

**ENHANCEMENT OF VALUES AND THINKING THROUGH STORIES  
AMONG ELEMENTARY SCHOOL CHILDREN OF ODISHA**

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**Guide**

**Prof. Ashutosh Biswal**

**Researcher**

**Ms. Laxmi Meher**



**CENTER OF ADVANCED STUDY IN EDUCATION (CASE)**

**DEPARTMENT OF EDUCATION**

**FACULTY OF EDUCATION AND PSYCHOLOGY**

**THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA**

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## **1.0 INTRODUCTION**

Education through its rigorous and continuous process shows us the path to growing the way we want to grow. It helps a person to make a choice between good and bad. It provides values, teaches social norms and conduct, prepares platform for success, and helps individuals to mould their character and behaviour. Hence, there is a need for such an education system for all ages that must perceive human needs, perceptions, and aspirations. The education system changes its structure, nature and practice as per the changing needs of society. The major purpose of the present education system is to make the students successful in the examinations and to pass those examinations with maximum marks and accordingly the methods and approaches of instructional transaction are managed. In the present system of education, it is felt that many vital areas are ignored due to the blind chasing behind the examination and competition like, co-curricular activities including games and sports, life skill education, value education, the components of thinking and many more. Though government agencies have attempted to integrate these components in school curriculum through different educational plans and policies, those could not successfully implement due to different reasons, centered around the activities like, completion of syllabus, preparing students for board examination and so forth. It is felt in the NCF (2005) that it needs a special program or activity in order to be succeeded. In the proposed research work, an attempt had been made by the researcher to inculcate values and the thinking among elementary school students through stories.

Research has proven that stories can be a suitable method to teach value and give scope to exercise the thinking power for elementary school students. There is no doubt that every story includes some values in it. Thinking can be facilitated through stories by presenting a situation and an event on it, which made students think critically and influence students' creativity. Story used to be the best method at the primary stage of learning for so many years (Godbole, 1988). If the teacher provides information about the lives and deeds of great men of different ages, it arouses interest among learners and encourages the ability to imagine. Myth, legends and true stories stimulate the imaginative power of young children. Stories are very effective tools in conveying deep value messages to students, they can be given opportunity to think and discuss and make up analogies (NCF, 2005).

### **1.1 ELEMENTARY EDUCATION AND ITS AIM**

Education starting from the age of six up to the age of fourteen years is referred as Elementary Education in India. Elementary Education comprises of primary stage from standard I to

standard V and upper primary stage from standard VI to standard VIII. It is a privilege offered in the Right to Education (2010) for compulsory and free education up to the age of fourteen years. Article 21A of the fundamental rights (Part-III) referred to the fact that irrespective of caste, creed, religion, ability etc. everyone should be given the right to education in the age group of 6-14 years of age. There have been many efforts made by the government to enhance quality in elementary education. The District Primary Education Program (DPEP) was launched in 1994 with an aim to universalize primary education in India by vitalizing and reforming the existing primary education system. Sarva Shiksha Abhiyan (SSA) in 2001 was launched by the government followed by the goal of Universalization of Elementary Education. (Rao, 2012)

Govt. of Odisha promulgated the Right of Children to Free and Compulsory Education Act, 2009, a central Govt. Act which came into force from 1<sup>st</sup> April 2010, on the basis of the model rule prepared by Govt. of India. State curriculum framework has been prepared and syllabus has been revised as per NCF, 2005. The major agencies and institutions which are constructing curriculum at elementary levels are -SIEs, SCERTs, Board of School education and Board of Secondary Education. The most recent report provided by Department of School and Mass Education Govt of Odisha through Samagra Shikhsa Annual Report 2022-23 states that, besides Govt aided, unaided and central Govt managed there are total 42739 Govt Elementary schools (Class I- VIII), 27052 Primary Schools (Class I-V) and 15687 Upper Primary Schools (Class VI-VIII) in Odisha. The total enrolment number is 2711497 of Primary School students (Class1-5) and 1640765 of Upper Primary school students (Class 6-8).

Elementary education aims to develop the spiritual, moral, mental, and physical capabilities of the child, provide him/her with experiences in democratic way of life and inculcate ideas and attitude necessary for enlightened, patriotic, upright and useful citizenship. The NCERT (1975) in its syllabus for ten years curriculum has envisaged the following objective of elementary education.

- (i) To acquire the tools of formal learning namely literacy, numeracy and manual skills.
- (ii) To acquire habits of cooperative behaviour within the family, school and community.
- (iii) To develop social responsibility by inculcating habits.

- (iv) To appreciate the culture and lifestyles of persons of other religions, regions, countries.

The NPE (1986) has laid stress on elementary education, mainly on two aspects like, Universal enrolment and universal retention of children up to 14 years of age, and a substantial improvement in the quality of education at this stage. Hence, it gives importance to holistic development of children. It stresses values for habits formation and also stresses mental development by giving freedom to children for self-expression. As NEP 2020 also says on schools' education, that it should be enjoyable, engaging, integrated, inclusive and Holistic.

## **1.2 MEANING, DEFINITIONS AND TYPES OF STORIES**

Stories are an essential part of human culture. Everybody loves to hear stories, and it is an inevitable part of children's life. Child enjoys and experiences pleasure in stories. A story is a means of transmitting information, experience, attitude or point of view. A story includes a purpose, one or more characters through series of events and by the end, it arrives at a target destination, fulfilling its reason for having been seen or told.

*According to Cambridge dictionary*, the story is a description, either true or imagined, of a connected series of events.

*Joshi (1968)* the parallels for story from Sanskrit 'katha' and from Hindi 'Kahani' convey that story is a kind of narrative form.

*Labov (1972)*, stories automatically impose a temporal logicon information: "first this happened and then this".

*Sykes (1976)*, define Story as 'piece of narrative, tale of any length, told or printed in prose or verse of actual fiction events, legend, myth, anecdote, novel, etc.

From the analysis of the said definitions, it can be concluded that, story is a piece of narrative or description of a prose or a verse with one or more characters, about a connected series of either true or imagined events, legend, myth, fiction, anecdote, novel, etc. with some purpose or message in it for the listeners or the viewers. Stories are of many types; they can be broadly categorized under 2 heads i.e. *Fiction and Non-fiction*.

1. *Fiction*: Fiction is fabricated and based on the author's imagination. Short stories, novels, myths and legends are considered fiction. Fiction stories are based on imaginary events which are created from someone's thought. It depends on the creativity of the

author. Fiction is simply non-existent thing. Here, the plot, settings and characters created from the imagination. Examples are fairy tales, horror stories, historical fiction etc.

2. *Non-fiction*: By contrast fiction, non-fiction is about factual information and reports on true events. Non-fiction stories cover any kind of real-life incident, experience and different events. It is the composition of certainties. It includes genuine and valid data and facts. Examples are historical events, news and current events, science, survivor stories and the like.

Apart from this, modern stories can be of different types based on the mode of presentation like telling stories, showing stories, reading stories. Telling stories are designed mostly for all types of audiences of all ages which need narration skills of the storyteller. Reading stories are designed for literate and mature people having its own benefits for self-study and learning. Showing stories are good for visual learners, having the advantage of taking the help of technology to provide virtual experience to the viewers having more involvement of the affective domain. There are many different types of digital stories, the major types are personal narrative (based on one's life), historical documentaries (help to understand past) and stories designed to inform or instruct on a particular concept or practice (Nassim, 2018 & Robin, 2011).

### **1.3 CHARACTERISTICS AND IMPORTANCE OF STORIES**

The story may be of all times; past, present and future. A story is a narration that includes more than one character, events as well as happenings and conveys a message to the people explaining a situation or some related occurrences, whether these are true or fictitious. A story has the five basic elements i.e. character, setting, Plot, Conflict, and Resolution.

Stories are liked by all irrespective of the age, gender, standard and the status of the audience or the viewers. A good story can help a teacher to impart the required learning outcomes among the learners. According to Aggarwal (2001) and Dhingra (2011), a good story must have the following characteristics.

- Suitable according to the age of the learner.
- Plot should be short and easy.
- Language uses in the story should be simple.
- There should be plenty of action in stories.

- It should be natural and vivid.
- It should suggest and inspire the students for action.
- It should be well known and familiar to create more interest among learners.
- Most importantly, the story must have some aim along with the enjoyment.

A story adds emotion, characters, and sensory details to facts. That's why a story grabs us, pulls us along with its plot and delivers its key message powerfully whether it is true or fictional. A good story always has a core element of truth, even if it is fiction. A teacher's role is very important when delivering a story to students. Teachers can make the classroom active and lessons interesting by applying any of the ideas/ arts mentioned above.

Story helps in making lessons lively and interesting to the pupils. It helps with the thinking and imagination of students. It is helpful in their holistic personality development. It makes students active and attentive in the classroom (Godbole, 1988). It helps in connecting the children with their environment. This is also helpful in remembering and improving their learning competency. Stories also develop different types of intelligence like EQ and SQ (Izzah, 2015). It makes academic learning easier and increases understanding of a subject. Stories play a significant role in moral development and improve awareness of virtues (NCERT framework, 2005, Alterio & McDurry, 2004 and Dash, 2015). Bruner (1986) stressed the importance of stories in understanding self and bringing cognition, emotion and action together to give experience of 'cultural relevance'. Stories enable students to enter the worlds of real people involved in everyday situations. So, it is still relevant today as it has been proved by psychologists and the researcher.

#### **1.4 MEANING AND NATURE OF THINKING**

Thinking is the manipulation of information; it is something which goes beyond the information. The term is used to refer to more than one specific activity. The activities like-generating a solution, analyzing, and comparing, problem solving, working backward, analogy or finding differences, work on incomplete or incorrect representations, this also deals with memory, experience and like this (Galotti, 2004). Thinking involves manipulation and transforming information into memory. Thinking is a cognitive ability and involves *Problem-solving, decision making and reasoning*. *Problem solving* involves finding an appropriate way to attain certain goals. *Decision making* comes when individuals evaluate alternatives and make choices among them. Reasoning implies logical thinking which uses induction and deduction approach to reach a conclusion. (Santrock, 2006)

And there is a need to develop the skill of thinking among our students. Few scholars define thinking in different ways.

*Ross (1951)*, “Thinking is mental activity in its cognitive aspect or mental activity with regard to psychological objects”.

*Valentine (1965)*, “Thinking consists essentially of a connected flow of ideas which are directed towards some end or purpose”.

In terms of its nature, thinking is essentially a cognitive activity. It is always directed towards achieving some purpose. It is a problem-solving behaviour though every problem-solving behaviour is not thinking. It is related to innate cognitive behaviour. In thinking, there is mental exploration rather than motor exploration. Thinking is a symbolic activity where a mental solution to the problem is carried out through some signs, symbols and mental images. Thinking can shift instantaneously over a span of time and space.

Mangal (2014) identifies some elements of thinking i.e., *Image*- Image is a mental picture formed in the mind in the absence of stimulus. *Concepts*- While forming/using the concepts in the mind, thinking always takes place. *Symbols & sign*-Concepts are usually represented in thinking by the symbols and signs. *Language*- It also functions as a tool in thinking. It consists of words and therefore uses symbols. It makes us think and serves as an effective aid in the process of thinking. *Muscle activities*- Thinking shows the evidence of the involvement of some incipient movements of groups of our muscles. *Brain function*- Thinking is primarily a function of the brain. All our experiences are stored in the brain. Our thinking takes place on the basis of this. Hence, it is quite obvious that the brain is an essential tool of thinking.

### **1.5 TYPES OF THINKING**

Thinking or cognition can be defined as mental activity that goes on in the brain when a person is organizing and attempting to understand information and communicating information to others. Thinking could normally be classified into many categories, by considering the present study some important types have been selected here. Mainly 4 types of thinking taken into consideration in the study; Critical Thinking (analyzing, inferring, observation, decision-making, problem-solving), Creative Thinking (fluency, flexibility, elaboration, originality, integration), Reflective Thinking (systematic, judgmental, logical, self-assessment ability, using insight) and Moral Thinking (applying rules and standards, following guidelines, knowing right and wrong, ethical reasonings, taking moral action/decision).

A small description about these 4 main thinking types provided here; *Critical thinking* involves the use of cognitive skills like conceptualization, interpretation, analysis, synthesis, and evaluation for arriving at an unbiased, valid and reliable judgement. It is convergent thinking which converges on a single point. It includes using given information to come to a specific conclusion. It makes children self-reliant, independent inquirer and discover and a useful and progressive citizen as needed by a rational and democratic society. *Creative thinking*, as the name suggests, is associated with one's ability to create or construct something new, to discover or produce new ideas or object, novel, or unusual. Novel products refer to original as well as useful. It is divergent thinking. Thinking diverges from a single point which includes cognitive processes like integrating ideas, generating ideas or seeing things in new ways. *Reflective thinking* is something which is a higher form of thinking. It aims at solving complex rather than simple problems. Mental activity in reflective thinking does not involve the mechanical trial and error type of efforts. This type of thinking focused on 'Why' instead of 'How'. This includes making judgements, making comparisons between things, finding out the differences, making assumptions and knowing cause and effect relation. *Moral thinking* implies thinking by taking ethical principles into consideration. Having moral judgment, moral awareness, following rules and standards, taking moral decision, this makes person aware about right conduct. This moral development takes place throughout human life with some progress and growth.

The 4 stages of schooling suggested by NEP (2020), emphasized cognitive development for students' learning optimization. School could best prepare children for the world they would face when they grew up. Thinking occurs mostly in our heads, is invisible to others, one indication of becoming an 'effective' thinker is to be able to move on and make thinking visible through speaking or writing. So, if students have not yet learned to express their thinking, teachers need to help them to do so (Richhart & Perkins, 2008). Therefore, the present educational system must focus on the thinking of children and strengthening this thinking should be the chief purpose of the schools. NCERT (2005) stresses critical and creative thinking. The NPE (2020) stresses holistic development of learners by the objective of that, in order to minimize the rote learning instead encourage holistic development and 21<sup>st</sup> century skills, the entire school education curriculum will be reoriented to develop higher order skills of critical and creativity thinking and to develop holistic learners. Holistic education can make a holistic learner. Values are inseparable with the concept of holistic education.

## 1.6 MEANING AND DEFINITION OF VALUES

Values are the framework for human lives. Values are very crucial to living in society. Value is one of the potent factors which influence and modify one's behavior as per the need of society. The way we think, feel, and behave depends upon our religious and moral beliefs and the values we hold (Bagchi & Teckchandani, 2005). "Values are the ideals that give significance to our lives; that are reflected through the priorities we choose; and that we act on consistently and repeatedly" (UNESCO, 2005). Values involve individual feelings, ideas and beliefs.

The concept of value in traditional philosophy which is accepted widely is, Truth, Beauty and Goodness (Satyam, Shivam and Sundaram) considered as eternal value (Yadav, 2007). Philosophy focuses on three things; *Epistemology* which deals with 'knowledge', *Metaphysics* which deals with 'reality' and *Axiology* which is concerned with 'value'. Values are principles, ideals, fundamental convictions and standard of life which act as reference point in decision making and as a general guide to behavior (Aggarwal & Husain, 2016).

*Kane (1962)* states "values are the ideals, beliefs, or norms which a society or the large majority of a society's member hold".

*Zaleznik & David (1964)* observe "value as the ideas in the mind of men comparable to norms is that they specify how people should behave. Values also attach degrees of goodness to activities and relationships".

*According to UNESCO (2005)*, "Values affect all the aspects of our life, consciously or unconsciously. They determine the quality of our response to challenges, the decisions we make and the directions we follow."

By analyzing the above provided definitions values can be easy to understand. Values as the right conducts, like intellectual and moral habits, ideals, and beliefs to satisfy psychological and physiological needs of human being depending upon the religious consideration, normative social system and the development of a society, carried by the majority of the members of society. Values are considered to be crucial importance in human life. It is a weapon which provides guidance and motivation to one's action.

## 1.7 TYPES AND CATEGORIZATION OF VALUES

Values have been classified differently by different Authors and committees. Here 15 categories of values have been taken for study which derived from the list of Documents of NCERT. The list compiled by the NCERT (1979) based on various documents on education, there were 83 values. Considering the values present in elementary education, a general classification of values is presented here. Broadly, Value can be divided under types of headings i.e., *Personal Value* (honesty, cleanliness, punctuality, self-confidence, discipline), *Social Value* (teamwork, unity, kindness, co-operation, leadership), *Universal Value* (love, respect, helpfulness, equality, brotherhood). Under these three above-mentioned types of values 15 categories of values have been identified from NCERT (1979) lists.

Here is a brief explanation about above three mentioned value types. *Personal values* are those one takes for oneself like, cleanliness, honesty, responsibility, loyalty, self-confidence, patience, self-motivation, punctuality, truthfulness etc. Here an individual sets his own standards to attain a goal and to achieve something. *Social values* are those which put the rights of the wider group of people first like love, affection, friendship, cooperation, hospitality, social service, equality, liberty, justice, coordination, sympathy, tolerance etc. These values have social significance which help to lead a healthy social life. *Universal values* indicate the essence of human condition on the earth. These values have the same connotations for any human being on the earth like, love, universal brotherhoods, compassion, service to mankind, bliss, truth, beauty and eternity. It specifies the sense of the human condition.

NCFSE (2000), observed that schools can and must strive to restore and sustain the universal and eternal values oriented towards the unity and integration of the people, their moral and spiritual growth enable children to realize the treasure inside them. The NCERT framework (2005) argues that value should be rooted in contemporary contexts. It must focus on concern and various social issues like inter-faith harmony, environmental conservation, gender equality, and appreciation for multiple identities in the era of globalization, inclusivity, increasing influence of science and technology, mass media and so on. Value education is all aspects of the process by which teachers or other adults transmit value to pupils (Aggarwal & Husain, 2016). UNESCO (2000) has identified various approaches that can be useful for teaching value to students. It also recommended that role-playing, problem-solving, discussing a situation, stories and pictures, studying biographies of great men etc. are helpful in value education.

## 1.8 STORY IN RELATION TO THINKING AND VALUES

The ultimate purpose of teaching is to help students acquire information, ideas, skills, values, ways of thinking, and expressing themselves. It would be not wrong to say that stories are a beautiful part of anyone's life because they were a central point of many of our first learning experiences. Story contains teaching and is also helpful in teaching the process of life with the help of values. Stories make the learners attentive and think about the characters and the surroundings of the story. It has the inbuilt mechanism of pushing the listeners to think and have enough content for getting values. It can also enhance the thinking process of the learners if it is handled with the skills of questioning and probing by the story handler (teller).

Stories have always been considered to be the best way to get across an important value-based message (NCF, 2005). There are various teaching strategies available which enable students to think, evaluate critically, to reflect, appreciate the values and so on, that should be followed in classroom. These things cannot be forcefully imposed on students, so different strategies are helpful in this matter. Storytelling an important strategy to impart value at post elementary stage, stories of leaders, religious story, story of great men etc. are helpful, it brings active participation of students in learning (Mondal, 2017). Making such practices regularly through storytelling and story viewing students can develop values and thinking among them.

Taking the example of a story from mythology; "*The Dedication of Ekalavya*" which is quite known to all of us. Telling this story and showing it through multimedia may be helpful to develop values like hard work, respecting the teachers and elders, dedication, sacrifice etc. Apart from this, asking some questions during and at the end of the story and probing students properly can also be helpful in developing thinking among them. The questions could be asked like, 'what would happen if', 'why he/she done this', 'what he/she should need to do instead of this', how would things be different if, 'suppose that, how, why, what, and so on. In this way students' imagination and thinking can be developed along with the values. In this way different fiction and non-fiction stories could be helpful to enhance value and thinking among students.

## 2.0 REVIEW OF RELATED LITERATURE

There are a total of 78 reviews done by the researcher. The reviews of conducted studies were from both India and abroad. The review of previous work was mainly on the three variables that is story, value and thinking. So, there were five sections formed by researchers, based on which a summary described here. Each section consisted of at least 10 reviews under it. Various

studies discovered various points of view about Story, Value and Thinking. Based on the analysis of the review of related literature, a summary of it is given here.

The section-I deals with the Story and Storytelling studies, which consisted of 23 studies. The studies which related to story were Godbole (1988), Collins (1999), Isbell et al. (2004), Sugathan & Kalid (2009), Belet & Dal (2010), Napier (2010), Ying Li & Paul (2010), Mokhtar et al. (2011), Yang (2011), Upreti (2012), Yazdanpanah (2012), Dragana (2015), Marcela (2015), George (2016), Gobel & Kano (2016), Hibbin (2016), Kirsch (2016), Alkaaf (2017), Shuyi (2017), Nassim (2018), Wardhani et al. (2020), Manwani & Guruprasad (2022), Tran & Bui (2023). Many of these studies were qualitative studies. The sample of these studies were young children which implies mostly Primary or elementary school students. Here almost all studies considered Story as a teaching, and they have used it through the proper lesson planning. Here tools like Interview and questionnaire stressed much for conducting research.

Studies related to Value come in the section-II which included 19 studies Sheela (1987), Andrews & Martin (1995), Bhagawati (1999), Ledden et al. (2007), Yunis & Özge (2013), Borah (2014), Roy (2014), Bhardwaj et al. (2015), Das (2015), Goswami (2015), Hilda (2016), Chorro et al. (2017), Güngör & Güzel (2017), Sharma & Rai (2017), Durdukoca (2019), Halil & Muhammet (2019), Meena & Chaudhary (2019), Neelam (2019), Şahin (2019). Here, all the researchers have to say that value is a must for any kind of education. It contributed to individual and social development. Both primary and secondary schools were sample for these studies. The tools used were mostly questionnaires. Here, Correlation, U test, content analysis were some highlighted data analysis methods. The findings of these studies no doubt strong influencer to value and value education. Personal, social, and cultural values had been stressed mostly. Curriculum and teaching-learning strategies should be formed according to value inculcation content in it.

Section -III covers 10 studies which relate to both Stories & Values. Here most of the research claimed that story is the strong enhancer for value among students also among elderly people. Here studies reviewed were Mitchell (2005), Sheu (2008), Hunter & Eder (2010), Dhingra (2011), Martin (2011), Combariza et al. (2013), Dash (2015), Mohapatra & Panigrahy (2015), MacLean & Tuite (2016), Fahyuni & Bandonio (2017). Samples for these studies were from 6<sup>th</sup> grade, 7-9 years age students and 9<sup>th</sup> grade students also. Experimental and mixed method studies were found here. Observation, semi structured interview and self-development Attitude

and Perception test were popular in this section. The results of these studies indicate that story has a positive impact, and it should get higher recognition in any educational institution.

In the section-IV which deals with 'thinking' variable, there are 16 studies like Meghani (1999), Barak et al. (2007), Patel (2010), Tawai (2012), Kumari (2014), Tang et al. (2014), George (2016), Casagrand & Semsar (2017), Guevarra et al. (2017), McDonald (2017), Ritter & Mostert (2017), Elif (2018), Ojha (2018), Hasan et al. (2019), Ichsan et al. (2019), Alsaleh (2020). These studies were related to the importance of thinking capacity or skills on teaching-learning. The findings of these studies can be summarized by saying that the methods in teaching-learning can be called improved and student-centered when it is capable to include thinking enhancement strategies in it.

Lastly Section-V deals with the 10 conducted studies which relate to both Stories & Thinking. Gold et al. (2002), Yang & Wu (2012), Jones & Sanguedolce (2013), Eman & Hasnaa (2014), Bhangaonkar et al. (2016), Akyeampong (2018), Rajabi & Kodabakhshi (2018), Setyarini et al. (2018), Pedro et al. (2019), Lee & Ooi (2020). Here the studies were the supporters of critical, creative and higher order thinking skills enhancement through storytelling. These studies were related to Literacy like speaking and reading, EFL. The findings of these studies revealed that using pictures, creative techniques, more students' involvement can be able to establish relation between thinking skills and storytelling.

Reviewing the above related literature, the researcher observed that there are only a few studies which stress either on values or on thinking through stories, but no research work was found on the enhancement of both values and thinking through stories. Many studies also found that it has been done in fields like business, engineering, IT, medicine and others, so it will be better if it can be implemented in the educational field. In the era 1980s-90s, studies are mostly influenced to our traditional culture that is why Stories as a teaching method also given due stress. The researcher observed very less, or a few studies only found in India from last few decades, it implies that Indian research not much stressing upon this popular yet traditional context- story and storytelling. Also, no studies have been identified by researchers where all the three variables together were focused i.e. Story, Value and Thinking. Both the values and thinking can possibly be enhanced among the students through stories. Therefore, the present research is only a humble attempt in that direction to enhance thinking and values through stories.

### 3.0 RATIONALE OF THE STUDY

The major role and goal of education is not to enable a child to acquire knowledge but also to equip him or her with the ability to think and understand what is good and what is bad. It needs a right balance of values and thinking among our children and elementary is the right stage to start it as some of the very important objectives of elementary education are to acquire habits of cooperative behaviour within the family, school and community and to develop social responsibility by inculcating habits. But unfortunately, in an examination oriented system of education, the real purpose of education is not fulfilling and there is a strong need to revamp our education system giving more focus to elementary education for developing values and thinking through a suitable method of instruction as the NCF (2005) observed that our age old traditional teacher dominated read and remember till asked and “chalk-n-talk” practice ought to be replaced by pupil centered constructivist teaching learning process.

It is also observed by all that there is a deterioration of values in school and society mainly due to material settings where much importance is given to the material world and not to the humanistic world. The National Policy on Education (1986) stated that “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 and moral values”. Again, the National Programmed on Education (1992) emphasized the value education as an integral part of school curriculum. It stressed the role of education and highlighted the values drawn from national goals, universal perception, ethical consideration, and character building. Therefore, it becomes highly desirable to implement different methods which would disseminate several aspects of values in the education system, in order to bring values to the forefront. Similarly, thinking can make the child to be rational and creative, which can also be imparted to the students.

Story is one of the important and comprehensive approaches to inculcate the values and thinking in the minds of the students as it follows the principles of joyful and constructivist learning. The development of values and thinking through stories can be a good platform for students. Stories help children know the difference between knowing well and doing well. It makes them strong morally and emotionally. It is also important in child development-physical, emotional and spiritual. Stories directly influence the way a child thinks, a child talks and the way a child behaves. Examples are seen in every family where the child watches the cartoons and behaves in the way it is seen. Hence, in this study an attempt had been made to impart value education through stories. In addition to this, technology is very helpful to make

this possible in an interesting way. The use of Metaphor in stories, use of projectors in classroom, use of different Audio-Visual Aids, social medias sources etc. can be helpful and relatable to the current generation children.

Research also showed that stories as a method improve engagement, critical thinking, and creativity and it's a good way to impart values. Story has been the very important part in a child's education that every school needs to promote. It is one of the easiest and most convenient ways to inculcate values and virtues within a child and potent ways to develop thinking. It is helpful in communicating positive messages in an integrated and implicit manner. Story stimulates the imagination and thinking power of a child (George, 2016). It helps them to cope with different situations in life. There are various types of stories that impart different values and facilitate thinking. Stories based on mythology imbibe virtues and ethics on children. Stories from epic, mythology and history would generate awareness about the cultural heritage and practices, community, respect for religion, language etc. Stories related to science establish scientific attitudes among students. Stories related to nation develop patriotic feelings. Stories related to different activities help students to solve their day-to-day life problems. Overall, it influences the entire life of a child. There are also funny stories that entertain children by carrying some messages in them. So not only stories give information and messages but also make them aware of many things in an entertaining and enjoyable way. So, in this way stories can be helpful in developing thinking and values among children. As NEP (2020), given importance to students' understanding other than knowledge. The thinking domain of child is more important than rote learning. Secondary and higher secondary education is responsible for developing values like, leadership, democracy, scientificism, honesty, duty (Hilda, 2016). As both the variables' values and thinking enhancement are urgent needs for contemporary society, these are the serious concern of today among school students.

Keeping this all-in mind, the study is planned for class 6<sup>th</sup> students to enhance values and thinking through stories. Piaget suggests the critical period of thinking development around the age of 10-12 years. Therefore, this is the appropriate age to provide intervention to enhance thinking. And, in Kohlberg's six stages of moral development (1964) also, it shows that in stage 3 and stage 4 the child (from 10-13 years) is able to take decisions about right and wrong following the rules and regulations of society. So, the investigator finds it appropriate to carry out research on the students at upper primary school.

#### **4.0 STATEMENT OF THE PROBLEM**

Enhancement of Values and Thinking through Stories among Elementary School Children of Odisha.

#### **5.0 OBJECTIVES OF THE STUDY**

The study has been conducted with the following objectives.

1. Compilation of stories to enhance values and thinking among elementary school children.
2. To prepare story sessions for each compiled stories and implement it for the enhancement of values and thinking among elementary school children.
3. To find out the effectiveness of Story Sessions in terms of enhancement of values among elementary school children.
4. To find out the effectiveness of Story Session in terms of enhancement of thinking among elementary school children.
5. To find out the effectiveness of Story Session in terms of the reaction of elementary school students.
6. To maintain an Anecdotal Diary throughout Story sessions.

#### **6.0 HYPOTHESES**

The following null hypothesis has been formulated and these were tested at the 0.05 level of significance.

1. There is no significant difference between the mean gain value knowledge scores of experimental group and control group elementary school students in terms of Personal Value.
2. There is no significant difference between the mean gain value knowledge scores of experimental group and control group elementary school students in terms of Social Value.
3. There is no significant difference between the mean gain value knowledge scores of experimental group and control group elementary school students in terms of Universal Value.
4. There is no significant difference between the mean gain total value knowledge scores of experimental group and control group elementary school students.

5. There will be no significant difference between the mean gain value perception scores of experimental group and control group elementary school students in terms of Personal value.
6. There is no significance difference between the mean gain value perception scores of experimental group and control group elementary school students in terms of Social Value.
7. There is no significance difference between the mean gain value perception scores of experimental group and control group elementary school students in terms of Universal Value.
8. There is no significant difference between the mean gain total value perception scores of experimental group and control group elementary school students.
9. There is no significant difference between the mean gain thinking scores of experimental group and control group elementary school students in terms of Critical Thinking.
10. There is no significant difference between the mean gain thinking scores of experimental group and control group elementary school students in terms of Creative Thinking.
11. There is no significant difference between the mean gain thinking scores of experimental group and control group elementary school students in terms of Reflective Thinking.
12. There is no significant difference between the mean gain thinking scores of experimental group and control group elementary school students in terms of Moral Thinking.
13. There is no significant difference between the mean gain total thinking scores of experimental group and control group elementary school students.

## **7.0 EXPLANATIONS OF THE TERMS**

**Compilation of Stories** – Compilation of stories refers to collection and/or translation in the Odia language of different stories. It includes both fiction and non-fiction stories as suitable for the students. It includes stories in various modes i.e. storytelling and story showing (drama, performance, pictures etc.), with these various other activities have been added to the cognitive lesson plan by which values and thinking can be enhanced. The stories have been delivered to the students in the medium of local Odia language only.

**Story Sessions-** For every story a separate session has been arranged by the researcher, according to which cognitive lesson plans have been made. There were two story sessions per week on experimental group. The two sessions are mostly allocated with the moral education period on Friday and Saturday only. Story sessions needed a lesson plan and anecdote maintenance diary.

## **8.0 OPERATIONAL DEFINITIONS OF THE TERMS**

*Value Knowledge:* Score secured in the Value Knowledge test prepared by the researcher.

*Value Perception:* Score secured in the Value Perception Scale prepared by the researcher.

*Thinking Scale:* Score secured in the Thinking Scale prepared by the researcher.

*Effectiveness of Stories in terms of enhancement of values:* The significant difference between mean gain scores of experimental and control groups in value perception and value knowledge.

*Effectiveness of Stories in terms of enhancement of thinking:* The significant difference between mean gain scores of experimental and control groups in the thinking.

*Effectiveness of Stories in terms of reaction of Students:* Effectiveness in terms of reactions towards Story Sessions is the intensity index of 3.5 and above in a five-points reaction scale in individual components and all the components as a whole, which has developed by the researcher.

## **9.0 DELIMITATION OF THE STUDY**

The proposed study is delimited to the Government elementary school of Odisha, which medium of study is Odia language. The study is delimited to the Upper Primary School Students of elementary school which comprises Class of 6<sup>th</sup> and 7<sup>th</sup>. Here, the research is delimited to the 6<sup>th</sup> standard students, which includes the 11-12 years age group of students.

## **10.0 METHODOLOGY**

The present study was experimental in nature. The methodology of this study is composed of research design, variables, population, sample, tools of data collection, story session and procedure of data collection and data analysis method.

### **10.1 RESEARCH DESIGN OF THE STUDY**

In the proposed study quasi-experimental research design has been used. This is a non-equivalent design because random assignment to experimental and control treatments has not

been applied. Under this pre-test and post-test non-equivalent groups design had selected as it was convenient for this study. The design of the proposed study is presented as follows.

<b>O1</b>	<b>X</b>	<b>O2</b>
<b>O3</b>	<b>C</b>	<b>O4</b>

Where **O1 & O3** are pre-tests

**O2 & O4** are post-tests.

**X** stands for **experimental group**

**C** stands for **control group**

At the beginning of experiment Pre-test conducted on both the experimental and control group through ‘Intelligent test’ of Raven. Then the process of group matching is done through Intelligent scores of both groups. After this intervention/treatment has started to be given to the experimental group. Story session conducted at least two days every week preferably Friday and Saturday up to the end of their academic session. In the other hand, after conducting pre-test of control group, they were not introduced to any of the story sessions, it means they have not given treatment by the researcher.

## **10.2 POPULATION**

All the elementary school students of Odisha state studying in the vernacular medium elementary schools affiliated with the Board of Secondary Education in Odisha comprised as the population of the proposed study.

## **10.3 SAMPLE**

Convenient sampling techniques from non-probability sampling type have been used to draw the sample for this proposed study. As per the convenience of the researcher and the study two Elementary schools of Bargarh district of Odisha have been selected with the purpose of feasibility of the experimentation. Out of which one school was selected as a control group and one selected as an experimental group. As previously mentioned in the rationale part, here the researcher targeted sample age is 11-12 years based on the criteria of study, Upper Primary schools’ students, standard 6<sup>th</sup> and 7<sup>th</sup> could be the sample for the present study. For the present

study 6<sup>th</sup> class students have taken into account. After making equivalent to the two selected groups there were 20 students in each of the groups. So, there are a total of 40 students which constitute the sample of the present study.

#### **10.4 VARIABLE OF THE STUDY**

For the present study, the independent variable is Story Sessions whereas the dependent variables are Value and Thinking.

#### **10.5 TOOLS FOR DATA COLLECTION**

According to the objectives of the study, the following tools have been used for data collection.

**Intelligent Test:** The standard progressive matrices test prepared by J. C. Raven in 1956, popularly called Intelligent Test. This test is the non-verbal group test and there are five sections/Sets each having 12 items in it, total 60 items are there. In this study, for the purpose of group matching this Intelligence test has been applied to students of both experimental and control group at the beginning of experiment.

**Value Knowledge Test:** There are mainly 3 phases for Value Enhancement i. e. Value Knowledge, Value Perception and Value Actualization. In the first phase in order to measure value knowledge of students, the researcher has prepared Value Knowledge. After discussion with the supervisor, suggestions from experts and after the standardized procedure 45 items were there in this test. There are Mainly 3 types of value included in the test construction namely, Personal Value, Social Value and Universal Value which are selected by the researcher by considering class, age and location.

**Value Perception Scale:** The second phase of value enhancement needs Perception test. In order to measure the value perception of students, the researcher has prepared a Value Perception Scale. As previously discussed, there are 3 types of selected by the researcher and each value having 5 components in it and each component having some dimensions in it while constructing the scale. After the validation procedure 45 items were there in the final version.

**Thinking Scale:** A thinking scale has been developed by the researcher to measure the thinking of the students on the basis of different thinking types. The selected types of thinking considering the age of students and topic of my study are Critical thinking, Creative thinking, Reflective thinking and Moral Thinking. As per types of thinking test divided into 4 parts and total 40 items are there in this scale.

**Reaction scale:** To study the effectiveness of compiled story or story session, a Likert type five-point reaction scale has been developed by the researcher to know the reaction of the students towards stories sessions. In the reaction scale five options were there as Strongly agree, Agree, Neutral, Disagree and Strongly disagree, where students had to make tick mark in the appropriate box ranging from strongly agree to strongly disagree. Based on the present study, many relatable statements have been formed. There is a total of 25 statements related to 5 different criteria.

**Diary of Anecdote:** A diary of anecdote has been maintained by the researcher throughout the session. This was maintained by the researcher in order to note down all the activities performed by students after every session. Their changeable behaviors, which is noticed by the researcher noted down in this diary as an anecdote.

## **11.0 PHASES OF THE STUDY**

The present study had to pass through many different phases. These phases could be divided into the following 5 headings.

### **Phase I - Compilation of stories**

On the first phase of research, the researcher had to go through textbook analysis of all subjects (Odia, English, Mathematics, Science and Social Science) of standard VI. By analyzing textbooks, considering theories of Educationist, also NCERT recommendation of 1975 and NEP 2020;15 Personal, Social and Universal values have been identified those are frequently emphasized in different subjects of Upper Primary stage. Based on these selected values, stories were searched accordingly.

### **Phase II- Development of Value and Thinking Model (VTM)**

In order to enhance both values and thinking together through stories, the need of a proper model felt by the researcher to carried out the research smoothly. Models are helpful in giving scope for sharpening basic thinking skills. A model of teaching is a description of a learning environment, including our behaviour as teachers when that model is used (Joyce et al, 2015). Models are made with refined experience and research, so they are comfortable, adaptable and efficient in educational settings and classrooms. Models have psychological and philosophical orientation with coherent theoretical basis.

### **Phase III- Development of Tools**

Total 5 tools have been used in this study. First, for pre-test the researcher has used Raven's Progressive Matrices. As per the requirement, the researcher has developed 4 other tools for the present study. Two tools for value enhancement purpose: Value Knowledge Test and Value Perception Scale, one for assessing students' thinking enhancement that is Thinking Scale and lastly Reaction Scale to know students' reaction. All the developed tools validated by experts from the researcher before implementation.

### **Phase IV- Preparation of Story Sessions/ Cognitive lesson Plan**

After developing a model for the present study, the researcher made lesson plans for finalizing 32 number of stories. These Plans were developed based on Herbartian but were in a Cognitive lesson plan style. All the lessons are made on the basis of model prepared by the researcher. Different topics of subjects of standard VI & VII have been tries integrated with the developed stories session but informally. In order to make research effective one lesson plan for one story session have been made. These plans prepared in English but later translated to Odia language with the help of Odia language experts as the study was meant for Odia medium students in Odisha.

### **Phase V- Implementation of stories sessions**

After taking permission from the sample schools, the researcher has implemented the compiled stories on experimental group for a period of one academic year. Then from the Month of April 2023 the researcher started giving intervention to the students of experimental groups. The planned story sessions delivered informally without their strict linkage to academic activities. Weekly 2 periods have been allotted by the school in the timetable for this purpose. Those allotted periods of 40-45 minutes in a day were engaged by the researcher for delivering the stories for the whole academic year of 2023-2024.

## **12.0 DATA COLLECTION**

Before the implementation of compiled stories or before conducting Story sessions, as a pre-test 'Intelligence Test' has been administered by the researcher on the students of both groups, experimental and control in order to make them equivalent. After constructing the desired tool, validation through experts has been done and for reliability test a try-out has been made by the researcher. After the implementations of planned stories sessions, the post-tests have been administered through Value Knowledge Test, Value Perception Scale and Thinking Scale on

both the groups to measure the value knowledge, value perception and thinking. The reaction scale has been administered on the students of experimental group to measure their reactions towards prepared planned stories sessions and its transaction.

### **13.0 DATA ANALYSIS**

Both descriptive and inferential data analysis have been emphasized in this study. The collected information in the recorded in the anecdotes and special observed activities of students have been analyzed qualitatively with the help of narratives. The numeric collected data has been analyzed mainly by employing quantitative techniques like mean, standard deviation, Mann Whitney U test, frequency, percentage analysis and intensity index. MS excel has been used for all data entry. Two popular software applications, SPSS and Jamovi, have also been used here to analysis all the quantitative data.

### **14 MAJOR FINDINGS**

Here, there are two types of data analysis done by the researcher Quantitative and Qualitative. The results of it have been discussed here separately. This could be explained as follows.

#### **14.1 RESULTS OF QUANTITATIVE ANALYSIS**

All the data which are collected through the implementation of test have been quantitatively analyzed. Statistical tests like Mean, Median, SD and at the last U test have been applied. The use of popular software like SPSS has been used for this purpose. In the quantitative analysis the data were divided into 4 main sections, those are Value Knowledge and Value Perception of Value enhancement Scale, Thinking enhancement Scale and Reaction Scale.

1. The result revealed that there is a significant difference between the post test scores of Experimental Group and Control Group in terms of Value enhancement which is revealed through the Value Knowledge test. In the case of the other components of Value; Personal, Social and Universal also the test found significant. It means that due to the story sessions Experimental group students performed well as compared to control group students. That is why the null hypotheses (Ho1,2,3 & 4) formulated for this section have been rejected.
2. Again, Value perception Scale to test the Value Enhancement had been applied on both experimental and control group which analyzed through U test. Here the result revealed that there is a significant difference between the post test scores of Experimental Group

and Control Group. This also includes another component inside it; Personal, Social and Universal. That is why the null hypotheses of this section (Ho 5,6,7 & 8) have been rejected which is due to the effect of story sessions.

3. In the sections of Thinking enhancement, there were 4 components selected by the researcher: Critical, Creative, Reflective and Moral Thinking. The significant difference between experimental and control group is found in overall scores of Thinking Scale. Also, other components of it, found to be significant. That is why null hypotheses (Ho 9,10,11,12 & 13) formulated for this have been rejected because of story sessions.
4. The effectiveness of story sessions is also considered from the Reaction Scale. Here is the reaction of the students towards story sessions after all the sessions were taken. This scale has been analyzed through percentage and Intensity Index, which result indicated that story sessions were effective in terms of the reaction of the students towards the story sessions.

## 14.2 RESULTS OF QUALITATIVE ANALYSIS

The Diary of Anecdote maintained throughout the story sessions, have been analyzed descriptively here. For qualitative analysis the two important themes based on the current Research title have been made i. e. Value enhancement and Thinking Enhancement. The following is the description of Anecdotal Diary.

### *Value Enhancement*

For value enhancement 15 subcategories of value have been selected for the study which come under 3 main headings Personal Value, Social Value and Universal Value. Each story contained some value in it and the story highlighted those values throughout story presentation also through a special activity.

- *Personal Value*- Personal value included qualities like Honesty, Cleanliness, Punctuality, Self-confidence and Discipline. Students have enhanced their Personal value, as the investigator noticed some behavioral changes related to their personality.
- *Social Value*- The social value included the qualities like Teamwork, Unity, Kindness, Co-operation and Leadership. The investigator noticed some behavioral changes related to Students' social value enhancement.

- *Universal Value-* The Universal value included qualities like Love, Respect, Helpfulness, Equality and Brotherhood. The behavioral changes related to this noticed as noted in the diary of the Anecdote.

### ***Thinking Enhancement***

For thinking enhancement there were 3 types of thinking (Critical, Creative and Reflective) highlighted by the researcher under which different components of thinking were also included. Every story contained a particular component of thinking in it for which a special activity also had been planned by the researcher. During the storytelling students have given opportunity to think also after the storytelling again activities carried out by the investigator to enhance their thinking ability.

- *Critical Thinking-* This component of thinking included Analyzing, Inferring, Observation, Decision-making and problem solving. Students have enhanced these abilities which have been observed by the investigator through the activities after or during storytelling.
- *Creative Thinking-* Fluency, Flexibility, elaboration, Originality and integration. Investigators noticed the improvement of the behaviour of students related to this thinking ability.
- *Reflective Thinking-* Systematic, Judgmental, Logical, Self-assessment, Use of Insight. Some of these behaviors of reflective thinking ability by students have been noticed by the investigator.
- *Moral Thinking-* This includes moral judgment, moral awareness, following rules and standards, taking moral decisions, this makes person aware about right conduct. It might not be 100 percent, but some moral thoughts of students are also noticed by the researcher.

## **15.0 CONCLUSION**

Indian education and society, need something which can hold its culture as well as welcome the modernity. In this line, enhancing values and thinking are the two, need of the hour concepts in Indian education system. That is why focusing on these two concepts, the present research conducted. For this purpose, a model, lesson plans, compilation of stories and its session, required tools have been developed and properly organized by the researcher. Through story

sessions attempts have been made to enhance the value and thinking ability of the students. This was a mixed method study where both qualitative and Quantitative method considered, in order to get more clarity and information regarding the students' behaviour. The story sessions were useful as well as informative for students. A clear idea derived from the data analysis of all the tests; Value Knowledge test, Value Perception Scale and Thinking scale, that students have enhanced their value and thinking due to story sessions.

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## **A SAMPLE OF COGNITIVE LESSON PLAN**

### **Story Session.1**

#### STORY OF ABDUL KALAM

#### **General Objectives:**

1. Students will be able to understand real life situations through stories.
2. Students will develop interest in stories.
3. Students will be able to enhance their 'Value Knowledge'.
4. Students will be able to enhance their 'Thinking power'.
5. Students will be able to apply the knowledge gained from stories in their day-to-day life.

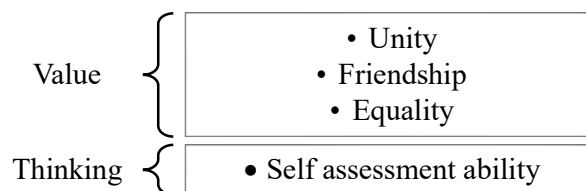
#### **Specific Objectives:**

1. Students will be able to learn about 'Universal Value' through this story.
2. Students will be able to enhance their 'Reflective Thinking' in this lesson.

#### **Mode of Presentation**

Story-Telling

#### **'Value' and 'Thinking' To Be Inculcated**



#### **Student's introduction to Story**

Before starting the story, the teacher will ask students, tell me some great people's names. After some discussion teacher will ask students that What they know about APJ Abdul Kalam. After this, the teacher will explain some of his great works in Education, leadership, space etc. That he was a

### **Story Presentation**

In the middle of the story some tricks will be used by the teacher here i.e.

- Giving some examples of other great man
- Discussing with classmates

*Abdul Kalam was staying in the Rameswaram in a lane called 'Masjid Gali'. When he was a child, he used to visit Shiva Temple after prayer in Masjid at evening time. Everybody used to stare at him in the temple. The reason behind going to temple was to meet his friend 'Ramnath Sastra', who was the son of chief priest of that temple. Kalam and Ramnath were best friends, so they also used to sit together in the front seat of the classroom in the school. One day when a new teacher came to the school, he saw Kalam wearing white hat and Ramnath wearing Chandan Tilak and sitting together in the same bench- then he got angry and said in a very loud tone that- 'You white hat boy, how dare you to sit beside the son of a priest, stand up, go and seat at last bench'.*

*Then Kalam felt really very bad and with a teary eye he moved to the last bench. After that, when they went back home, they told their respective fathers everything. Another day Ram father called, Kalam, Kalam's father and that teacher. Kalam was scared to see the teacher at friend's home. There, Rams father made the teacher realize about his mistake, as all children are same and there should be unity between all the religions. There should not be discrimination in education.*

*Lesson: No discrimination against anyone.*

### **Instrument to be used in the story**

Photos of Kalam on the school wall

### **Teacher's Behaviour**

- The teacher will use the stories by telling mode.
- Giving students a chance to discuss great works of Kalam.

- The teacher will explain the consequences of a war.

### **Students' Behaviour**

- Listening to the teacher carefully.
- Discussion.
- Start practicing the learned lesson inside classroom

### **Evaluation**

Evaluation included activities for both Value and thinking enhancement.

<u>Activities for Value</u>	<u>Activities for Thinking</u>
Make friendship with lower caste students at school, don't separate them.	Discuss the consequences of the following situation/statement: <ul style="list-style-type: none"> <li>• If a lower caste student is present at school, how should we treat them?</li> <li>• If you are injured and your tribal classmates are helping you, will you accept that?</li> </ul>

### **Anecdote**

At last teacher will make a note of all noticed unique behavioural outcomes of children, after story session.