

CHAPTER V

SUMMARY, MAJOR FINDINGS AND DISCUSSION

5.1.0 INTRODUCTION

The advancement in technology, introduction of AI, uses of modern methods and many other concepts in education- can never change the two-way process of learning. It means there will always be the need for a teacher and learner. Likewise, there are many methods that can come and go, but cannot beat some old methods of teaching like ‘Storytelling’, about which discussion have been made in previous chapters and the whole study based on it. This study indicates that, currently we are in a system where it is totally central to examination system. It is observed that traditional methods are still used to follow in schools. Children are getting less scope to express their ideas, and they are only prepared to get maximum marks in the examinations. That is why the new education policy stresses the students’ skills and learning rather than memorization and simple teaching methods which are boring for students. Among the ten cores Life skills listed by WHO, critical and creative thinking has been included in it (CBSE, 2013). Thinking can be developed with the help of teaching learning process through various subjects and the transaction of these subjects though not mentioned, should be done in such a way that it should develop thinking among students. Modern generation found in lacking human and cultural values brought into notice, that is why value-based curriculum also suggested by previous national policies. Curriculums need to be improved in order to be value-based (Roy, 2014). Keeping all this in mind, the researcher, through this study made an aim to enhance these two important and contemporary components: values and thinking among children through various stories. Through stories it could be possible to teach values and facilitate innovative thoughts and give chance to students for expressing different ideas.

For the present study there are three different types of Values (Personal, Social and Universal), and four different types of Thinking (Critical, Creative, reflective and Moral) have been taken into consideration. Based on that the whole concept is discussed, and data have analysed. By summarizing those, a brief description of it can be provided here.

5.1.1 MEANING 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. 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*. 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).

5.1.2 MEANING AND TYPES OF THINKING

Thinking is the manipulation of information; it is something that goes beyond the information. The term is used to refer to more than one specific activity. The activities like- generating a solution, analysing, 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. According to Santrock (2006), 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 that uses induction and deduction approach to reach a conclusion.

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 (analysing, 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). This thinking needs to be moral in school stage. Through value education proper thinking can be developed among students.

5.1.3 MEANING AND TYPES OF VALUES

Values are the framework for human lives. Values are very crucial to living in society. Value is one of the potent factors that influence and modify one's behavior as per the needs of society. The way we think, feel, and behave depends upon our religious and moral beliefs and the values we hold (Bagchi & Teekchandani, 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. 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 in human life. It is a weapon which provides guidance and motivation to one's action.

Values have been classified differently by different Authors and committees. Here 15 categories of values have been taken for study that 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 Values* (honesty, cleanliness, punctuality, self-confidence, discipline), *Social Values* (teamwork, unity, kindness, co-operation, leadership), *Universal Values* (love, respect, helpfulness, equality, brotherhood). Under these three above-mentioned types of values 15 categories of values have been identified from NCERT (1979) lists. Story can be appropriate for value-based teaching. The value-based teaching can further lead to enhancement of healthy thinking capacity among students. So, various types of thinking and values among students can be enhanced through stories in teaching-learning.

5.1.4 STORY FOR THINKING AND VALUES

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 that 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 values 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.

Telling story of 'Eekalabya' 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 values and thinking among students.

5.2.0 REVIEW OF RELATED LITERATURE

There are a total of 81 reviews done by the researcher. The reviews of conducted studies were from both India and abroad. The reviews done were up to the year 2024. The review of previous work was mainly on the three variables that is story, values and thinking. There were five sections formed by researchers, based on that a summary with its implications described 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 Values included 19 studies of 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 values are necessary in 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 are the strong supporter to values 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.

There were 11 studies which relate to both Stories & Values. Here most of the research claimed that story is the strong enhancer for values among students also among elderly people. Here studies reviewed were Mitchell (2005), Sheu (2008), Dhingra (2011), Martin (2011), Combariza et al. (2013), Dash (2015), Mohapatra & Panigrahy (2015), MacLean & Tuite (2016), Balakrisnan & Thambu (2017), Fahyuni & Bandono (2017) and Gunawardena & Brown (2021). Samples for these studies were from 6th grade, 7-9 years age students and 9th 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.

The 16 studies deals with 'thinking' variable, were 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.

There were 12 studies conducted which relate to both Stories & Thinking. Gold et al. (2002), Hunter & Eder (2010), 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), Shrestha (2024). 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.

The reviewed related literature implies that it is possible to enhance values among students through stories. Thinking enhancement with storytelling is also possible, if proper techniques will be utilized. The best tools for these used were the Observation and Perception test. The results of these studies were many of the time strong supporters of storytelling as a method for students' different growth and development. 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.

5.3.0 RATIONALE OF THE STUDY

Research 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, scienticism, 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 6th 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.

5.4.0 STATEMENT OF THE PROBLEM

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

5.5.0 RESEARCH QUESTIONS

1. Whether stories can be used in different modes to enhance values among elementary school students?
2. Whether stories can be used to enhance thinking among elementary school students along with the enhancement of values?

5.6.0 OBJECTIVES OF THE STUDY

1. To develop a compilation of Stories for elementary school children to enhance their values and thinking.
2. To prepare a model for the presentation of compiled stories for elementary school children to enhance their values and thinking.
3. To deliver the compiled stories among elementary school children through the model of story presentation to enhance their values and thinking.
4. To find out the effectiveness of compiled stories presented through the developed model in terms of enhancement of values among elementary school children.
5. To find out the effectiveness of compiled stories presented through the developed model in terms of enhancement of thinking among elementary school children.

6. To find out the effectiveness of compiled stories presented through the developed model in terms of the reaction of elementary school students towards the compiled stories presented through the developed model.

5.7.0 HYPOTHESES

The following null hypotheses have been formulated and have been tested at the 0.05 level of significance.

H₀ 1: There is no significant difference between the medians of Personal Values knowledge scores of elementary school children taught with and without the story model.

H₀ 2: There is no significant difference between the medians of Social Values knowledge scores of elementary school children taught with and without the story model.

H₀ 3: There is no significant difference between the medians of Universal Values knowledge scores of elementary school children taught with and without the story model.

H₀ 4: There is no significant difference between the medians of Total Values knowledge scores of elementary school children taught with and without the story model.

H₀ 5: There is no significant difference between the medians of Personal Values perception scores of elementary school children taught with and without the story model.

H₀ 6: There is no significant difference between the medians of Social Values perception scores of elementary school children taught with and without the story model.

H₀ 7: There is no significant difference between the medians of Universal Values perception scores of elementary school children taught with and without the story model.

H₀ 8: There is no significant difference between the medians of Total Values Perception scores of elementary school children taught with and without the story model.

H₀ 9: There is no significant difference between the medians of Critical Thinking scores of elementary school children taught with and without the story model.

H₀ 10: There is no significant difference between the medians of Creative Thinking scores of elementary school children taught with and without the story model.

H₀ 11: There is no significant difference between the medians of Reflective Thinking scores of elementary school children taught with and without the story model.

H₀ 12: There is no significant difference between the medians of Moral Thinking scores of elementary school children taught with and without the story mode.

H₀ 13: There is no significant difference between the medians of Total Thinking scores of elementary school children taught with and without the story model.

5.8.0 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.), by which students' values and thinking can be enhanced. The stories have been delivered to the students in the medium of local Odia language only.

Story Model- A story model has been developed by researchers to present the stories smoothly in front of students. This is an instructional model, where the techniques to be implemented during story presentation have been mentioned. Here the model focuses on how to enhance values and thinking through stories by applying some tricks and techniques.

Story Sessions- For every story a separate session has been arranged by the researcher, according to that 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.

5.9.0 OPERATIONAL DEFINITIONS OF THE TERMS

Values Knowledge: Score secured in the Personal, Social and Universal Values through Values Knowledge test prepared by the researcher.

Values Perception: Score secured in the Personal, Social and Universal Values through Values Perception Scale prepared by researcher.

Thinking: Score secured in the Critical, Creative, Reflective and Moral Thinking through Scale prepared by the researcher.

Effectiveness: The significant difference between medians of elementary school children taught with and without the story model.

Effectiveness of reaction: Effectiveness in terms of reactions towards stories through Story Model, in the intensity index of 3.5 and above in a five-points reaction scale.

5.10.0 DELIMITATION OF THE STUDY

The present study is delimited to the 6th standard students of vernacular medium of Government elementary school of Odisha.

5.11.0 RESEARCH DESIGN OF THE STUDY

This study has been conducted with the experimental method where 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 study is presented as follows.

O1	X	O2
O3	C	O4

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

O2 & O4 are post-tests.

X stands for **experimental group**

C stands for **control group**

Story session conducted at least two days every week preferably Friday and Saturday, up to the end of their academic session among the students of experimental group. 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.

5.12.0 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 present study.

5.13.0 SAMPLE

The Convenient sampling technique from non-probability sampling types has been used to draw the sample for this 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 that, one school was selected as a control group and one selected as an experimental group. For the present study 6th 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 were a total of 40 students which constitute the sample of the present study.

5.14.0 VARIABLES OF THE STUDY

For the present study, the independent variable was the ‘Compiled Stories’ whereas the two dependent variables were Values (Personal, Social and Universal) and Thinking (Critical, Creative, Reflective and Moral).

5.15.0 TOOLS FOR DATA COLLECTION

A total of 6 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 values 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. A diary of Anecdote also maintained to note down changeable behaviour of students. According to the objectives of the study, the following tools have been used to fulfil the need of present study.

1. **Intelligent Test:** The non-verbal intelligent test that is “Raven’s Progressive Matrices” test was implemented for the matching purpose of the groups.

2. **Value Knowledge Test:** There are Mainly 3 types of value included in the test construction namely, Personal Value, Social Value and Universal Value with 45 items in this.
3. **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 Value Perception Scale having 45 items in its final version.
4. **Thinking Scale:** The selected types of thinking considering 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.
5. **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. There was a total of 25 statements related to 5 different criteria.
6. **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 changes in students' behaviour and the activities performed by students after every session.

5.16.0 DEVELOPMENT AND IMPLEMENTATION OF THE STORY MODEL

In order to enhance both values and thinking together through stories, the need for a proper model felt by the researcher to carry out the research smoothly. This story model to be instructional for value enhancement and thinking enhancement, it needs to be followed three important steps that is compilation, combination and conduction. The syntax of the story model includes Under the Compilation- analyzation, collection and selections of stories also come. The second phase is about the combination of different techniques that are discussion, instruments and tricks. And at the end for a proper style of presentation and a suitable activity for the evaluation decided. Here the available mode of story presentation, the activities to be involved, aids/ instruments to use and the tricks to be followed during story presentation have been described in detail. Finally, for the conduction story session, cognitive lesson plan developed.

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 analysing

textbooks, considering theories of Educationist, also NCERT recommendations 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. Later, thinking to be included is also decided based on analysis of subjects and theories. Based on the said criteria the researcher finalized 32 number of stories here. The second step includes the story that must be conveyed to the students by combining different techniques with it. As a result, students will understand about the lesson learnt from the story, the values it has embedded with, and they will develop new ideas. The use of different tricks, techniques and instruments with the story presentation was made here. This includes some important techniques that must be followed in every story session. Preparing the students for Story with some discussion, using different instruments inside the story and tricks to be followed inside story. In the third step, different modes of presentation like Story showing and Story performing have been prepared. At the end, evaluation activities had to be conducted decided. For Presentation of stories, the phase of conducting story sessions with the prepared Cognitive lesson Plan.

Finally, implementing the model needs some arrangements. Organizing story sessions according to the ongoing season of the month winter, summer or rainy, it would be better. For dedicating a special period for story session, the necessary request has been made. It should neither be overdosed nor have less effect. That is why weekly 2-3 sessions were recommendable. 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.

5.17.0 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.

5.18.0 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 analysed qualitatively with the help of phrases and descriptions. The numeric collected data has been analysed mainly by employing quantitative techniques like median, quartile 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.

5.19.0 MAJOR FINDINGS OF THE STUDY

In the present study the findings derived from the statistical calculation and researcher's personal note (Diary of Anecdote) as well. So, here 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.

Findings derived from statistical tests

All the data which is collected through the implementation of the test has been quantitatively analysed. Statistical tests like Median, QD and later 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 considering effectiveness of the story model from different angles. The findings derived from the analysis and interpretation of study, can be explained here as follows.

- The story model was significant for enhancing Personal values knowledge, social values knowledge and Universal values knowledge. For overall also it found significant while considering the total values knowledge score.
- The story model was found to be significant in terms of Personal values perception, and it was not found significant in social values perception and universal values perception. But for overall values perception it was found to be significant.

- The story model was also significant in terms of enhancement of reflective thinking and moral Thinking. Though it was not found significant in the case of Critical thinking and Creative thinking, but in the overall thinking enhancement, the story model found to be significant.
- The effectiveness of story sessions is also considered from the Reactions of students also. The overall reaction of the students was found to be strongly positive about almost all the components of the story model. This indicated that story sessions were effective in terms of the reaction of the students to the story sessions.

Major findings from Anecdotal Record

From qualitative analysis it was also found effective. The Diary of Anecdote maintained throughout the story sessions, where the behaviour related to values and thinking have been recorded. Those can be explained as follows.

In *In terms of Values*: Each story contained some value in it taking Personal Values, Social Values and Universal Values. The story highlighted those values throughout story presentation also through a special activity. The investigator noticed some behavioural changes related to their personality.

- As per the information from peers, many students have started telling the truth in different situations. Students started reaching the classroom on time, they also finished their homework and other activities timely.
- Students who were a little shy to ask questions also developed confidence in participating in the activities. Many students started apologizing for their mistakes. Students were making noises while answering questions, but they learnt to raise their hands before answering the questions.
- Students have shortened out their previous grudges and played together again. Students made friends despite looking into castes, colour, disability etc. They also showed sympathy and helped special children in the classroom and old people and beggars outside the school.
- Students started co-operating with other students in sports and games, in handling family issues and other personal issues. Many students enhanced the quality of leadership that was helpful in completing the different activities in the school- either it is cleanliness or completing homework.

- They have shared their emotion towards their loved ones in some story sessions. Students were already helpful before, but they have enhanced their helping nature more and they found help in some new situations like in bringing water to someone, cooking works of maid inside school, arranging the classroom etc.
- Without discriminating they started treating everyone equal including different castes, disable child and shy nature students. During sessions many students told they were and will be with their friends in needy time.

These were all noticeable, either for the short or long period but it was due to the effect of stories delivered to the students. These discussed changes in behaviour of children found in terms of values may be due to the intervention program which found in the quantitative data analysis also.

In terms of Thinking: By taking support of different techniques, during the story sessions students have been given the opportunity to think also at the end of story again activities carried out by the investigator to enhance their thinking ability.

- During storytelling students were able analyse the situation and could guess correctly. Students have inferred many ideas and applied that in daily life.
- They tried to being on time and made a routine of work. Students have made a routine of cleanliness and started following that.
- Their observation power was found to be improved as they were observing distinctive character inside a story.
- Picture drawing, making arts out of clay and paper also made students fluent in that area.
- Students also learnt how to elaborate the situation, by performing the said story in a unique way and distinctive style. Students have created something original from their own ideas related to story sessions.
- Students also tried to integrate different ideas like linking one story with another, linking a story with their history lesson and created stories.
- In many stories students could differentiate between good and bad. Students have assumed the situation in between of stories correctly most of the time.
- Students were able to know their strengths and weakness, also they were able to know about themselves though different stories. Students found to complete many activities independently.

- They learnt by valuing the time and not to disrespect anyone as they learnt from story sessions to follow ethical principles. Moral actions in some students also observed.

Students found their thinking to be enhanced through different activities of story sessions, as explained above. This could be the effect of the story model, story session and the activities it contained with. So, this was in the line of quantitative data support.

5.20.0 DISCUSSION

A brief discussion, after findings and analysis of it can be provided here based on different selected criteria of the study; those are in terms of values enhancement, in terms of thinking enhancement, and in terms of record of the reaction scale. The researcher did not rely on numerical statistical analysis only, as she maintained a diary of anecdote, that covered all the personal observation of noticeable behaviour of experimental group students. There were many small incidents noticed by the researcher where the researcher noticed that the behaviour of students was improving because of the stories presented to them. The record of the diary of Anecdote also attaches here with the discussion of Values enhancement and Thinking enhancement. These can be discussed as follows.

The result of the quantitative cum statistical analysis revealed that, students of experimental group got much more score in Value Knowledge test than the control group. All three sections (Personal, Social and Universal Value) inside it also found significant differences between two groups. But it was not in the case of Value Perception Scale, where experimental group found to be significantly different from control group in overall score but not in social values and Universal values in Perception tests. So, though the groups fully not differ in the Value Perception test but in the Values Knowledge score the experimental group differ significantly from the control group. It means that students of experimental group got fully Knowledge about values because of the story sessions delivered to them, but it was not same in case of Perception test. Although experimental group median value was high and there was difference in medians between both groups in two sections inside perception test that is Social and Universal value, it is yet to be fully perceived by the students of experimental group. However, performance students of experimental group were very well and significantly different from control group students, while talking about overall value perception score including all three sections of it; that is Personal, Social and Universal. It can be said that because of the story sessions, students of experimental groups have enhanced their value knowledge and value perception. The results of some studies found similar to the present study result, like Dash (2015), found out that story

telling approach has significant effect on development of values among 6th grade learners. The study of Mohapatra & Panigrahy (2015) findings indicated that storytelling is an incredibly significant approach having impact on both boys and girls. The study of Fahyuni & Bandon (2017), revealed that picture story media had positive impact towards the improvement of learning quality. Dhingra (2011) whose study showed there were significant effects of Cuento storytelling technique on social maturity of Urban and Rural students. All these studies also showed that stories are helpful for students' values development, especially at the primary stage of schooling.

The recorded information from an anecdote diary, personal, social and universal values noticed from students' behaviour related to cleaning activities, maintaining discipline, helping others, being cooperative, respecting all etc. It indicated that students were involved in values learning more than before because of the stories delivered to them. In the case of personal and social values, much of behaviour of students noticed, but it was not the same in the case of Universal values. The behaviour related to Universal values could be noticed better with the extra time in different other places other than school. Students find to be used the values which are taught to them, in real life, as per the information collected from peer groups and teachers at the school. Mostly enhanced personal values and social values of students noticed by the researcher. For universal value, the researcher felt more effort is needed for it. May be more extra techniques and efforts need to be made.

The results of the 'Thinking scale' that tested students' thinking ability' showed that students of experimental group significantly differ from control group. Here they got higher scores than the control group. But it was not in the case of all the sections of it, as students of experimental group were not significantly different from control group while talking about category of Critical and Creative thinking though there was difference in median value of both groups. However, test found to be significant in reflective and Moral thinking scores. It means that students of experimental group have enhanced their reflective thinking and Moral thinking because of the story sessions delivered to them. The result of Jones & Sanguedolce (2013) also showed that stories promote higher order thinking skills. The study of Hunter & Eder (2010) also revealed that stories are helpful in decision making and ethical reasoning. So, as a whole thinking abilities of students found to be enhanced through story sessions. As similar to the study of Andrews & Martin (1995) says value-based strategy promotes moral thinking, the current study also finds same through the recorded data.

From the anecdotal diary, the behaviour of students noticed that is related to solving a problem alone, being creative in picture making, understanding the message of story and giving a reflection in it, trying to focus on good side rather than bad side of anything. The techniques used inside story presentation were helpful to students for their thinking enhancement. It means that through stories students have enhanced their general thinking ability. The researcher observed that students have enhanced their ability of thinking critically and creatively, though the test of statistical results did not find significant. The study of George (2016) says technique of telling a story provided an opportunity to communicate as well as to develop critical thinking for weak and advanced learners. The results also can be similar with some previous studies: The findings of Rajabi & Kodabakhshi (2018) showed significant relationship between storytelling and enhancement of creative thinking. The study of Gold et al. (2002) showed that the combination of argument analysis and storytelling can promote many aspects of critical thinking. Their findings revealed that the combination of techniques and argument analysis with storytelling can promote many aspects of critical thinking. Students also enhanced their reflective and moral thinking power. This had revealed in case of the study of Hunter & Eder (2010) also, where moral thinking was found to be enhanced through storytelling. So, here in the present study it can be said that because of the techniques and activities conducted during story sessions, students could enhance their thinking ability.

At last, after the deliberation of one academic year of story sessions, students' reactions also checked after implementing all other tests. A reaction scale was formed for this purpose. The reaction scale was formed to check the reaction of students on the basis of knowledge, understanding and applications lessons learnt through the story sessions. After the implementation of percentage and intensity calculation in it, it is found that students' reaction towards the delivered story sessions were very positive. They wanted application of more this type of method of teaching in their school, which was an expected response for the researcher. The overall reactions have been calculated with average intensity index, that was 4.74 out of 5.00 Points. It showed that students with excitement were active and interested in story sessions. Students also showed a green flag to continue the activities like storytelling with the collab of academic topics.

From the reactions of the students, it can be said that story sessions delivered to them were fruitful. The story session, which was value- based, helped students to enhance their values and the techniques used inside story presentation were helpful to students for their thinking

enhancement. From here, some implications of the study can be derived that can be provided here.

5.21.0 EDUCATIONAL IMPLICATIONS OF THE STUDY

The previous discussion and findings showed that the implemented model and conducted story sessions were helpful to students from calculation of both quantitative and qualitative angle. Besides this, there could be some implications that can be derived from the results of study. The educational implications of the study can be described in following points.

- This study focusses on students thinking and Values learning and thinking ability which is need of the hour by contributing to life skills.
- The study was related to certain content, may be helpful to teacher as a supplement teaching method.
- Specifically, the students at elementary school could benefit while learning through storytelling in a play-way manner.
- Stories could be the best option for Holistic development of children.
- Stories as a traditional method of teaching could be popular again by the Teachers and Administrator by associating with the academic life of students for values and thinking enhancement, other than simple lecture method of teaching.
- The model prepared for the story by the researcher could be helpful to the teacher and researcher.
- The story sessions prepared through the study could be helpful to researchers and teachers in future.

5.22.0 SUGGESTIONS FOR FURTHER RESEARCH

The study was delimited to many areas depending on time and place. The present study might not be able to cover many things inside it which can be fulfilled by further studies. Further studies can be conducted taking various other components into consideration. There can be some suggestions for further studies as described below.

- With story different modern/innovative techniques can be included as a method of teaching. Like filming students' good activities and showing them, bringing famous personalities into the classroom for storytelling purposes, a special classroom decorated for story presentation can be made, etc.

- This study did not find significant in terms of social values perception and universal values perception, so more studies could be done by taking those components which found missing in this study.
- Similarly, the study also did not find significant, especially in critical and creative thinking, so more efforts and different techniques can be adopted in future studies for this.
- On the basis of the anecdotal record, pure qualitative study can be done with similar interventions programmes.
- Scale was developed here related to values and thinking, similar studies can be conducted taking achievement tests into consideration. Another standardized tool can also develop.
- Other than values and thinking components, several other skills like communications skill, adaptability skills, interpersonal skills, physical activities games etc. can be added with the story sessions.
- The present study focuses on short stories, in further studies it can be a long story having some episodes where one episode can cover in one lesson plan, to make sessions more interesting.
- Powerful messages related to individual, society and nation can be easily transferred to children through funny types of stories.
- As the study conducted in the government schools of Odisha, similar study may be applied to private schools.
- The study was found to be enhanced Personal, Social and Universal values, so other types of values in future study can be considered.
- The similar type of study can be conducted in other level of schooling like lower primary, Secondary and in the higher secondary stage other than Upper primary stage.
- A similar type of study can be conducted other than the Odia Medium school students.
- A similar kind of study can be conducted focusing on schools having special children only.

5.23.0 CONCLUSION

In the era of technological advancement, advancement in different other fields is the demand. But it should be kept in mind that the traditional approaches cannot be totally outdated. As the Indian knowledge system emphasized by NEP (2020), different methods, techniques,

approaches used in the instructional process in the India education System before it could revive again. But the revival of those should not be simple, it should be according to the present needs and should meet the world's expectations. A successful teacher is whom, who can bring students' attention and their full involvement in the study. He must choose a method by which students will enhance the values to live a healthy life inside a society. He/ she also must follow a method that will influence students' thinking and behaviour. So, a method which is value-based as well as facilitates thinking could be a better choice. Here storytelling was useful for students in this regard. Story has the power to include such components which is demand of contemporary society.

Through this study the researcher tried to include all the possible facilities for students to enhance their values and thinking through stories. That is why after story compilation, which was made from the collection of various sources, a model was prepared for it and based on that model thirty-two story sessions planned. The story sessions were delivered to experimental group students covering a full academic year. With the story session, all the tests implemented for this purpose of enhancing values and thinking were found to be effective. The test implemented for this were value knowledge test, Value perception test, thinking test and the reaction scale. A diary of anecdote maintained to record noticeable behavioural changes of students. This also showed that students were interested in story sessions and have enhanced their values and thinking because of the stories delivered to them. So, the story could be helpful to students in many ways, but it has to be presented to students by integrating some suitable techniques with it.

It can be concluded by saying that storytelling could be a modern method as well as traditional. As the usefulness of stories is still not outdated. Storytelling is that method that touches students' hearts and puts a lifetime impression on them. Here, the compiled stories contained value-based message inside it that boosted students' values knowledge and perception which further leads to thinking enhancement by adding some extra activities with this. Thinking related to cognitive domain where values related to non-cognitive that is affective domain of child. So, the stories were effective in the sense of both mind and heart.