



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

Dr. N S TALAWAR, Assistant Professor, Karnatak University's College of Education, Karnatak University
Dharwad.

ABSTRACT

The purpose of the study was to **Study The Difference Between Pre-Test And Post-Test Of Attitude 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) Attitude scores after story telling technique is significantly higher as compared to before story telling technique among higher primary school students in experimental group. The story telling technique is significantly effective in improving the attitude among higher primary school students in experimental group; ii) Attitude scores before and after story telling technique is similar among higher primary school students in control group. Story telling technique is not effective in improving the attitude among higher primary school students in control group.

Keywords: *Story Telling Technique, Attitude, Higher Primary Schools*

Introduction

Baker and Greene (2010) define storytelling as an interaction between the narrator and the listener rather than the delivery of a memorized script. They said that the finest narrative is a collaborative attempt. This definition appears to be in line with Sarah (2016), who claims that storytelling is important in the classroom since it is collaborative and engaging. Baker and Greene's interpretation of storytelling was the method of storytelling used by the researchers in the study treatment.

Storytelling is the use of stories or narrative as a communication tool to value, share and capitalize on the knowledge of individuals. Stories provide a powerful metaphor, framework and goals. Storytelling can be a powerful element of communication process, being equally as textbooks and essays (Ohler, 2013).

When storytelling is formalized in thoughtful and meaningful ways it captures everyday moments and turns them into learning opportunities. (McDrury and Alterio 2003).

The previous section describes how storytelling can be used to facilitate learning. Storytelling however is able to do more than this; stories can encourage engagement and capture flagging attention; storytelling can encompass the bigger picture' including affect values and other unspoken material (Moon 2010). Bruner (1986 p. 14) portrays the way in which storytelling can link fiction/non-fiction and action and reflection when he describes how fiction develops "the outer landscape of action and the inner one of thought". Mattingly (1990) describes the use of story to facilitate sense-making and learning in action research projects with professionals from the world bank and relates how the act of telling and hearing stories provided a springboard for change on both an organizational and personal level. Similarly Boje (2001) describes how stories can be used to facilitate change through enhancing powers of reflection. Alterio (2003) in a useful guide on the HEA website (see below) advocates storytelling as a way of developing critical thinking skills through its facilitation of a consideration of events from the perspective of more than one character.

Nature of Storytelling:

Speaking or storytelling is a way to convey a story to listeners, whether in the form of words, images, photos, or sounds. Storytelling is often used in the teaching and learning process mainly at the beginner or children's level. This technique is useful for practicing the ability to hear pleasantly. People who want to tell stories must have good speaking skills, understand the character of the listener, imitate voices, be smart in setting tone and intonation and skill in using aids. Storytelling techniques can work, if the listener is able to capture the storyline and feel entertained. In addition, the moral message in the story is also obtained.

Need and Significance of the Study

Storytelling technique enhances the classroom environment and atmosphere. A good storytelling can relax learners and reduce fears because they are entertaining and at times, humorous. According to Richter and Loppett(2000) a well told story can bring about a sense of community and belonging in learning communities better than most traditional teaching methods.

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

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.

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

Hypotheses

1. **H₀₅**: There is no significant difference between pretest and posttest attitude scores among higher primary school students in experiment group.
2. **H₀₂**: There is no significant difference between pretest and posttest attitude 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 ATTITUDE 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 (Problem based learning approach)	Boys (15)	Girls (15)	30
	Total			60

Tools

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

- **Attitude Inventory**

Statistical Techniques

‘t’ test (paired t-test)

Analysis and Interpretation

Null hypothesis (H_{01}): There is no significant difference between pretest and posttest attitude 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 attitude scores among higher primary school students in experiment group

Time point	Mean	SD	Mean Diff.	SD Diff.	t -value	p-value
Pretest	80.10	13.04	-44.53	14.21	17.1629	0.0001,S
Posttest	124.63	6.60				

The table presents a comparison of pretest and posttest attitude 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 attitude scores among higher primary school students in experiment group ($t = 17.1629$, $df = 29$, $p = 0.0001$) at the 5% level of significance. In another words, the calculated t-value of 17.1629 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 attitude 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 attitude scores among higher primary school students in experiment group.

Null hypothesis (H_{02}): There is no significant difference between pretest and posttest attitude 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 attitude scores among higher primary school students in control group

Time point	Mean	SD	Mean Diff.	SD Diff.	t -value	p-value
Pretest	81.97	10.40	-0.83	16.80	0.2717	0.7878, NS
Posttest	82.80	10.54				

The table presents a comparison of pretest and posttest attitude 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 attitude scores among higher primary school students in control group ($t = 0.2717$, $df = 29$, $p = 0.5467$) at the 5% level of significance. In another words, the calculated t-value of 0.2717 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 attitude 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 attitude 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 Attitude Of Higher Primary School Students In Experimental And Control Group**. From the analysis report, it is concluded that, . i) Attitude scores 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 attitude among higher primary school students in experiment group. ii) Attitude scores before and after story telling technique is similar among higher primary school students in control group. Story telling technique is not effective in improving the attitude among higher primary school students in control group.

Educational Implications

1. Teachers should be encouraged to embrace the use of storytelling 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. Higher primary 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 fun and happy atmosphere. For storytelling to be successful in classroom, storytelling will make the teaching experience memorable.
4. Some teachers believed that storytelling played more important role at pre-primary level than at primary level i.e. classes first to five.

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