

# Story Telling As a Method of Teaching

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**Abstract** - The class rooms of global world may be managed by advanced and expert teachers who may apply new innovative methods of teaching. So the students scoring high in academics but performing poor moral values in day to day life. The old method of teaching ie story telling method can develop good personality among students. So the present study focuses on 'story telling method'. The study reveals that a significant difference was observed between joint family member and nuclear family member teacher with regard to application of story telling method ( $t=-3.6642$ ,  $p<0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, joint family member teacher scores are significantly higher as compare to nuclear family members and a significant difference was observed between rural and urban old age people with regard to storytelling ( $t=-3.6642$ ,  $p<0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, rural old age people significantly higher in story telling as compare to urban old people. The study concluded that joint family member teacher shown better performance and rural old age people responded well. It means that nuclear family member teacher should be guided with regard of importance of story telling method and urban old age people need to be awaked to spend time with their grand children by telling stories. Hence story telling can create miracles in the life of our youths. If not our future generation may develop good in academics with help of artificial intelligence or techno-friendly based lessons but they perform very poor in leading moral life.

**Keywords:** Adopt, Apply, Compassion, Communication, Cultur, Curiosity, Listening, Social, Skills.

## I. INTRODUCTION

The modern global classroom includes many teaching learning materials to motivate learner. The teachers always tries to teach with innovative methods. But in finding newness old essence might not be forgotten. The traditional method of teaching ie story telling method set backed in between modern digital era and new methods of teaching. Here the question arises that apart from all new technology why don't we use story telling method at school and at home. It is high time to spread this awareness about importance of story telling among

global world of education. The present study focus on 'story telling method'. In this techno-friendly age, let us study that how many teachers and old ag people applies story telling method in their daily life.

## II. REVIEWS

1. Dee H. Andrews, U.S. Air Force Research Laboratory, Thomas D. Hull, U.S. Air Force Research Laboratory, Jennifer A. Donahue, Boeing Co. on the topic 'Storytelling as an Instructional Method: Definitions and Research Questions' Abstract: The goal of this paper is to discuss the theoretical and empirical foundations of the use of storytelling in instruction. The definition of a "story" is given and four instructional methods are identified related to storytelling: case-based, narrative-based, scenario-based and problem-based instruction. The article puts forth descriptions of the four instructional methods above, describes several research issues, some foundational work and theories, and proposes a research agenda.

2. Bartan, Murat, Southeast Asia Early Childhood, v9 n1 p75-84 2020. Topic 'The Use of Storytelling Methods by Teachers and Their Effects on Children's Understanding and Attention Span'. This research was carried out to determine the effect of different storytelling methods on children's understanding and attention span of pre-school education period. The research is a quantitative study that took place in two stages. In the first stage, with the descriptive screening model, it was determined which of the different storytelling methods used by a total of 72 preschool teachers during the education period. In the second stage, the effectiveness of the four different storytelling methods that teachers stated most was examined by using comparative non-synchronized post-test design. The experimental stage was carried out with 40 children, whose ages ranging from five to six, receiving pre-school education. In the research, each of the four separate stories was presented with four different storytelling methods. As a result of the research, it was determined that the method of telling the story most frequently used by the teachers was "By reading from the story-tale book", and the method they used the least was the telling with the "Shadow puppet". When looking at the level of children's understanding of stories, it was determined that the most effective method was the method of telling "By reading from the story-tale book", and

the least effective method was the method of telling with the "Story card". When the effects of the stories on the focus and attention span of the children were analysed, it was determined that the most effective method was the method of "Storytelling using the computer", and the least effective method was the method of storytelling with the story card. At the end of this research, it was concluded that the effective use of audio-visual elements in storytelling methods was the most effective factor for children to understand the story and focus on it for a long time.

### III. RATIONALE OF THE STUDY

Our young students have become impatient and doubtful. They are facing trust issues and has very poor social skills and poor listening skills, involving in academic dishonesty, poor moral values. The young students not listening to parents and not respecting to teachers. There is poor bonding between teacher and students and poor bonding between children and parents. The question arises here is that who held responsible for this kind or behavior of students. The school or the family ? yes both held responsible. The teachers teaching are only oriented to complete syllabus. Teachers are showing poor performance in inculcating moral values among students. Our old age people watching TV or rubbing mobiles, using watsup. The teachers and parents and grandparents forgotten to tell stories. There is an urgent answer for this is problem. All old age people should spend time with their grand children and share their life stories or moral stories with children which can make students patienceful, truthful, honest, trustfull persons. No computer, mobile, digital media express compassion, love and affection towards students. So old age people should develop good listening skills among children by telling stories. The teachers who adopt many teaching innovative method to improve academics fails to develop moral values among students. They can teach the content in the form of stories which develops some values among them. The story telling can enhance different abilities among students. **1. Language skills:** The story telling method develops LSRW skills. Mainly listening skill can be imbibe among young students. The students can improve vocabulary and grammar at early age. **2. Social skills:** In this modern era nuclear family made child isolated. But story telling develops social skills among students and ability to understand others which builds good bonding with others. **3. Cultural Understanding:** The students are able to understand other culture and traditions and moral values. Easily understands and cultivates past customs and traditions. **4. Personality development:** The students develop wholesome personality by listening stories and inculcate good values. **5. Problem solving ability:** The story listening making students to solve problems of their life. **6. Communication skills:** The listened story can be talked by

students in his own sentence which develops good communication skill. **7. Curiosity and Imagination:** The story develops curiosity and imagination power among students. So story telling method should be employed. **8. Scientific elements:** There are ascientific elements in story. Scientists are discovering that chemicals like cortisol, dopamine and oxytocin are released in the brain when we're told a story. Why does that matter? If we are trying to make a point stick, cortisol assists with our formulating memories. Dopamine, which helps regulate our emotional responses, keeps us engaged. When it comes to creating deeper connections with others, oxytocin is associated with empathy, an important element in building, deepening or maintaining good relationships.

### IV. OBJECTIVES

1. To study the passion of storytelling method among joint and nuclear family member teacher.
2. To study the passion of storytelling among rural and urban old age people.

### V. HYPOTHESES

**Hypothesis 1:** There is no significant difference between joint family member and nuclear family member teacher with regard for application of story telling method

**Hypothesis 2:** There is no significant difference between rural old age people and urban old age people with regard to story telling story to their grand children

### VI. METHODOLOGY

#### A) Data Collection

**a) Samples:** Among all teacher community only secondary school teachers acted as samples. The data was collected with stratified sampling method. The teachers who were teaching at secondary schools of kalaburagi and vijayapura districts Karnataka, India categoried as joint family members and nuclear family members. Total one hundred and twenty teachers responded for story telling questioner.

The data of rural and urban old age people with regard to their story telling passion collected by simple convenciening sampling method. The old age people responded orally. The data was collected by asking questions and made checklist for calculations.

**b) Research Tool:** The research tool of 'Story Telling Scale' was constructed with five level validation process. Inernal consistency checked. The reliability was checked with

chronbatch alfa method 0.8. The Story Telling Scale included twenty one items followed b likert five point scale.

**B) Data Analysis**

**Hypothesis 1:** There is no significant difference between joint family member and nuclear family member teacher with regard for application of story telling method

**Table 1: results of t-test between joint family member and nuclear family member teacher with regard to application of story telling method**

Group	n	Mean	SD	t-value	P-value	Signi.
Nuclear family member	60	63.24	9.43	-3.6642	0.0018	S
Joint family member	60	88.72	12.09			

A significant difference was observed between joint family member and nuclear family member teacher with regard to application of story telling method ( $t=-3.6642$ ,  $p<0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, joint family member teacher scores are significantly higher as compare to nuclear family members.

**Hypothesis 2:** There is no significant difference between rural old age people and urban old age people with regard to story telling story to their grand children.

**Table 2: results of t-test between joint family member and nuclear family member teacher with regard to application of story telling method**

Group	n	Mean	SD	t-value	P-value	Signi.
Urban old age people	30	63.24	9.43	-3.6642	0.0018	S
Rural old age people	30	88.72	12.09			

A significant difference was observed between rural and urban old age people with regard to storytelling ( $t=-3.6642$ ,  $p<0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, rural old age people significantly higher in story telling as compare to urban old people.

**VII. DISCUSSION AND INTEPRETATION**

1. A significant difference was observed between joint family member and nuclear family member teacher with regard to application of story telling method ( $t=-3.6642$ ,  $p<0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, joint family member teacher scores are significantly higher as compare to nuclear family members. The joint family member teacher exhibited high social skills. So these teachers adopted story telling also has good bonding with students. The joint family member teachers responded to the item 'Are you able to create story telling plot as per academic content' 'strongly agree' where nuclear family member responded 'neutral' this shows that joint family member has care and affection towards students and has good bonding with students.

2. A significant difference was observed between rural and urban old age people with regard to storytelling ( $t=-3.6642$ ,  $p<0.05$ ) at 5% level of significance. Hence, the hypothesis is rejected. It means that, rural old age people significantly higher in story telling as compare to urban old people. The rural old age people responded better in story

telling. They are spending time with their grand children who develop their listening skills and good personality.

**VIII. SUGGESTIONS**

1. The same study can be conducted for all sectors of education not only for teachers and old age people but all elder community. The study limited to only kalaburagi and vijayapura districts but this study can be conducted in all global areas.
2. The teachers are nation builders so they can build nation with compassion, empathy, honesty truthfulness, and patiencefulness by adopting story telling.
3. The story telling and listening reduces mental stress. If homes and schools given less importance to story telling method creates many mental illness.

**IX. CONCLUSION**

According to present study joint family member teacher shown better performance and rural old age people responded well. It means that nuclear family member teacher should be guided with regard of importance of story telling method and

urban old age people need to be awaked to spend time with their grand children by telling stories. Hence story telling can create miracles in the life of our youths. If not our future generation may develop good in academics with help of artificial intelligence or techno-friendly based lessons but they perform very poor in leading moral life.

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