



**EFFECTIVENESS OF STORY TELLING APPROACH IN INCULCATING VALUES IDENTIFIED BY NCERT AMONG THE 6<sup>th</sup> GRADE LEARNERS OF ODISHA STATE.**

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**Abstract**

*Value oriented education refers to the planned educational action and the development of proper attitudes, values, emotions and character among the learners. It covers all aspects of personality development-intellectual, social, moral, aesthetic and spiritual. The values among children are not static and tend to change with age as their social horizons broaden and they associate with more people and with people whose values differ from which they have learnt. National policy of Education (1986) observed that India's political & social life is passing through a phase which poses a danger of erosion of long accepted values.*

**Story telling Approach:** - The story telling is one of the important & comprehensive approaches to inculcate the values in the minds of the students. It is one of the potent ways of importing values & communicating positive message in an integrated & implicit manner. The key words, message, humor, dialogue in stories, presentation style and theme of the story help in students to inculcate values within them. In the present study, each story possesses a value which is to be inculcated.

**Value Inculcation:** The explosion of knowledge & its application has changed the life style & value of the society. Value inculcation is the need of the present day to develop the value according to the changed conditions. It covers all aspects of personality development i.e. intellectual, social, moral aesthetic & spiritual etc. In the present study the researcher has tried to inculcate the values among the students through stories.

**Gender difference:** Difference between 6<sup>th</sup> grade boys and girls.

**Introduction:** The advances in science and technology have made man's life comfortable but peace and happiness have become distant. Tension, conflict and restlessness are growing and survival of the fittest on the basis of strength has increased. Thus, there is general value deterioration being evinced in the society. There is a need to use the human brain in such a manner that human beings develop love and compassion, which is possible only when we shift our emphasis from information to knowledge to wisdom. In fact, value orientation of the entire social, economic and political milieu throughout the world will have to get the highest priority, for this to be possible value orientation will have to be an integral component of the emerging educational model. Promotion of eternal values and creation of a proper environment in educational institutions to inculcate these among the students has to be given top priority (Saraf, 1995). The connotation of what is meant by values is likely to keep on changing with scientific advancement as well as cultural and socio-economic changes. Moore (1951) and Moris (1956) go to the extent of accepting that the term "value" is indefinable. However, various attempts have been made by philosophers, psychologists and social scientists to develop a precise conceptual structure of values in the context of their respective areas of work.

Shukla, N (1990) emphasizes the need for inculcating value education inputs in the secondary teacher's education curriculum in Punjab. Accordingly a curriculum design is presented. Various strategies & approaches for inculcation of values are identified. The author is of the view that the value education should be integrated with the existing secondary teacher's education curriculum & constitutional values enshrined in the constitution of the India should be the focus of concern. Mouli and Reddy (1990) conducted a study on value patterns of teachers and found no significant difference in the value patterns of male and female teachers. Kalamani, M (1991) conducted a study on problems of adolescents and their value system and found that Adolescent boys and girls had more problems in personal, family, socio-emotional and educational areas.

All adolescent students in higher secondary schools were low in political and religious values of adolescent students were high in social values.

In this twenty first century value education is highly essential in case of students (starting from pre-primary to University level), teachers & general public which will provide a smooth life in the society. These values must be imported to the students through different agencies. The

present society no doubt is running with the crisis relating to the values. So in this stage some questions arise.

1. Whether commission & committees have emphasized to impart value education by adopting story telling approach at primary level?
2. Whether story telling has any impact to develop value education?
3. Whether stories are helpful to develop values?
4. What kinds of stories are helpful to inculcate values?

Considering the above findings & fact & the investigator comes to the inevitable conclusion that the studies conducted so far on value education are not adequate and comprehensive. This encourages the investigator to undertake an experimental study which will provide a clear picture about the effectiveness of storytelling approach in inculcating values

#### **OBJECTIVES OF THE STUDY:**

1. To study the effect of storytelling approach on the development of values among the 6th grade learners
2. To study the effect of storytelling approach on the development of values among the 6<sup>th</sup> grade learners with reference to gender.

#### **HYPOTHESES OF THE STUDY:**

Ho (1) Storytelling approach has significant effect on development of values among 6<sup>th</sup> grade learners than traditional method with reference to gender

Ho (2) Students exposed to storytelling approach will have higher value development compare to the students not exposed

#### **Methodology:**

The researcher followed experimental method by comparing values of pre experimental group (360) & post experimental group (360) of 6th grade both male and female of total 720 samples.

#### **Tools & Techniques**

For the present study the researcher has used two types of tools

- Instructional tool
- Measuring tool

#### **Instructional tool**

It is the preparation of unit wise lesson plan based on Storytelling approach. Learning materials/ teaching aids like picture, chart, map, and video related to particular concept was used.

**Measuring tool**

Measuring tool was in the form of teacher made situational test questions based on 84 values identified by NCERT. Questions were based on the objectives of understanding, application, skill and critical thinking. Each question consists of 3 alternatives. Total 84 questions were prepared by researcher following the principle of test construction.

**Analysis and interpretation:**

The purpose of this study was to find out effectiveness of storytelling approach in Inculcating values identified by NCERT among the 6<sup>th</sup> grade learners of Odisha. Each hypothesis was tested statistically by using “t” test and F-test to arrive at conclusion.

**HYPOTHESIS: 1**

Students exposed to storytelling approach will have higher value development compare to the students not exposed.

To test the above hypothesis a comparison of mean scores of experimental groups and control group was done through t-test. The result obtained is summarized in the following tables-

**Table 1: t-test of two groups in relation to their achievement before intervention**

<b>Groups</b>	<b>Number of students</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-test</b>	<b>Result</b>
<b>Experimental group</b>	<b>360</b>	<b>56.51</b>	<b>11.187</b>	<b>1.194</b>	<b>N.S (Not Significant)</b>
<b>Control group</b>	<b>360</b>	<b>58.05</b>	<b>11.230</b>		

The above table indicates that the mean scores of experimental groups (m=56.51) is more or less same as mean score of control group (m=58.05).The computed “t” value is (1.194) is not significant both at 0.05 (1.96) and 0.01(2.58) level with df=718. Therefore there is no significant difference between the mean achievement of experimental group and control group before intervention. Again after the treatment post test score of experimental and control group were analyzed through t-test. Finding is summarized in the following tables.

**Table -2: t-test of two groups in relation to their achievement after intervention**

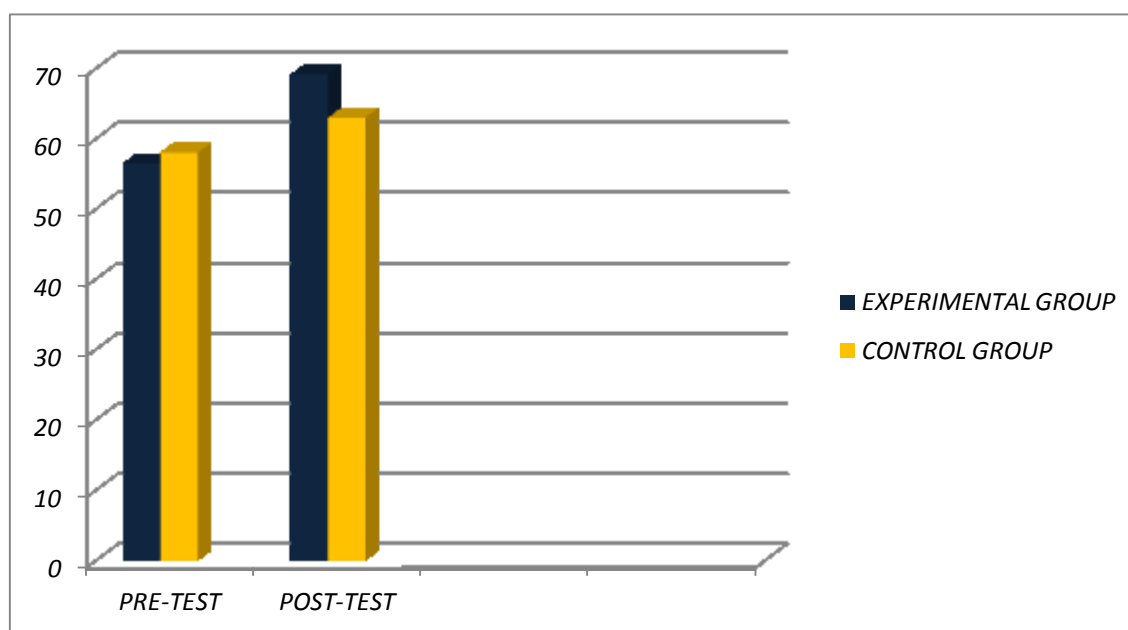
<b>Groups</b>	<b>Number of students</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>t-test</b>	<b>Result</b>
<b>Experimental group</b>	<b>360</b>	<b>69.15</b>	<b>12.830</b>	<b>8.934</b>	<b>Significant</b>

<b>Control group</b>	<b>360</b>	<b>63.03</b>	<b>13.812</b>
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Above table indicates that the mean score of experimental group (m=69.15) is higher than the mean score of control group (m=63.03). The mean difference is significant in t-test (8.934) with df=718 at 0.01 level. Hence the directional hypothesis is accepted at 0.01 levels and there is significant difference between achievement of experimental and control group.

**Figure -1**

**MEAN DIFFERENCE BETWEEN ACHIVEMENT OF EXPERIMENTAL AND CONTROL GROUP**



**HYPOTHESIS -2**

The story telling approach has significant effect in the development of value system of boys and girls student than traditional.

To test above hypothesis a comparison of mean gain scores of boys and girls was done through t-test. The result obtained is summarized in the following tables-

**Table 3: t-test of boys and girls with respect to their performance before & after intervention**

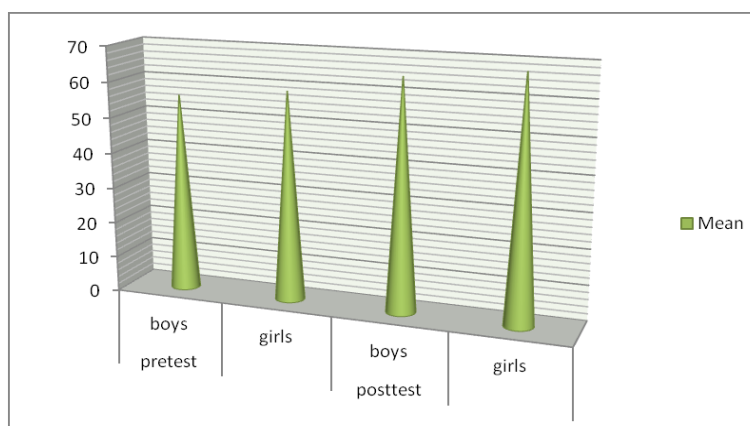
**Group Statistics**

	gender	N	Mean	Std. Deviation	Std. Error Mean	t-test	Result
pretest	boys	360	55.80	11.261	.593	5.068	Significant
	girls	360	58.77	11.010	.581		
post test	boys	360	64.55	14.684	.773	4.301	Significant
	girls	360	67.63	12.394	.654		

The analysis of data clearly reveal that the computed 't' value is 5.068 before intervention & 4.301 after intervention between boys & girls with df=718). The table value at 0.05 level is 1.96 and at 0.01 level is 2.58. The calculated value is much more than the table value. So the investigator accepted the directional hypothesis. Hence the story telling approach has significant effect among 6<sup>th</sup> grade boys & girls.

**Figure -2**

**MEAN DIFFERENCE BETWEEN GOVERNMENT AND PRIVATE SCHOOL**



**Tests of Between-Subjects Effects**

**Major Findings:**

1. Story telling approach has significant effect on development of values among 6<sup>th</sup> grade learner than traditional method.
2. There is exist significant difference among 6<sup>th</sup> grade learner of boys & girls in development of values.

**Conclusion:**

According to the constitution of India. Preamble- We, the people of India, having solemnly resolved to constitute India in to a Sovereign, Socialist, Secular, Democratic, Republic & to secure to all its citizens; Justice, Social, Economic & Political. Liberty, of thought,

expression, belief, faith & worship. Equality of status & opportunity & to promote among them all fraternity, assuring the dignity of the individual & the unity & integrity of the Nation.

So far as value is concerned, the aim of education is to inculcate proper values from the beginning of the primary schools from the above reviews I have observed that home and school atmosphere has significant role for inculcating different types of values. In case of my experiment I found that, if proper method is applied i.e. Storytelling which will be very useful and significant for development of values of primary students. I found that there exist differences among boys and girls in development of values, so the teacher, parent, headmaster, administrator and society should come forward for enhancement of healthy values among students to create a peaceful India, develop national integration and international understanding and to fulfill the constitutional values and obligations.

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#### **Web search:**

1. [http://is.muni.cz/th/327584/pdf\\_b/Petr\\_Stika\\_-\\_Bachelor\\_thesis\\_-\\_The\\_Role\\_of\\_Values\\_in\\_Teaching.pdf](http://is.muni.cz/th/327584/pdf_b/Petr_Stika_-_Bachelor_thesis_-_The_Role_of_Values_in_Teaching.pdf)
2. <https://tspace.library.utoronto.ca/bitstream/1807/16604/1/MQ58877.pdf>
3. <http://www.isnz.org.nz/sites/default/files/SymsCatherineReport.pdf>

4. <https://www.duo.uio.no/bitstream/handle/10852/30988/CaraxJacoby.pdf?sequence=1>
5. [http://www.valueseducation.edu.au/verve/\\_resources/VES\\_Final\\_Report14Nov.pdf](http://www.valueseducation.edu.au/verve/_resources/VES_Final_Report14Nov.pdf)
6. <http://researchonline.jcu.edu.au/10411/2/02whole.pdf>
7. [http://shodhganga.inflibnet.ac.in/bitstream/10603/5067/12/12\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/5067/12/12_chapter%202.pdf)