly precise evaluation. Such a study ought to be planned as part of a longitudinal study for improved evaluation results. Because of its experimental nature, the study was limited to students, and it did not include information on teachers' opinions of the didactic teaching methodology (Brocca et al., 2024). The study, which can be used to improve outcomes in additional educational institutions, used a modest sample size from one school in Karachi.

4. Results and Discussion

This study was designed to evaluate the impact of didactic pedagogy, specifically by didactic games, on the academic performance of fifth-grade students in Social Studies. In line with the objectives, didactic games were developed for the experimental group to facilitate learning (Pan et al., 2023). Following a pre-test, the experimental group's outcomes were meticulously analyzed to assess performance improvements. This contrasted with the control group, which continued to receive traditional instruction via the discussion method. To compare the academic achievements between the two groups, an objective test was constructed, showcasing the variance in student scores (Pope et al., 2023).

A graphical representation of the results, processed through MS Excel, elucidated the comparative academic performance, highlighting the efficacy of didactic pedagogy. The study encompassed two sections of Grade V, each consisting of thirty students, thereby establishing a balanced comparison between traditional teaching methods and the innovative didactic game approach. The balanced participation of thirty male and thirty female students underscored the study's commitment to inclusivity and diversity (Tsakalerou et al., 2024).

Administering achievement tests, the researcher directly evaluated the influence of didactic pedagogy on students' academic progression, underlining a hands-on approach to data collection and analysis (Wichmann & Schmidt, 2023). This rigorous examination aimed to definitively determine the efficacy of didactic games in enhancing learning outcomes within the realm of Social Studies.

Graph No 1: Pre-Test
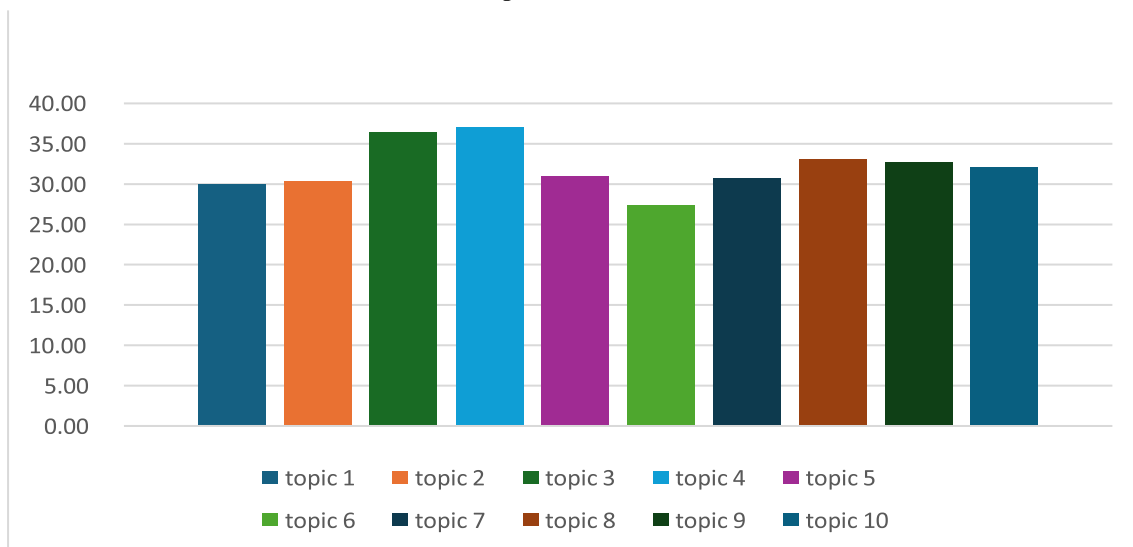
4.1 Pre-test Analysis

The first pre-test results, with an average score of 32%, provide an important starting point for evaluating students' comprehension of the material prior to the implementation of any pedagogical improvements. This average, which represents the students' overall performance, sheds light on their academic position at the beginning of the study and shows a degree of

comprehension that, while not insignificant, indicates a modest mastery of the subject matter. This figure is significant not just because it shows the pupils' starting place but also because it subtly suggests that there is room for progress.

Although indicating a basic understanding, the comparatively low average score reveals a significant disparity in the students' comprehension and topic mastery. It implies that the students don't have a deeper, more complex comprehension of the material, even though they are aware of it on a fundamental level. The disparity offers a distinctive prospect for pedagogical intervention, implying that learners can greatly benefit from approaches that depart from customary, potentially less captivating, teaching procedures.

The examination of these pre-test findings highlights the need for creative teaching methods that can hold students' attention and encourage a deeper understanding of the subject matter. The idea behind the demand for more interesting and successful teaching strategies is that some students' learning demands may not be fully addressed by conventional tactics. As a result, implementing innovative teaching techniques that are meant to enhance the learning environment and make scholarly material more approachable and relatable, becomes crucial.

These innovative teaching methods could include a variety of approaches, such as problem based learning, technological integration, interactive exercises, and group projects. These approaches seek to change education from a passive, information-receiving process to an active, collaborative one. By doing this, they hope to encourage a livelier dialogue between the students and the material, which will improve knowledge, retention, and engagement.

All things considered, the pre-test results, which had an average score of 32%, show both the pupils' early academic performance and a significant need for improvement in the classroom. This preliminary evaluation serves as a rallying cry for the implementation of more creative, captivating, and successful teaching methods. It is expected that these approaches will close the noted knowledge gap, improve students' educational experiences, and significantly improve their academic achievement.

Graph No 2: Post-Test
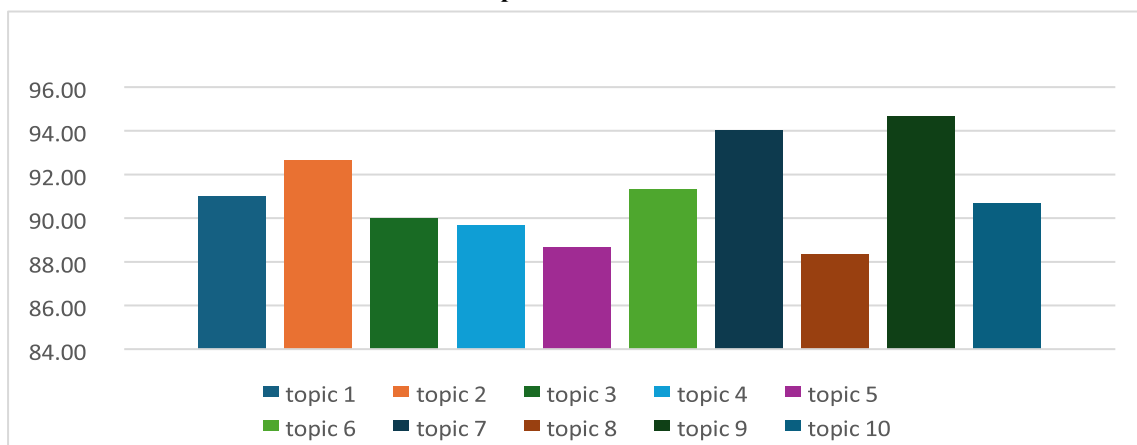
4.2 Post-test Analysis

The experimental group's post-test results, which demonstrate a notable improvement in student performance after the implementation of creative teaching strategies, represent a turning point in the study. The goal of using these innovative teaching strategies was to create a more dynamic and engaging learning environment than was possible in conventional classroom settings. This pedagogical change had a remarkably good effect, as seen by the experimental group's exceptional 81% post-test average. This substantial improvement over the first pre-test average highlights a 49% improvement in learning outcomes, demonstrating the effectiveness of the used teaching tactics.

The noteworthy rise in post-test scores might be ascribed to multiple crucial elements included in the inventive teaching techniques utilized. First of all, by encouraging students to actively engage with the material rather than just passively absorbing it, these tactics probably promoted a deeper engagement with the subject matter. This increased involvement could have been greatly attributed to methods like problem-based learning, interactive simulations, and group projects, which improve learning outcomes while also being more entertaining.

Additionally, the effectiveness of these innovative teaching techniques in raising student achievement emphasizes how crucial flexibility and responsiveness are in the classroom. Teachers were able to create a more inclusive and engaging learning environment by customizing the curriculum to each student's needs and interests. This method encouraged curiosity and critical thinking in addition to catering to the various learning styles that exist in the classroom.

The post-test findings show a 49% improvement in learning outcomes, which further emphasizes the potential of innovative pedagogical approaches to greatly improve students' comprehension and recall of academic material. This implies that pupils are more likely to absorb and apply new information successfully when they are involved in an active and dynamic learning process. Furthermore, this development suggests that these creative teaching strategies have the power to reduce achievement disparities and raise standards of academic performance in general.

Graph No 3: Pre- Test Vs Post Test
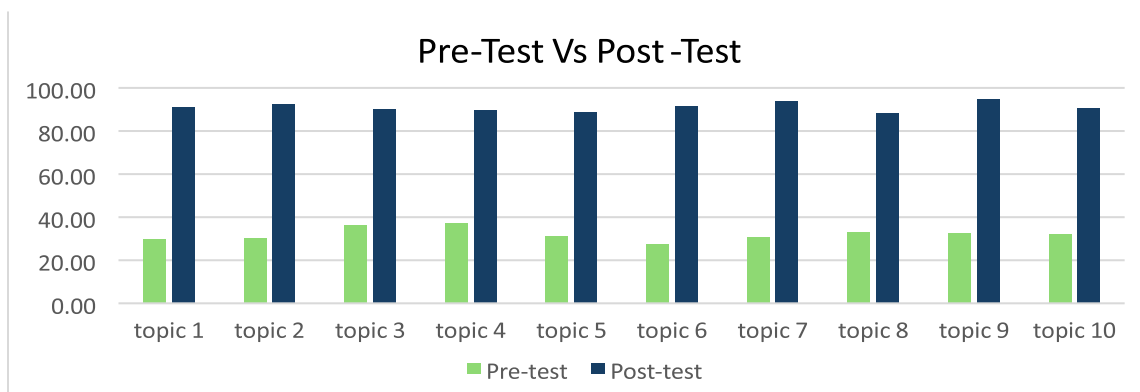
4.3 Comparative Analysis

Students' first pre-test scores, which averaged 32%, demonstrated a reasonable level of subject matter understanding before the intervention, according to the results. Before being introduced to cutting-edge teaching techniques, the pupils' overall baseline academic achievement is reflected in this number. This low proportion shows that there is room for substantial academic improvement and that more interesting and productive teaching methods are required.

Post-test results were much higher after the experimental group received instruction utilizing cutting-edge pedagogic tactics intended to promote a more dynamic and engaging learning environment. On the post-test, the students in the experimental group had an average score of 81%. This noteworthy gain represents a remarkable 49% improvement in student learning outcomes, as well as the efficacy of the creative teaching strategies used.

Unquestionably, the comparison of pre-and post-test results shows how much creative teaching methods can improve students' academic performance. The remarkable 49% enhancement demonstrates the capacity of activity-based learning and creative teaching approaches to stimulate students' comprehension and retention of academic material.

4.4 Discussion

Principal investigation (n=60) Using the purposive or convenient sampling approach, which involves selecting students from two parts for the experimental design, the study sample was established. Section I, which had thirty students, and Section J, which had thirty students, were the two sections of grade V that the researcher was teaching for the experiment. The researcher was instructing social studies in both sections. To keep the instructional content consistent, the researcher limited the experiment to these two sections. Students in the experimental group were instructed by the researcher using didactic pedagogy. Of the sixty pupils, thirty from V-J and thirty from V-I were chosen to teach using the didactic approach, while the remaining thirty from V-I were chosen to educate using the traditional method. The pre-test and post-test were given to students in both sections to assess the impact of didactic tactics on the subject after the study.

Table No 1: Control Group Vs Experimental Group

Group	Female	Male	Total Number
Control Group	15	15	30
Experimental Group	15	15	30

Since the traditional learning approach was the one employed in the school for Social Studies the most, it served as the setting for the control group. Nonetheless, the researcher created instructional exercises for the experimental group to satisfy the requirements of the study. Every student in the experimental group engaged in various learning exercises. The primary goal of the researcher was to increase students' motivation in addition to giving them resources. Students'

engagement in activity-based learning led to their satisfaction with their level of competency. forth addition to putting forth their best effort to perform well on student achievement assessments, students benefit from this activity by being more motivated and interested in social studies. Thus, the application of didactic pedagogy is a helpful endeavor to assist students in achieving high grades in a subject that was deemed uninteresting when taught using traditional approaches. The researcher created each of these exercises to help pupils meet their academic objectives.

5. Conclusion

The study's graphical display of the pre-and post-test findings clearly shows a noteworthy variation in student performance, underscoring the substantial influence of didactic teaching strategies on raising academic accomplishment. Before the intervention, the pre-test results initially gave a baseline picture of the student's knowledge levels. These quite low ratings were indicative of the students' preliminary understanding of the material. However, post-test findings showed a significant improvement in academic performance following the implementation of didactic techniques, which are characterized by interactive, engaging, and activity-based learning approaches.

The sharp difference between the pre-test and post-test results highlights how effective the didactic approach is at helping students comprehend the material more deeply, increasing retention rates, and creating a more stimulating and motivated learning environment. The improvement in academic performance shown by these findings supports the claim that didactic approaches are helpful for students to meet their learning objectives.

Teachers play a key role in educational programs as mentors and contributors. It is now necessary for them to familiarize themselves with cutting-edge teaching methods and incorporate them into the teaching and learning process to satisfy global educational standards. It is advised that educators at all levels continue their education and show interest in the newest technological teaching techniques. Instead of giving students boring assignments, they should introduce themselves and explain how they use online learning portals to engage students in effective learning and get them actively involved in online learning by giving them interesting homework that involves watching documentaries or films on related topics. This will increase their interest and motivation for positive learning.

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