

## A Study to Assess the Perception of Primary School Teacher Regarding Impact of Storytelling Behavioural Modification in Children at Selected Primary School of Vadodara

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### Key Words:

perception, primary school teachers, storytelling, children

### Abstract:

The purpose of the research project was to determine how primary school instructors felt about the influence of storytelling on children's behaviour. Storytelling is a special approach for pupils to learn about, respect, and appreciate other cultures. It can also encourage a favourable attitude towards individuals of all nationalities, ethnicities, and religions. 40 primary school teachers participated in the primary study's data collecting. The term "description of the tools" refers to a breakdown of the tool's content. The number of items in the tool and their respective scores are listed by the researcher. 82.5 percent of the teachers respond favourably, 17.5 percent indifferently, and 0 percent negatively. The present study came to the conclusion that primary school instructors responded favourably to the impact of narrative behavioural modification.

### 1. Introduction

Children are naturally drawn to stories. Magic and awe of the world are created through stories. We learn from stories about the world, about ourselves, and about others. Storytelling is a special approach for pupils to learn about, respect, and appreciate other cultures. It can also encourage a favourable attitude towards individuals of all nationalities, ethnicities, and religions.<sup>1</sup> We learn from stories about the world, about ourselves, and about others. Storytelling is a special approach for pupils to learn about, respect, and appreciate other cultures. It can also encourage a favourable attitude towards individuals of all nationalities, ethnicities, and religions.<sup>2</sup> Everyone enjoys hearing stories. Almost everyone among us has heard a story at some point during their childhood. Stories keep kids interested and give them the impression that they are taking part in the storytelling process. Children who participate in meaning-making activities are more likely to learn a language or anything else for that matter. It could be a rewarding learning experience if tale telling is turned into an engaging activity where the audience also tells, speculates, and manipulates.<sup>3</sup> By offering learning opportunities, educational institutions play a crucial

role in guiding their pupils from ignorance to knowledge. Teachers are the most essential individuals in the institutions who contribute significantly to this development. The teacher is the most crucial component of any educational programme, according to NCTE's Quality Concerns in Secondary Teacher Education from 1998. At every step, the instructor is primarily in charge of carrying out the educational process. This demonstrates the need for investing in teacher preparation in order to safeguard a country's future. It is impossible to overstate the value of qualified instructors to the country's educational system. Both initial and ongoing teacher education must address the demands and expectations that the National Curriculum Framework, 2005, sets on the teacher.<sup>4</sup> Different pedagogical approaches must be used in schools if they are to enhance the literacy learning of all students. Using storytelling in the classroom is one way to address literacy development by improving goral language, reading comprehension, and writing. Because of the inter related nature of the processes involved in reading and writing, s One strategy for addressing literacy development is to use storytelling in the classroom to enhance students' oral language, reading comprehension, and writing skills. Storytelling is an effective pedagogical method that

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may be incorporated into education to develop students' competencies in all areas because reading and writing are interrelated processes. In order to improve literacy learning in the domains of reading and writing, this paper will discuss how storytelling can be used as a pedagogical method in the classroom.<sup>5</sup> The topic of this essay is the depiction of actual or imagined occurrences. See storytelling for other usages. Oil on canvas, *The Boyhood of Raleigh*, Sir John Everett Millais. The incorporation of storytelling into lessons can help students become more proficient across the curriculum. This essay will discuss how using stories in the classroom as a teaching tool can improve students' reading and writing literacy skills.<sup>5</sup> The topic of this article is whether to depict true or made-up occurrences. See storytelling for further information. Sir John Everett Millais' oil on canvas painting *The Boyhood of Raleigh*. Young Sir Walter Raleigh and his brother are given a seafarer's account of what transpired at sea. The act of telling stories in a group or community, sometimes with improvisation, showmanship, or embellishment, is referred to as storytelling. Every culture has its own myths or tales that are told to one another for purposes of amusement, instruction, cultural preservation, or establishing moral ideals. Plot, characters, and narrative point of view are all essential components of stories and effective storytelling. The term "storytelling" can be used to refer to oral storytelling particularly or, in a broader sense, to strategies employed in other media to reveal or unfold a story's narrative.<sup>7</sup>

## 2. Methodology

The study was carried out using a quantitative research approach and a non-experimental descriptive design. The school was chosen as the study location based on

## 3. Result:

**Table 1** shows the frequency and percentage distribution of the samples' demographic characteristics.

Sr No.	Demographic data	Categories	Frequency	Percentage
1	Age (In years)	21-30	3	7.5
		31-40	8	20
		41-50	19	72.5

the availability of primary school teachers, their willingness to allow the study to be conducted, and the convenience of the location in terms of distance. To choose 40 primary school teachers from Shree Ambe vidhyapeeth, Mahatma Gandhi vidhyalya, and S D Patel vidhyalya Vadodara, a purposeful sampling strategy was used. A rating scale that I created myself is used to gauge perception. The Sumandeep Vidyapeeth Institutional ethics committee (SVIEC), (SVIEC/ON/BRP/21042) Vadodara provided ethical approval for the study's execution. The concerned Vadodara school authorities granted administrative approval and permission. Regarding the study participant's willingness to participate in the research study, a consent form was prepared for them. The two portions of the research instrument for data gathering are as follows:

### Section 1: Population statistics

The part includes sociodemographic factors such as a primary school teacher's age group, gender, education level, and previous year of teaching experience, as well as standards and income.

### (Self-prepared rating scale) Section 2

a rating scale that I created myself was used to gauge how well-perceived elementary school teachers are. The tool comprises a total of 15 questions that can be used to assess how primary school teachers are perceived. Questions totaling 75 points were strongly agreed. Agree, uncertain, strongly disagree, and disagree. Each question is worth five points. A score is interpreted as neutral if it is between 0 and 25, negative if it is between 26 and 50, and positive if it is between 51 and 75.

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2	Gender	Male	6	15
		Female	32	
3	Education	Diploma	3	7.5
		Bachelordegree	22	55
		Associatedegree	13	32
4	Prior year of teaching	0-2	2	5
		3-5	5	12.5
		6-10	6	15
		More than 10years	27	67.5
5	Standard	1-2	9	22.5
		3-4	7	17.5
		5-6	7	17.5
		7-8	17	42.5
6	Income	< 20000	21	52.5
		21000 - 50000	13	32.5
		> 51000	6	15

Above table 1: indicates the majority participants were under 41-50 age group 72.5% and minority participants were under 21-30 age group i.e., 7.5% females (80%) were more in number as compared to male (15%). Majority teachers were educated under bachelor degree (55%) whereas diploma 7.5% were less in number. 67.5% teachers had more than 10 years of prior teaching experience whereas least had been 0-2 years old prior teaching experience with 5%. Majority of the teachers covered 7-8th Standard with 42.5% whereas minority was covered in 3-4th and 5-6th standard with 17.5% each. Majority of the teachers with 52.5% had income <20000 whereas 6 teachers with 15% had >51000 income.

## SECTION 2

to ascertain the relationship between the primary school teacher's level of perception of storyteller behaviour modification and their chosen socio demographic variables. It demonstrates the demographic factors of age, gender, education, previous teaching experience, standards, and income. The findings revealed that there is no connection between perception level and any demographic variable.

## SECTION 3

**Table 3:** Perception Level Score

PERCEPTION LEVEL	FREQUENCY	PERCENTAGE
Negative	0	0 %
Neutral	7	17.50 %
Positive	33	82.50 %
Total	40	100 %

Table: Respondents' Perception Level Distribution as a Percentage. It shows that the majority of primary school teachers had neutral (17.50), negative (0), and moderate (83.50) perceptions.

#### 4. Discussion

Perception assessment shows that 83.50% of people have a positive perception, 17.50% have a natural perception, and 0% have a negative perspective. The majority of primary school teachers have a good perception, according to self-structure surveys used to examine that perception of primary school instructors.

#### 5. Conclusion:

The current study evaluated the primary school teachers' degree of perception about the behaviour modification influence of storytelling at a selected Vadodara primary school and discovered that most of the primary school teachers had a favourable impression. Following the evaluation of primary school teachers' perceptions, the study found that these teachers were thought of favourably.

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