

# Technology-Oriented Workshop and Drama Methods in Teaching and Learning of Cultural and Creative Arts in Junior Secondary Schools in Nigeria

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## Abstract

*This paper investigates the use of technology-focused workshops and drama-based methods in the instruction of Cultural and Creative Arts (CCA) at junior secondary schools in Nigeria. It highlights the role of CCA in cultivating students' creativity, cultural awareness, and personal expression. The study examines how technology, through the application of digital tools and multimedia, can make learning more interactive and personalized. Furthermore, it looks at the advantages of employing drama techniques, such as role-playing and simulations, to enhance communication abilities, emotional understanding, and empathy, while also safeguarding and promoting Nigeria's cultural heritage. The paper also addresses the obstacles to implementing these strategies, including insufficient infrastructure and resources, and underscores the need for comprehensive teacher training in technology use. Examples from Nigerian schools that have successfully adopted these approaches are provided, illustrating their positive impact on student involvement and learning outcomes. Theoretical and educational frameworks, such as Social Constructivism and Multiple Intelligences, form the basis for advocating these innovative educational approaches. The paper concludes with policy recommendations aimed at educators, policymakers, and stakeholders, emphasizing the importance of improving infrastructure, providing teacher training, promoting blended learning, building partnerships, and advocating for policies that support the integration of both technology and traditional cultural practices in CCA education. Ultimately, the study finds that with the proper resources and support, integrating technology and drama into CCA can significantly enhance education in Nigeria, preparing students with essential skills for the future.*

## Key word:

### Junior Secondary School Curriculum in Nigeria

Junior secondary education in Nigeria represents a crucial transition period for students, typically between the ages of 12 and 15. This phase aims to equip students with essential knowledge and skills that will serve as a foundation for higher education and future careers. The curriculum at this level is comprehensive, incorporating a wide range of subjects that support students' intellectual, social, and emotional growth (Olorundare, 2020).

A key focus within this curriculum is the subject of Cultural and Creative Arts (CCA). According to the Nigerian Educational Research and Development Council (NERDC), CCA plays a vital role in promoting creativity, cultural awareness, and critical thinking among students

(NERDC, 2013). At this stage of education, students are especially open to learning about their cultural roots and expressing themselves through creative outlets. By including CCA, the curriculum offers students the chance to engage in various artistic disciplines, such as visual arts, music, drama, and dance (Eze, 2018).

### Importance of Cultural and Creative Arts (CCA) in the Curriculum

Cultural and Creative Arts (CCA) hold a vital role within the junior secondary school curriculum in Nigeria. This subject is aimed at not only developing students' artistic abilities but also fostering an appreciation for the country's rich cultural diversity. As noted by Ajayi (2018), CCA is instrumental in promoting national identity and instilling cultural pride in young Nigerians. Through their involvement in

creative activities, students gain a deeper connection to their cultural heritage and an understanding of the need to preserve these traditions.

Additionally, CCA plays a key role in the overall development of students by enhancing their cognitive, emotional, and social abilities. Engaging in music and drama helps students express their emotions, develop empathy, and improve their communication skills (Nwankwo, 2020). The creative process also stimulates critical thinking and problem-solving, as students are often tasked with designing and carrying out artistic projects. This aligns with broader educational objectives aimed at developing well-rounded individuals capable of contributing positively to society (Onyeji, 2017).

Beyond its educational value, CCA also opens up opportunities for students to explore potential careers in the creative sectors. As creativity and innovation become increasingly valued in the global economy, equipping students with artistic skills is becoming more important (Olusola, 2021). By incorporating CCA into the junior secondary curriculum, Nigerian educators are preparing students for a future in which creative and cultural skills will be in high demand.

### **Technology-Oriented Workshops Leveraging Digital Tools and Platforms to Enhance CCA Education**

The rise of digital technology has transformed education globally, including in Nigeria. In the realm of Cultural and Creative Arts (CCA), technology-based workshops have become a valuable resource for enriching the learning experience. These workshops make use of digital tools and platforms that allow students to create, modify, and showcase artistic work in innovative ways (Akinyemi, 2021).

One of the key benefits of integrating technology into CCA education is its ability to create a more interactive and engaging learning environment. Tools such as graphic design software, digital audio workstations, and multimedia platforms give students the

opportunity to explore their creativity in ways that go beyond traditional methods. For instance, software like Adobe Photoshop or CorelDRAW allows students to experiment with visual elements such as color, texture, and composition to create digital artwork (Adeyemi, 2020). Likewise, programs like FL Studio or Ableton Live offer students the ability to produce music by blending various sounds, rhythms, and effects.

These workshops not only improve students' technical abilities but also familiarize them with the digital tools commonly used in creative industries. This experience is invaluable in preparing them for future careers in fields like graphic design, music production, and multimedia arts (Olusola, 2021). Additionally, using technology in CCA education helps merge traditional and modern artistic practices, ensuring students are equipped to thrive in an ever-changing creative world.

### **Examples of Graphic Design Software, Digital Audio Workstations, and Multimedia Tools**

Graphic design software, such as Adobe Photoshop and CorelDRAW, is commonly used in technology-based workshops to teach students the essentials of visual arts. These programs enable students to create and manipulate images, work with layers, apply filters, and explore various design elements. Through practical projects, students gain hands-on experience using these tools to produce digital art that demonstrates their understanding of design concepts and artistic creativity (Ogunleye, 2019).

Digital audio workstations (DAWs), like FL Studio and Ableton Live, are vital in CCA education, especially for music production. These platforms allow students to compose, record, edit, and mix music tracks. Through music production, students not only develop technical proficiency but also gain insight into the structure of music, rhythm, and harmony. Additionally, DAWs enable students to experiment with different musical genres and creatively manipulate sound (Akinyemi, 2021).

Multimedia tools, such as video editing software (e.g., Adobe Premiere Pro) and animation platforms (e.g., Blender), further enhance students' learning experiences by enabling them to produce dynamic, interactive content. These tools are particularly valuable in drama and performance arts, allowing students to create videos, animations, and digital performances. The use of multimedia in CCA education encourages critical thinking about how different media forms can be combined to express artistic concepts (Olusola, 2021).

#### **Benefits: Active Learning, Collaboration, and Personalized Learning Experiences**

Technology-driven workshops offer several unique benefits over traditional teaching methods. One of the key advantages is the promotion of active learning. Unlike passive approaches, where students merely receive information, active learning involves engaging directly with the material. In technology-oriented workshops, students participate in hands-on tasks that require them to apply their knowledge and skills to real-world situations (Olusola, 2021). This active engagement not only deepens understanding but also makes the learning process more enjoyable and meaningful.

Collaboration is another major benefit of these workshops. Many digital tools and platforms are designed for collaborative projects, allowing students to work together on creating a final product. For example, students can contribute to a shared digital art project or collaborate on producing a music track by layering different sounds and instruments. This teamwork encourages students to learn from one another and share creative ideas, enhancing the collaborative spirit (Adeyemi, 2020).

Additionally, technology-based workshops provide personalized learning experiences. Digital tools allow students to progress at their own pace and focus on areas that interest them most. A student with a passion for animation can delve deeper into that field, while another may focus on developing music production skills. This flexibility ensures that

learning is relevant to each student's individual interests and abilities, leading to better educational outcomes (Ogunleye, 2019).

#### **Drama Methods in Education Utilizing Role-Playing, Simulations, and Improvisation in CCA Teaching**

Drama techniques like role-playing, simulations, and improvisation serve as dynamic teaching tools in Cultural and Creative Arts (CCA) education. These methods actively involve students, allowing them to explore cultural, historical, and social themes through performance. Role-playing enables students to step into the shoes of various characters in specific situations, fostering a deeper understanding of different viewpoints and experiences. Simulations, by contrast, recreate real-life scenarios in a structured setting, giving students a chance to apply theoretical concepts practically (Miller & Saxton, 2018). Improvisation, a core aspect of drama, encourages creative spontaneity, allowing students to express themselves without the constraints of a set script (Sawyer, 2011).

Incorporating these drama techniques in CCA creates a hands-on learning experience, where students learn through action. Neelands and Goode (2015) highlight how role-playing and simulations help develop critical thinking, as students evaluate situations, make decisions, and reflect on the outcomes. For example, students might participate in a role-playing exercise centered on traditional Nigerian ceremonies, taking on roles such as the chief or the dancers. This not only deepens their cultural understanding but also strengthens their teamwork and communication skills with their peers.

#### **Advantages: Enhancing Communication Skills, Emotional Intelligence, Empathy, and Active Participation**

Drama-based methods offer numerous educational advantages, particularly in improving communication skills, emotional intelligence, and empathy. By participating in role-playing and improvisation, students

practice both verbal and non-verbal communication, honing their ability to clearly express their thoughts and listen attentively to others. These communication skills are valuable not only in school but in real-world interactions as well (Wagner, 1998). Additionally, drama fosters emotional intelligence. As students explore different characters and scenarios, they gain insights into human emotions and behavior, which enhances their self-awareness and understanding of others (Goleman, 1995). This process naturally builds empathy, as students learn to consider perspectives different from their own.

Moreover, drama promotes active participation, a key element of this learning approach. Unlike more passive teaching methods, drama demands full engagement from students, which enhances their understanding and retention of the subject matter. For instance, when students simulate a traditional Nigerian festival, they not only learn about the event's cultural practices but also absorb the associated values and customs (Gallagher, 2000). This immersive experience helps solidify their learning while encouraging a deeper connection to their cultural heritage.

### **Relevance: Teaching Cultural Heritage, Traditional Values, and Promoting Creativity**

Drama methods are particularly effective in teaching CCA as they offer a meaningful way to convey cultural heritage and traditional values. Through role-playing and simulations, students can explore various aspects of Nigerian culture, including folk stories, historical events, and traditional rituals. This approach makes learning more engaging and helps students internalize the cultural values being taught (Ogunleye, 2009). By bringing cultural elements to life through performance, educators can cultivate a greater appreciation for Nigerian heritage among their students.

Additionally, drama encourages creativity by pushing students to think imaginatively and express themselves artistically. Improvisation, in particular, challenges students to respond spontaneously to different situations, fostering

their creative problem-solving skills (Sawyer, 2011). This creative engagement is crucial in CCA, where the aim is to develop students' artistic talents and inspire them to explore new forms of expression.

### **Integration of Technology and Drama Merging Digital Storytelling with Drama Activities**

The fusion of technology and drama in education, particularly through digital storytelling, presents a dynamic method for enriching students' learning experiences. Digital storytelling merges traditional narrative techniques with digital media, enabling students to craft and share stories using multimedia elements such as images, audio, and video (Robin, 2008). When paired with drama activities, this approach offers an interactive platform where students can perform their narratives, record their enactments, and refine their creations through digital tools. This not only enhances engagement but also equips students with vital digital literacy skills, which are increasingly essential in our technology-driven society.

For example, students might develop a digital story based on a classic Nigerian folktale, using role-play to animate the characters and incorporating digital tools to add visual and auditory effects. This blend of drama and technology allows for a more immersive exploration of cultural content, deepening students' comprehension and retention of the material (Ohler, 2013). Furthermore, digital storytelling fosters opportunities for collaborative work, enhancing students' teamwork and communication skills.

### **Employing Virtual Reality (VR) and Augmented Reality (AR) for Immersive Learning Experiences**

Virtual Reality (VR) and Augmented Reality (AR) represent cutting-edge technologies with the potential to transform Creative and Cultural Arts (CCA) education by providing immersive learning environments. VR enables students to engage with entirely

virtual settings, interacting with digital objects and characters, while AR overlays digital elements onto the real world, augmenting the physical environment with additional information and interactive features (Bailenson, 2018). In drama education, these technologies can create virtual stages for student performances, allow exploration of diverse cultural contexts, or facilitate reenactments of historical events.

For instance, a VR simulation of an ancient Nigerian village could immerse students in the cultural practices of the time, allowing them to interact with virtual characters and participate in traditional ceremonies. This level of immersion fosters a more engaging and memorable learning experience, helping students to better understand and appreciate their cultural heritage (Johnson-Glenberg et al., 2014). AR, in contrast, can enhance live drama performances by integrating digital elements that interact with actors in real-time, such as animated backdrops, special effects, or interactive props.

### **Enhancing Student Engagement, Motivation, and Cultural Awareness**

The integration of technology and drama in education plays a pivotal role in boosting student engagement, motivation, and understanding of cultural contexts. By leveraging digital tools and immersive technologies, educators can create stimulating learning environments that captivate students' interest and encourage them to explore new concepts. For instance, incorporating augmented reality (AR) into a drama activity can transform a standard classroom into a lively cultural setting, inspiring students to actively engage in the lesson (Wu et al., 2013). This elevated engagement is particularly vital in Creative and Cultural Arts (CCA) education, where the aim is to foster a deep, meaningful connection between students and their cultural heritage.

In addition, the use of technology in drama education deepens students' comprehension of cultural contexts. Through virtual reality (VR)

and AR, students can immerse themselves in cultural settings and events that they might not experience in real life, such as historical reenactments or traditional ceremonies. These immersive encounters make the cultural content more tangible and relevant, allowing students to better understand and appreciate the material being taught (Bailenson, 2018).

### **Significance of Cultural and Creative Arts (CCA)**

#### **Fostering Creativity, Cultural Awareness, and Self-Expression**

Cultural and Creative Arts (CCA) are instrumental in fostering creativity, enhancing cultural awareness, and encouraging self-expression among students. Central to CCA is the cultivation of creativity, as students are inspired to explore their artistic abilities and express themselves through various art forms, including visual arts, music, drama, and dance. This creative engagement is crucial for developing critical thinking and problem-solving skills, as students learn to approach challenges from multiple angles and devise innovative solutions (Robinson, 2011).

Another critical component of CCA education is the promotion of cultural awareness. Through exposure to various forms of cultural expression, students deepen their understanding of their own cultural heritage and gain insight into the diverse cultures present in Nigeria and globally. This awareness nurtures respect for cultural diversity and supports social harmony, as students learn to value the richness of different cultural traditions (Nzewi, 2003). Furthermore, CCA offers students a platform for self-expression, enabling them to explore their identities and convey their emotions and thoughts through art. This opportunity for self-expression is essential for personal growth, helping students build confidence and a clearer sense of self.

### **Preserving Nigerian Cultural Heritage and Strengthening National Identity**

A key objective of CCA education in Nigeria is the preservation of cultural heritage

and the reinforcement of national identity. Through CCA, students are introduced to traditional Nigerian art forms—such as music, dance, and visual arts—which are intrinsic to the country's cultural legacy (Olorunyomi, 2009). By learning and practicing these art forms, students actively contribute to the preservation of cultural traditions that risk being eroded by the forces of globalization and modernization.

In addition to safeguarding cultural heritage, CCA education instills a strong sense of national identity in students. By engaging with cultural content that reflects Nigeria's values, history, and traditions, students cultivate a sense of pride in their national identity. This is particularly significant in a diverse nation like Nigeria, where promoting a shared national identity can foster unity across ethnic and cultural divides (Ajayi, 2017). As such, CCA plays a pivotal role in promoting social cohesion and national unity, encouraging students to appreciate and celebrate the rich cultural diversity that defines Nigeria.

### **Challenges in Implementation Insufficient Infrastructure and Resources in Nigerian Schools**

A key impediment to the effective execution of technology-driven workshops and drama-based methodologies in teaching Cultural and Creative Arts (CCA) in Nigerian junior secondary schools is the scarcity of adequate infrastructure and resources. Many educational institutions in Nigeria lack the fundamental technological infrastructure essential for facilitating digital learning, such as computers, internet connectivity, and multimedia equipment. According to Okebukola (2019), over 60% of rural schools operate without access to electricity, making it nearly impossible to utilize even rudimentary technological tools in classroom settings. This digital disparity between urban and rural schools exacerbates educational inequities, curtailing the ability of students in underprivileged regions to benefit from technology-integrated learning initiatives.

Beyond technological deficits, there is a significant shortage of essential resources,

including art supplies, drama props, and digital tools, which are critical for the effective delivery of CCA education. The lack of financial support to procure these materials further undermines schools' capacities to implement innovative instructional strategies. As highlighted by Afolabi and Afolabi (2016), the financial constraints faced by many Nigerian schools limit their ability to provide students with the materials necessary for creative expression, thereby diminishing learning opportunities.

### **Need for Teacher Training in Technology Integration**

Another substantial obstacle is the deficiency in teacher training regarding the integration of technology into CCA instruction. Many educators in Nigerian schools lack the requisite skills and expertise to incorporate digital tools and platforms into their teaching effectively. Jegede (2018) found that only a small fraction of teachers in secondary schools have undergone formal training in the use of educational technology. This gap in professional development serves as a barrier to the successful adoption of technology-oriented workshops and drama techniques, as teachers may feel ill-equipped or overwhelmed by unfamiliar digital tools in the classroom.

Moreover, Nigeria's traditional teacher-centered educational approach impedes the adoption of innovative, student-centered methodologies that emphasize interaction and collaboration. As noted by Yusuf and Balogun (2011), there is a pressing need to shift from conventional teaching methods to more experiential and collaborative practices that can be facilitated by both technology and drama. However, without adequate professional development and institutional support, teachers may struggle to make this transition, thus compromising the efficacy of these progressive methods in CCA education.

### **Balancing Technology Use with the Preservation of Traditional Cultural Practices**

A further challenge lies in harmonizing the integration of technology with the

preservation of traditional cultural practices. While technological advancements provide dynamic avenues for engaging students, there is a legitimate concern that an over-reliance on digital tools might overshadow or neglect the traditional cultural elements central to CCA education. Okonkwo (2020) cautions that technology should be integrated thoughtfully to ensure that it enriches, rather than diminishes, students' understanding of their cultural heritage.

Certain traditional practices, such as oral storytelling, folk dances, and indigenous art forms, may not easily translate into digital formats. As a result, there is a risk that these culturally significant practices could be marginalized or forgotten amid the increasing focus on modernization. Educators must, therefore, carefully balance the embrace of technological innovation with the preservation of the rich cultural traditions that underpin CCA education in Nigeria.

### **Case Studies and Examples**

#### **Illustrations of Successful Implementation**

Several real-world examples underscore the successful incorporation of technology-based workshops and drama methodologies in Nigerian schools. One notable instance is the "Creative Digital Arts" program launched by the Lagos State government in partnership with private sector collaborators. This initiative equips students with digital tools, including graphic design software, digital audio workstations, and multimedia production devices, enabling them to create and exhibit their own artistic projects. Ojo and Olatunji (2021) documented the program's positive impact on students' creativity, digital literacy, and engagement in CCA activities.

Another exemplary case involves a secondary school in Ibadan, where drama-based instruction was utilized to teach cultural history. According to a study by Alade (2017), students participated in a drama project in which they reenacted historical events and traditional ceremonies through role-playing and improvisation. The findings revealed that this

method not only deepened students' comprehension of Nigerian history and culture but also enhanced their communication skills, teamwork, and self-confidence.

#### **Examples of Schools or Programs Implementing These Methods**

In addition to the aforementioned initiatives, other Nigerian schools and programs have successfully incorporated technology and drama into CCA education. For example, Queen's College in Lagos introduced the "Arts Alive" program, which merges digital storytelling with traditional drama activities. This program empowers students to create multimedia presentations of Nigerian folktales and historical events, fostering a greater appreciation for their cultural heritage (Adetunji & Adeyemi, 2019).

Another successful example is the "Cultural Heritage Preservation" project at a secondary school in Enugu, which integrates Virtual Reality (VR) with traditional drama to teach students about local customs and traditions. Eze and Nnaji (2022) reported that students, through VR simulations, were able to virtually engage in cultural festivals and rituals, providing an immersive learning experience that enhanced their understanding of traditional practices.

#### **Theoretical and Pedagogical Frameworks Theoretical Foundations for Technology and Drama Integration**

Several educational theories provide a foundation for the integration of technology and drama in CCA instruction. Vygotsky's (1978) theory of Social Constructivism, which emphasizes the role of social interaction in cognitive development, underpins the use of drama in education. Drama activities, involving role-playing and improvisation, allow students to construct knowledge collaboratively, making learning more meaningful and contextually relevant.

Similarly, Gardner's (1983) Theory of Multiple Intelligences suggests that individuals possess diverse intellectual capabilities,

including linguistic, spatial, and kinesthetic intelligences. Drama and technology-based education cater to these varying intelligences by offering multifaceted learning experiences that draw upon students' distinct strengths. For instance, digital storytelling appeals to students with linguistic and visual-spatial aptitudes, while drama engages those with strong interpersonal and kinesthetic skills.

### **Pedagogical Approaches Supporting These Methods**

Pedagogical strategies that align with technology and drama integration include experiential learning, project-based learning, and inquiry-based learning. Experiential learning, as articulated by Kolb (1984), emphasizes learning through direct experience and reflection. Drama activities, which require active participation and subsequent reflection, epitomize experiential learning, facilitating students' comprehension and retention of cultural content.

Project-based learning (PBL), as described by Thomas (2000), is another pedagogical approach that aligns with these methods, enabling students to work on extended, multidisciplinary projects. In CCA, this could involve creating a digital story, producing a drama performance, or curating a multimedia art exhibit.

Inquiry-based learning also aligns with technology and drama integration by encouraging student-driven exploration and problem-solving (Hmelo-Silver et al., 2007). Through drama and digital tools, students investigate cultural questions, conduct research, and present their findings creatively.

### **Policy Implications and Recommendations for Educators, Policymakers, and Stakeholders**

For the effective implementation of technology-based workshops and drama methods in CCA education, several recommendations are necessary. Educators must receive ongoing professional development

to enhance their competence in integrating technology and drama into instruction. Training should emphasize not only technical proficiency but also pedagogical strategies that promote creativity, collaboration, and cultural engagement.

Policymakers should focus on providing schools with adequate infrastructure, particularly in underserved regions. This includes ensuring access to electricity, internet, and digital tools, as well as funding for art materials and drama props. Policies must also support the inclusion of CCA as a core subject, blending traditional and contemporary cultural practices.

Stakeholders, including parents, community leaders, and cultural organizations, should collaborate with schools to provide cultural resources, organize cultural events, and advocate for the preservation of Nigeria's cultural heritage amid technological advancements.

### **Strategies to Overcome Challenges and Ensure Success**

Addressing the challenges of implementing technology and drama methods requires a multifaceted strategy. Schools can forge partnerships with technology companies to provide affordable access to digital tools and resources. Additionally, comprehensive teacher training programs must be developed to equip educators with the necessary skills to incorporate technology and drama into their teaching. These programs should be accessible to teachers nationwide, including those in remote areas.

To balance the use of technology with preserving traditional cultural practices, educators should adopt a blended learning approach that combines digital tools with hands-on, experiential activities. For instance, students could explore cultural heritage through VR simulations and then engage in live drama reenactments, ensuring that both technological innovation and cultural preservation are achieved.

## Conclusion

The integration of technology-driven workshops and drama-based methodologies into the teaching of Cultural and Creative Arts (CCA) in Nigerian junior secondary schools presents a profound opportunity to elevate students' educational experiences. By blending traditional cultural practices with contemporary technological tools, educators can craft dynamic, engaging, and immersive learning environments that inspire creativity, foster cultural awareness, and promote self-expression.

Through role-playing, simulations, and improvisation, drama activities enhance students' communication skills, emotional intelligence, and empathy, while encouraging active participation and deepening their understanding of cultural heritage. The incorporation of digital tools, such as Virtual Reality (VR) and Augmented Reality (AR), further enriches these experiences by providing immersive, interactive ways to explore cultural contexts.

Yet, the successful implementation of these innovative approaches is not without its challenges. Inadequate infrastructure, resource limitations, and the need for extensive teacher training remain significant obstacles. Additionally, striking a balance between embracing modern technology and preserving traditional cultural practices requires careful deliberation to ensure that Nigeria's rich heritage is not overshadowed by technological advancements.

Despite these challenges, case studies from Nigerian schools demonstrate that when thoughtfully applied, the integration of technology and drama can greatly enrich CCA education. Theoretical and pedagogical models such as Social Constructivism, Multiple Intelligences, experiential learning, and project-based learning offer robust support for the use of these methods in the educational sphere.

## Recommendations

To address the challenges and facilitate the successful implementation of technology-driven

workshops and drama methodologies in CCA education, the following recommendations are proposed:

1. **Enhance Infrastructure and Resources:** Collaboration between the government and private sector is essential to improve school infrastructure, particularly in rural areas. This includes ensuring access to electricity, internet connectivity, and the digital tools necessary for integrating technology into CCA instruction. Schools should also be provided with adequate art materials, drama props, and multimedia equipment to support hands-on learning and creative exploration.
2. **Comprehensive Teacher Training:** Professional development programs should be instituted to equip educators with the skills needed to effectively use educational technology and drama-based methods. These programs must focus not only on technical proficiency but also on pedagogical strategies that support the seamless integration of these tools into teaching practices. Continuous support and resources should be made available to teachers to encourage the adoption of innovative, student-centered approaches in CCA education.
3. **Promote a Blended Approach:** Educators should adopt a blended approach that combines modern technology with traditional cultural practices, ensuring that while students gain from technological advancements, they remain deeply connected to their cultural heritage. For example, digital tools like VR could be used to explore cultural sites, followed by live drama reenactments of traditional ceremonies, deepening students' appreciation and understanding of their cultural roots.
4. **Foster Partnerships and Collaboration:** Schools should seek out partnerships with technology companies, cultural organizations, and community leaders to secure additional resources,

cultural expertise, and support for CCA education. These collaborations can help bridge the divide between traditional and modern educational practices. Stakeholders, including parents and community members, should be actively involved in advocating for the importance of CCA education and supporting its integration into the broader educational curriculum.

- 5. Policy Support and Advocacy:** Policymakers must prioritize CCA education by enshrining it as a core subject within the national curriculum and ensuring that it receives adequate funding and institutional backing. This includes providing financial incentives to schools that successfully integrate technology and drama into their CCA programs. Policies should also promote the preservation of cultural heritage within educational practices, ensuring that modern innovations do not eclipse the richness of traditional cultural practices.

By implementing these recommendations, Nigerian schools can fully harness the transformative potential of technology and drama in CCA education, cultivating a generation of students who are not only creative and culturally astute but also equipped with the competencies necessary to thrive in an ever-evolving global landscape.

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