



# STUDY THE DIFFERENCE BETWEEN PRE-TEST AND POST-TEST OF INTEREST OF HIGHER PRIMARY SCHOOL STUDENTS IN EXPERIMENTAL AND CONTROL GROUP

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## Abstract:

The purpose of the study was to **Study The Difference Between Pre-Test And Post-Test Of Interest Of Higher Primary School Students In Experimental And Control Group**. The sample of the present study includes 60 students studying in VI standard were drawn using purposive random sampling technique. Among the other things, the study revealed that; i) Interest after story telling technique is significantly higher as compared to before story telling technique among higher primary school students in experiment group. The story telling technique is significantly effective in improving the interest scores among higher primary school students in experiment group. ii) Interest before and after story telling technique is similar among higher primary school students in control group. The story telling technique is not effective in improving the interest scores among higher primary school students in control group.

**Keywords:** *Story Telling Technique, Interest, Secondary School Students*

## Introduction:

"Storytelling is an old tradition art form that has captivated audiences for centuries ago, conveying emotions, experiences, and ideas in a way that resonates deeply with listeners. In olden days our joint family Parents narrates and telling the stories for childrens in every day. Effective storytelling techniques are crucial for anyone looking to engage, inspire, or persuade others, whether in marketing, education, personal development, or entertainment. By harnessing the power of storytelling, individuals can create memorable experiences, build strong connections, and convey complex ideas in a way that is both impactful and relatable." So in Primary education it's have very valuable

because childrens are very interesting in stories and creating their curiosity towards the stories, its effect increasing their learning capacity and became enjoyable.

Atta-Alla(2012) said that storytelling is a means for sharing and analyses experiences. Stories are so important in that they can fill a gap in linguistic and cultural divides. Storytelling technique can be suitable for all ages leaving out nation of age segregation. Storytelling can be used as a method to teach moral of society, ethics and traditional norms and differences.

Story-telling is a technique of teaching that has been shown to be highly useful across the school curriculum (Sarah, 2016). Because learners are commonly fascinated by tales, this literacy method, which is based on literature, makes learning of any material highly fascinating to them. The use of tales as pedagogical aids in the teaching and learning of school curriculum that are often viewed as difficult by most Nigerian students might surely help the teaching and learning process. It is anticipated that the tales that teachers use to teach curriculum subject are real in order for young learners to be able to relate to them and, as a result, do well academically. As a result, tales must be convinced to students in a learner-friendly manner in order to excite, sustain and develop their interest in the chapters being discussed ( Maulany, 2017).

Storytelling is used in the teaching and learning process mainly at the children's level and Higher levels also. This technique is useful for practicing the ability to hear delightfully. Facilitator who wants to tell stories must have good speaking skills, understand the character of the listeners, imitate voices, be smart in setting tone and intonation and skill in using aids. Storytelling techniques can work, if the listener is able to grasping the storyline and feel entreatingly. In addition, the moral message in the story is also obtained. It leads to adopting the moral to his life.

Storytelling activities help the personal and moral formation of students; provide a certain amount of social knowledge of religious moral values.

Storytelling activities provide a lot of learning experience to train students' listening and concentration. Its lead the learning experiences and allows students to develop cognitive, affective, and psychomotor domain skills.

Providing a usual and interesting learning experience, as well as being able to exhibit feelings, raise mood and cause its own fun.

Communicating the needs of imagination. At the time of listening to the story, the students' imaginations began to be motivated. The imagination that students build when listening to stories has a positive influence on students' ability to solve his daily problems.

Verbal abilities are motivating students. Through stories, students not only enjoy listening to stories but also he reflects his enjoy through telling stories or talking with friends with dialogue and narrate.

### **Components of an Effective Story**

A variety of theories exist about how stories are constructed to optimize learning are offered in professional literature. Morgan and Dennehy (1997) assert that components of an effective story accept five sequential components:

- 1) **Background of stories:** a description of the time, place, characters and context so you provide something the listeners can mentally image a part of it.
- 2) **Development of story:** a sequence of events that warns the listener that something (usually some type of conflict) is about to happen. This creates suspense, interest and attention and curiosity.
- 3) **Climax theme:** The climax or high point if the story. This is also the place to introduce a new element and for a turning point.
- 4) **Moral of story:** Point out what the central character(s) learned. Here lies the lesson of the story.
- 5) **Influence the character(s) behaviours, awareness, abilities:** the storyteller focuses on the learning always understand the lesson of the story. Its lead to his physical and mental change.

### Meaning of Interest

1. Feeling that accompanies or causes special attention to something or someone concern.
2. Something or someone that arouses such attention.
3. A quality in a thing or person arousing interest.

Interest is dependent variable, its effect after the treatment of research teaching technique.

Storytelling significantly interests primary school students because it enhances engagement, Primary schools promotes creativity, and develops various skills. It allows for relatable learning, deeper understanding of complex concepts, and fosters a more inclusive classroom environment. Additionally, storytelling encourages active participation, verbal proficiency, and the use of imagination.

- Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions. There are a number of ways in which storytelling can enhance intercultural understanding and communication.
- Humans have been telling stories to connect and communicate for thousands of years; they help us make sense of the world and our place in it, and are a fundamental part of what makes us human. Storytelling also helps children develop the key skills they need to succeed at school.
- Teachers can integrate storytelling into the curriculum in various ways. They can read stories aloud, encourage students to share their own stories, or use digital storytelling tools. These activities engage students, making learning more interactive and enjoyable.

### Need and Significance of the Study

Storytelling plays a vital role in the development and learning of primary school students, fostering crucial skills and enhancing their understanding of the world. It boosts engagement, improves comprehension, cultivates empathy, and encourages creativity and critical thinking.

By making learning more enjoyable and relevant, storytelling can pique students' interest and foster a more positive attitude towards Social Science. Storytelling can boost creativity, cooperation, and attention span among students. It can also foster emotional intelligence, empathy, and cultural understanding.

Storytelling can significantly boost academic achievement among primary school students by enhancing engagement, improving verbal proficiency, and fostering critical thinking. By integrating storytelling into the curriculum, educators can create a more dynamic and memorable learning experience.

### Objectives

1. To study the difference between pretest and posttest interest scores among higher primary school students in experiment group.
2. To study the difference between pretest and posttest interest scores among higher primary school students in control group

### Hypotheses

1. **Null hypothesis (H<sub>01</sub>):** There is no significant difference between pretest and posttest interest scores among higher primary school students in experiment group
2. **Null hypothesis (H<sub>02</sub>):** There is no significant difference between pretest and posttest interest scores among higher primary school students in control group

### Methodology

The present study was mainly aimed to **Study The Difference Between Pre-Test And Post-Test Of Interest Of Higher Primary School Students In Experimental And Control Group** In order to test the data Experimental research design was followed. Which covers Control group and Experimental group, pre-test and post-test is known as parallel experimental design.

### Sample:

In this study the population consists of all the students studying in Standard VI in the Higher Primary school of Belgaum. The investigator decided to adopt purposive random sampling, keeping in the view the experimental nature of the study and its demands and limitations.

The sample consisted of 60 students of VI from Higher Primary school conventional and experimental group, pre-test and post-test the final sample was to 60.

**Sample Table**

Sl.No	Groups	Gender		Total
		Boys	Girls	
1	Control Group (Conventional Approach )	Boys (15)	Girls (15)	30
2	Experimental Group (Story telling technique)	Boys (15)	Girls (15)	30
	<b>Total</b>			60

**Tools:**

For the collection of the data following tools were employed by the investigator,

- **Interest Inventory**

**Statistical Techniques**

't' test (paired t-test)

**Analysis and Interpretation**

**Null hypothesis (H<sub>01</sub>):** There is no significant difference between pretest and posttest interest scores among higher primary school students in experiment group

To evaluate the null hypothesis, a dependent t-test (paired t-test) was conducted, and the results are summarized in the table below.

**Table-1: Results of dependent t-test (paired t-test) test between pretest and posttest interest scores among higher primary school students in experiment group.**

Time point	Mean	SD	Mean Diff.	SD Diff.	t -value	p-value
Pre-test	89.97	8.54				
Post-test	126.13	5.26	-36.17	9.67	20.4838	0.0001,S

The table presents a comparison of pretest and posttest interest scores among higher primary school students in experiment group and clearly indicates that, a significant difference was observed between pretest and posttest story telling technique on interest scores among higher primary school students in experiment group ( $t = 20.4838$ ,  $df = 29$ ,  $p = 0.0001$ ) at the 5% level of significance. In another words, the calculated t-value of 20.4838 exceeds the critical t-value of 2.0450 for 29 degrees of freedom at the 5% significance level. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, we conclude that interest scores after story telling technique is significantly higher as compared to before story telling technique among higher primary school students in experiment group. This indicates that the story telling technique is significantly effective in improving the interest scores among higher

primary school students in experiment group. The mean and SD pretest and posttest scores of interest is also presented in the following figure.

**Null hypothesis (H<sub>02</sub>):** There is no significant difference between pretest and posttest interest scores among higher primary school students in control group

To evaluate the null hypothesis, a dependent t-test (paired t-test) was conducted, and the results are summarized in the table below.

**Table-2: Results of dependent t-test (paired t-test) test between pretest and posttest interest scores among higher primary school students in control group**

Time point	Mean	SD	Mean Diff.	SD Diff.	t -value	p-value
Pretest	90.13	7.67				
Posttest	90.33	7.93	-0.20	10.48	0.1045	0.9175,NS

The table presents a comparison of pretest and posttest interest scores among higher primary school students in control group and clearly indicates that, no significant difference was observed between pretest and posttest story telling technique on interest scores among higher primary school students in control group ( $t = 0.1045$ ,  $df = 29$ ,  $p = 0.5467$ ) at the 5% level of significance. In another words, the calculated t-value of 0.1045 is lesser than the critical t-value of 2.0450 for 29 degrees of freedom at the 5% significance level. Thus, the null hypothesis is accepted and the alternative hypothesis is rejected. Thus, we conclude that interest scores before and after story telling technique is similar among higher primary school students in control group. This indicates that the story telling technique is not effective in improving the interest scores among higher primary school students in control group.

### Discussion and Conclusion

In this study, the researcher aimed to **Study The Difference Between Pre-Test And Post-Test Of Interest Of Higher Primary School Students In Experimental And Control Group**. From the analysis report, it is concluded that, . i) Interest after story telling technique is significantly higher as compared to before story telling technique among higher primary school students in experiment group. The story telling technique is significantly effective in improving the interest scores among higher primary school students in experiment group. ii) Interest before and after story telling technique is similar among higher primary school students in control group. The story telling technique is not effective in improving the interest scores among higher primary school students in control group.

### Educational Implications

1. Teachers should be encouraged to embrace the use of storytelling and retelling in the teaching of curriculum contents in primary schools, teachers should be allowed to attend workshop that could enhance and improve their knowledge on the use of the strategy in teaching.
2. Secondary schools should adopt the storytelling method during the instructional process to enhance students' academic achievement in both rural and urban schools.
3. Storytelling could help make classroom atmosphere fun. For storytelling to be successful in classroom, conviction or belief in storytelling is must because that will make the teaching experience memorable. First and foremost is the willingness to use it in classrooms.

4. Storytelling played more important role at pre-primary level than at primary level i.e. classes first to five.

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