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Effectiveness of Story Telling Approach in Inculcating Spiritual Values among 9th Grade Learners

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Abstract: *Spiritual values are highly needed for the students, teachers, administrators and general public for a smooth and balanced life. For inculcating spiritual values story telling approach a strongest means and the most fascinating medium of instruction as children shows keen interest in listening the stories. The present paper conducted in a sample of 80 students of Salipur Block of cuttack district found story telling approach is more effective for the development of spiritual values than traditional approach and also found the approach put differential impact on both boys and girls. Based upon findings, the study suggests inculcating spiritual values the story telling form a very significant approach*

Key words: Values, Spiritual values, Storytelling approach.

Introduction

Since the beginning of the 20th century, there has been an increasing focus on the spirit, spirituality and spiritual phenomenon in both eastern & western society. Spiritual values are fundamental basis of humanity. These are original in nature of a soul. Values added qualities in life. Spirituality nourishes human beings in a highly principled background where people from grass-root level to top level sustain in one sequence of unity and integrity instead of diversity. Life without spiritual values is just like a flower without fragrance and softness (Mahakul, 2004). Many psychologists have agreed in these aspects that without spiritual values personality can't be built as proper as we expect. So, spiritual values are very much

essential to adopt. Through these, one individual realizes the self, tries to concentrate his mind and meditate.

What is Spiritual Value?

Spirituality refers to the “degree of involvement on state of awareness or devotion to a higher being or life philosophy. Not always related to conventional religious beliefs” (Walker, 1991). The Spiritual values otherwise known as ultimate values. It is that types of higher values which enable the human for realizing the ultimate reality (self) and existence of spiritual entities. Faith in spiritual entities is called “spiritualism”. (Dash, 2004).

Why Spiritual Values?

Inculcating spiritual values are needed for students for developing all-round aspects of their total personality. Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

What is Spiritual Education?

Spiritual education is training people for life. It is not merely the religious education; it is the education which replaces a human being from material world towards the divine existence and it supports to realize the reality, the being with the body, self, and awareness.

Why Spiritual Education?

The essence of spiritual education in educational institutions is important for inspiring students for a divine life. The purpose of spiritual education is to fulfill the divine potential of children, and to prepare them for life by giving them the tools they need to keep on learning throughout the many experiences that will come to them. By teaching spiritual values like- Ultimate Truth, Consciousness, Devotion, Real Happiness, Wisdom, Peace and Love, Salvation, Self Realization, God Realization, Super Mental Consciousness, and other higher qualities, life of pupils is made richer. These are deeply important to the development of the human being. The three aspects like- worldly aspect, the spiritual aspect and the ethical aspect when come together that education will acquire some meaning (Satya Sai Baba, 1977)

Why inculcating spiritual values are important for secondary school students?

Many have contributed to the debate about the adoption of spiritual education for inculcating spiritual values at secondary stages. The total concentration is on the successiveness of this trial on secondary students. On this case Keating (2001), specifically recommended his argues (p.1) that-

“Students in their early years of schooling need to be more outwardly directed and receive their guidance from external sources of authority and to learn from society and its institutions what is socially valued and accepted. But at the end of their schooling, they need to begin a process of inwardly evaluating what they have learnt, of constructing their own meaning, of making it their own, if they wish to enter adulthood”.

This reflects a sound advice that secondary stage (school-ending stage and a terminal period of human life) is the best period for inculcating spiritual values among students.

Story-telling Approach

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

Why Story-telling Approach?

The contemporary story-telling is widely used to address educational objective (Birch & Heckler, 1996). The stories are the dominant sound of our lives, from the small accounts of our day’s events to the vast incommunicable constructs of psychopaths (Price,1978). Story-telling can be adaptive for all ages leaving out notion of age segregation (Atta-Alla, 2012) and used as a method to teach ethics, values, and cultural norms and differences (Davidson, 2004). Humans are story-telling organism that both individually and socially, lead storied lives (Connelly & Clandinin, 1990). The story-telling can supplement analytical training because it requires auditory and visual senses from listeners, one can learn to organize their mental representation of a story, recognize structure of language, and express his or her thoughts (Mc Keough, *et al*, 2008). Stories are effective educational tools because listeners become engaged and therefore remember. While the story listeners are engaged, they able to imagine new perspectives, inviting a transformative and empathetic experience (Rossiter, 2002). This involves allowing the individual to actively engage in the story as well as observe, listen, and participate with minimal guidance (Battiste, 2002). Listening to a story-teller can create lasting personal connections, promote innovative problem solving, and foster a shared understanding regarding future ambitions (Denning, 2000). Story-telling is used as a tool to teach children the importance of respect through the practice of listening (Archibald, 2008).

Rationale of the Study

National Policy on Education (1986) has also emphasized value oriented education in school. It says “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social, moral and spiritual values”.

Materialistic culture has led to the decline in moral, spiritual and ethical values and given rise to violence in various forms. National policy on education (1968) also called for an emphasis on the development of science and technology and cultivation of moral, social and spiritual values, so that the educational system produces young men and women to character and ability, committed to national services and development. The physical, intellectual, emotional and social integration of the individual as completely broad definition of the fundamental aim for education. There is no harmony in the inner life of emotion and outer life of action. The method should according to the level and interest of student so that values can be properly inculcated among them. Considering the above findings and fact the investigator comes to the inevitable conclusion that study conducted so far on spiritual education are not adequate and comprehensive. This encourages the investigator to undertake a study which will provide a clear picture about the effectiveness of story-telling approach in inculcating spiritual values. The method and content of education will have to undergo radical change. The NPE (1986) has also laid stress on the need for radical reconstruction of education system to improve its quality at all stages and has called for greater attention to the cultivation of moral and spiritual values and a closer relation between education and the life of the people. The main aim of spiritual education is to make the students good citizens who may share their responsibilities in the changing set-up of society, in order to give the desired shape and image to the society and the country at large. The primary object of education is moral and spiritual development (Rajguru,1966) and aim is man-making, character building and the realization of the supreme spirit (Sarmah, 1975). Chauhan (1981) viewed, education as continuous spiritual and social process which go on till the complete development and the value of psychic education is metaphysical, transcendental, spiritual and intrinsic (Babu, 1978). The task of inculcating the spiritual values like Truthfulness, Consciousness, Soul realization, Devotion, Sympathy and Meditation etc. could be started at any stage and at any class. One of the appropriate grade students who could be taught the spiritual values are the IXth grade students. The students at this stage are found to be having some degree of moral, intellectual, aesthetic, social, emotional and spiritual development. The students at this stage are found to well understand as the certain level of maturity starts taking place in them and they are found to be learning their responsibilities as an individual. The children should be taught the spiritual values as they are the future citizens and the values once inculcated in them remains in their head and soul throughout their life. In order to protect spiritualism, it is very essential to develop necessary environment related values among the young masses especially IXth grade learners not directly but indirectly through story telling approach.

Objectives of the Study

Objectives are the specific targets are through them we achieve the goals. They are the stepping stone towards the goal. The study conducted by the investigator based on the following objectives.

1. To study the impact of storytelling approach on the development of spiritual value among IXTH grade learners.
2. To compare the impact of storytelling approach on the development of spiritual values among the boys and girls of IXTH grade.
3. To study the impact of story- telling approach on the development of spiritual values among the boys and girls of IXTH grade.

Hypotheses of this study

After selection and definition of the problem, derivation of hypotheses is the most important step in the research process. Etymologically ‘Hypotheses’ means less than or near to the thesis. It is the tentative solution of the problem. Considering the previous research findings and objective formulated, following null hypothesis are stated.

Ho1. Story telling approach does not put any significant impact on the development of spiritual values among the IXth grade learners.

Ho2. Story telling approach does not put any differential impact on the boys and girls with respect to development of spiritual values.

Delimitation of the Study

- The investigator limited the study to the selected schools of Cuttack District.
- The study is confined to spiritual value education at high school students of class IXth only.

Design of the Study

The study was undertaken to see the effectiveness of story-telling approach in inculcating the spiritual values, where it was carried with help of non-equivalent pre-test. Post test control group design. The experimental group was taught by the investigator with story-telling approach and the control group may taught through traditional approach.

Identification Variables

a) Independent Variables:

One factor was taken as independent variable in present study in order to see their effort on spiritual values inculcation in the student that means story telling approach and traditional approach. For the purpose of class room treatment, one selection was taught with storytelling approach and other with traditional approach.

b) Dependent Variable:

The effectiveness of the treatment was assist on different criteria which was termed as dependent variable the dependent variable of this experiment includes.

Value Identification Test

In order to examine the value inculcation, a test of value identification was administered.

Experimental Control Used

All possible efforts were made to control those factors which could create bias, firstly, similar conditions were provided to both the group except the approaches of teaching other variable such as physical environment of school, class room teacher etc. for the group was kept same. All students involved in the study were from two Private Schools of same tahsil. Timing for teaching experimental group was after the lunch in the sixth period or Monday to Wednesday. The control group was taught with traditional approach. The investigator maintain systematic and encouraging attitude towards both the group.

Sample

For the present study the details of the structure of the sample are given below:

Sample Description

Sl. No.	Treatment Group	Name of the School	No. of Female Students	No. of Male Students	Total
1	Control Group	Shree Aurovindo Bidya Mandir, Salipur	16	24	40
2.	Experimental Group	Saraswati Sisu Vidya Mandir, salipur	22	18	40
Grand Total			38	42	80

Tools Used

In present study of the following tools were used for data collection:

- ✓ Value Identification Test
- ✓ Stories on Spiritual Values

Value Identification Test

In the absence of any suitable published tool to measure various spiritual values in the present study, the need was felt to develop a test for value identification. This objective type test with forced choice responses on value based situations involving various types of dilemma was developed by the researcher himself. The steps are given below:

The hypothetical situation presented by Piaget (1933) in the form of stories formed the basis of developing this test. The necessary guidelines from Piagetion stories were taken and the test was developed for the local use with school students of class IXth. The investigator has selected ten spiritual values. Which are presented below:

1.Ultimate Truth, 2.Consciousness, 3.Devotion, 4.Real Happiness, 5.Wisdom, 6.Peace and Love, 7.Salvation, 8.Self Realization, 9.God Realization, 10.Super Mental Consciousness

Stories on Spiritual Values

The investigator has selected or developed stories on each spiritual values and presented before experts for face validity. After the necessary modification and suggestions by experts stories were finalized.

The Results

Table No. 1: Mean, Median, Mode, S.D. SE_D and ‘t’ on Criterion Variable for the Experimental and Control group on Pre-Test

	N	Mean	Median	Mode	SD	SE _D	‘t’	Df	Level of Significance 0.05 0.01
Control	40	10.95	11	11	1.71	0.45	1.93	78	Not Significant at both levels
Experimental	40	10.08	10	11	2.29				

An analysis of table no. 1 indicates the mean, median, mode, S.D. SE_D and ‘t’ values of both the control and experimental group on pre-test. The distribution of the mean, median, mode values in the case of both the group are almost similar in nature. So investigator can safely conclude that the groups are more or less equivalents in nature and construct value are approximately normally distributed in the sample. In this context, the application of ‘t’ ratio is deemed fit as its assumption of normal distribution of data is fulfilled. Further the mean values on pre-test of both the control and experimental groups were subjected to the testing of their significance of difference. The result obtained there in depicts a ‘t’ ratio of 1.93 which is less than the table value of ‘t’ that is 1.99 at 0.05 level of significance with the value of 78. Hence, it may be conclude that both the groups are equivalent and on such initial difference exist between the two groups on the variable value.

Significance of Difference between Control and Experimental Groups:

The session deals with study of significance of difference between the mean, values of both control and experimental groups on the variable value.

Table No.2: Significance of difference of Mean Scores, S.D. and ‘t’ value of Control and Experimental group of the Post-Test.

	N	Mean	SD	SE _D	‘t’	Df	Level of Significance 0.05 0.01
Control	40	10.03	1.49	0.35	21.4	78	Significance at both level or 0.01 level (P<0.01)
Experimental	40	17.53	1.60				

It is evident from above table that ‘t’ value for both control and experimental group come out to be 21.4 of $df = 78$ which is more than the table value 2.64 at 0.01 level of confidence. This shows that teaching with the help of stories prove to be superior approach in spiritual value inculcation than the traditional approach. Scores of experimental group is higher than that of the students of control group.

Table No. – 3: Significance of difference of Mean Scores, S.D. and ‘t’ value of Control and Experimental group of the Post – Test Level Control Group

	N	Mean	S.D.	SE _D	‘t’	Df	Level of Significance 0.05 0.01
Control	40	10.95	1.71	0.36	2.5	39	Not Significant
Experimental	40	10.03	1.49				

The investigator tries to know about the impact of traditional method of teaching in spiritual value inculcation. To know the impact of traditional method of teaching in spiritual value inculcation the IXth grade students of control group were taught through traditional method. In this context students were tested both at the pre-test and post-test of the control group come out 2.5, which is less than the table value ‘t’ = 2.71 for $df = 39$ confidence. Thus the obtain value of ‘t’ is not significant at 0.01 level of significance. It indicates that teaching through traditional approach does not put any significant input on the students of control group.

Table No.4: Significance of difference of Mean Scores, S.D. and ‘t’ value at Pre-Test and Post-Test of Experimental Group

Experimental Group

	N	Mean	S.D.	SE _D	‘t’	Df	Level of Significance 0.05 0.01
Pre-Test	40	10.08	2.29	0.44	16.93	39	Significance at both level or 0.01 level (P<0.01)
Experimental	40	17.53	1.60				

It is found from the above table that ‘t’ value for both Pre-Test and Post-Test of experimental group comes 16.93 which is more than table of ‘t’ = 2.71 for $df = 39$ needed to be significant at 0.01 level of confidence. Thus the obtain value ‘t’ is significant at 0.01 level of confidence. Thus, it shows that teaching with the help of storytelling approach prove to be effective in value inculcation than the traditional approach. Scores of experimental group students at Post-Test level score is higher than the Pre-Test.

Study on Sex wise variation of Control and Experimental Groups

This section is concerned with the study of sex wise variation of both control and experimental groups on the variable value.

Table No. 5: Significance of difference of Mean Scores, S.D. and ‘t’ value of Control Group Pre-Test for Boys and Girls

Experimental Group

	N	Mean	S.D.	SE _D	‘t’	Df	Level of Significance 0.05 0.01
Boys	40	11.46	1.13	0.36	3.36	28	Significance at both level or 0.01 level (P<0.01)
Girls	40	10.25					

It is found from the above table that ‘t’ value for both boys and girls of control group in Pre-Test was found to be 3.36 which is more than table of ‘t’ = 2.71 for df = 38 at 0.01 level of significance. Thus, the ‘t’ value is significant at 0.01 level of confidence. It indicates there were difference for both boys and girls in spiritual values inculcation through traditional approach of teaching before the treatment.

Table No. 6: Comparison between Boys and girls with respect to Mean, S.D., and ‘t’ value in control group for Post-Test control group (Posts Test)

	N	Mean	S.D.	SE _D	‘t’	Df	Level of Significance 0.05 0.01
Boys	24	10.96	0.92	0.26	0.65	38	Not significant
Girls	16	11.13					

It is found from the above table that ‘t’ value for both boys and girls of control group in Post-Test was found to be 0.65 which is more than table of ‘t’ = 2.71 for df = 38 at 0.01 level of significant. It indicates there is no difference for both boys and girls in spiritual approach of teaching after the treatment.

Table No.7: Comparison between Boys and girls with respect to Mean Scores, S.D., and ‘t’ value in Experiment group for Pre-Test Experimental group (Pre-Test)

	N	Mean	S.D.	SE _D	‘t’	Df	Level of Significance 0.05 0.01
Boys	18	10.22	1.34	1.43	0.63	38	Not significant
Girls	22	9.96					

Above table show that ‘t’ value for both boys and girls of experimental group in Pre-Test found to be 0.63 which is less than table value of ‘t’ = 2.02 for df = 38 need to be significant

at 0.05 level of significance. Thus obtained that in experimental group pre-test is no significant difference regarding spiritual values among boys and girls.

Table No. 8: Comparison between Boys and girls with respect to Mean Scores, S.D., and ‘t’ value in Experiment group for Post-Test Experimental group (Post-Test)

	N	Mean	S.D.	SE _D	‘t’	Df	Level of Significance 0.05	0.01
Boys	18	17.44	0.43	0.46	2.89	38	“Significant at both level or 0.01 level (P<0.01	
Girls	22	9.96						

Above table indicates that the ‘t’ value for both boys and girls of experimental group in Post-Test about 2.89 which is more than table value of ‘t’ = 2.71 for df = 38 need to be significant at 0.01 level of significance. Thus obtained value ‘t’ is significant at 0.01 level of significance. It indicates that there is difference for both boys and girls in spiritual values inculcation through story telling approach of teaching.

Educational Implications

The study provides knowledge about the spiritual development in the minds of the students for becoming balanced citizens in life. The findings of the present study suggest that the spiritual values inculcation through story telling approach form a very significant approach in inculcating values among the students. The teacher should teach by adopting the story telling approach to subjects history and provide significant impact in the minds of pupil. The content matter of different subject may be organized in the manner. The learner material can be development in various subjects to inculcate spiritual values.

Conclusion

It can be concluded that the story telling approach has a significant importance in inculcating spiritual values among IXth grade learners. Story telling approach is more effective for the development of spiritual values than traditional approach. It also shows that there is differential impact of storytelling approach in inculcating the spiritual values among boys and girls. The story telling is one of the potent ways of imparting spiritual values and communicating positive message in an integrated and implicit manner. So, special attention should be given for including stories in curriculum.

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