



## Effectiveness of Short Stories in Teaching Value Education At the B.ed Level

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### ABSTRACT

*The constant negligence of value education paved the way for social disorder and related problems of today's world and as the society gives much importance to knowledge based competition and competitive based knowledge. It is widely believed that modernization is responsible for the crisis in values to a large extent. This process of disintegration of values would soon prove to be disastrous. Unless a conscious effort is made to reverse this trend and to inculcate in one and all, a spirit of discipline of the self, it is impossible to see man as human being. In order to realize the significance of value education for the would be generation the present piece of research work is attempted to see the effectiveness of short stories in teaching value education at the B.Ed level. Stories can serve multiple functions in the classroom and outside it also. By adopting pre-post test control group design the study was carried out with a sample of 100 with 150 each as control and experimental groups by using the Descriptive and Differential analysis the formed hypothesis were proved to be effective. Hence it is concluded that the short stories were proved to be effective in the experimental groups with a great significant level than the control groups. Hence it is recommended to adopt this type of technique to refrain the human beings as human with highly civilized one for the would be generation of India.*

### Keywords :

#### Introduction

"Tell me a fact and I'll learn. Tell me the truth and I'll believe. But tell me a story and it will live in my heart forever" – Indian proverb goes and insists the natural mode of thinking. Stories are a powerful structure for organizing and transmitting information and for creating meaning in human lives and environments. Stories can bring abstract principles to life by giving them concrete form. Value crisis in a society implies the erosion of traditional values of society or situation of dilemma when there is little balance between traditional and modern values. It is generally being said that the life of individuals as well as our social life is plagued the evil values of corruption, cynicism, dispirits, disruption, hypocrisy and violence on such occasions students cannot be always given direct experience with psychological concepts, but stories might come close. A story tends to have more depth than a simple example with the help of these short stories one can effectively bring desirable changes of life in a meaningful way.

#### Need and significance of the study

Stories can serve multiple functions in the classroom including sparking student interest aiding the flow of lectures, making material memorable, overcoming students resistance or anxiety and building rapport between the instructor and the students or among students themselves. Listening may identify to relate course material to their own lives. Remembering a list of isolated concepts and definitions is different but recalling the flow of a story may be easier for students stories any also help create vivid mental image, another cue for recall. A story may also provide a non threatening way to ease students into learning. This rapport can lead to a positive classroom climate. Many stories and meaning of their experience (Abrahamson 1998, MathewsDa Natale 2008) Moon (2006,123 in an attempt to make sense of story in Education proposed a framework in which story consists of personal reflection etc. Story telling has long been recognized as a means for learners in an educational context to give meaning to their own particular experience to the fullest extent. Kolb's (1984) experimental learning cycle, emphasizes the importance of experience, which through reflection needs to be related to theory and then applied in another situation.

#### Short stories in teaching Value education

The cultures have always told tales as a way of passing down beliefs, traditions any history to future generation. Hence stories are at the core of all that makes us human. Usually a list of facts will be forgotten, but stories are remembered. Stories help to organize in fortune and tie content together. The scientist Albert Einsteri said," imagination is more important than knowledge". The stories are excellent tools for teaching about desirable behavior and strengthening character. Telling stories from around the world create an awareness and appreciation of different cultures. Also students recognize storytelling to be a altering activity and a skill that is well war acquiring. This is true wether they are telling world tables, works by other authors or their own stories. Story telling helps students develop concentration and the pure pleasure that they experience while listening to a story helps them to associate listening with enjoyment. Hence by analyzing the unique features of short stories, it is assumed that could generate unbelievable character formation among the children and would be for a better civilized one for the would be young India.

#### Title of the study:

"Effectiveness of short stories in teaching value education at the B.Ed level".

#### Objectives of the study

1. To study the effectiveness of using short stories in teaching value education at the B.Ed level
2. To study the significant difference between pre test of control and experimental group
3. To study the significant difference between pre and post test of control groups by adopting traditional method of teaching value education among B.Ed level
4. To study the significant difference between post tests of control and experimental groups.

#### Hypotheses of the study

1. There is no significant difference between the pre test of control and experimental groups
2. There is no significant difference between the pre and post test of control groups by adapting tradition method

- of teaching value education at the B.Ed level
- There is no significant difference between pre and post tests of experimental groups by adopting short stories in teaching Value education at the B.Ed level.
  - There is no significant difference between post tests of control and experimental groups in their achievement.

#### Methodology:

This study adopts survey method for the investigation

#### Sample:

The researcher choose 100 samples from the population under random sampling technique

#### Research tool:

Achievement test in value education and Value education based on short stories

#### Statistical Design:

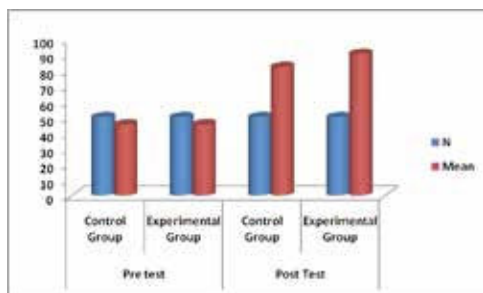
Descriptive analysis and Differential analysis – t test

#### Analysis and Interpretation

##### Hypothesis: 1

Descriptive results of pre and post tests of control and experimental groups

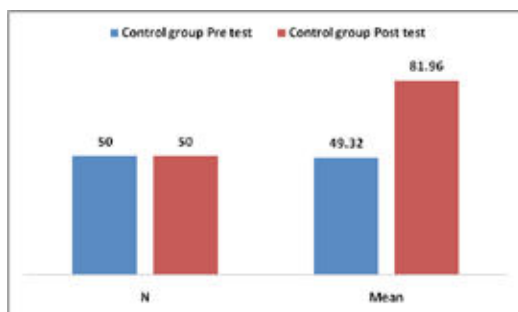
Variables		N	Mean	SD	Minimum	Maximum
Pre test	Control Group	50	45.32	8.77	37	68
	Experimental Group	50	45.48	9.91	34	69
Post Test	Control Group	50	81.96	3.52	74	89
	Experimental Group	50	90.30	6.50	74	101



From the table it is observed that in the pre test scores both the control and experimental groups were at the same level. But in the post tests they different significantly well.

**Hypothesis 2** There is no significant difference between pre test and post test mean scores of the control group who taught by conventional method of teaching

Groups	Test	N	Mean	SD	t	Level of Significance
Control group	Pre test	50	49.32	7.77	27.22	0.05
	Post test	50	81.96	3.52		

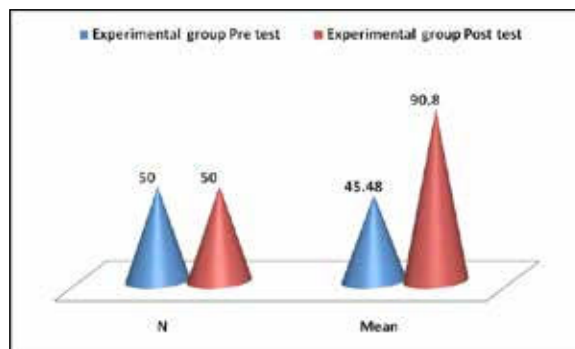


It is evident that the t value is highest than the table value 1.95 at 0.05 level with 48df. Here the null hypothesis is rejected. So it is inferred that there is a significance difference between the pre and post test in the control group also.

##### Hypothesis 3

There is no significant difference between pre test and post test mean scores of the experimental group by adopting short stories in teaching value education at the B.Ed level.

Groups	Test	N	Mean	SD	t	Level of Significance
Experimental group	Pre test	50	45.48	9.91	27.29	0.05
	Post test	50	90.80	6.50		

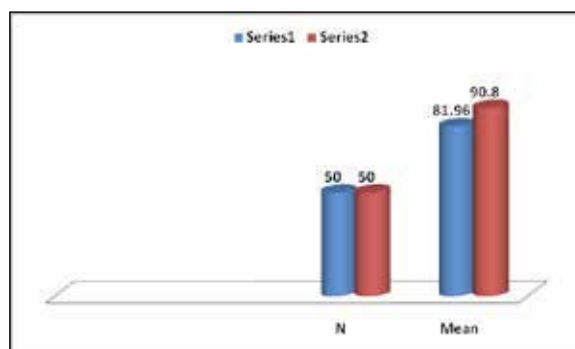


From the table it is evident that the t value is higher than the table value 1.97 at 0.05 level with 48df. Hence the null hypothesis is rejected. Hence it is inferred that there is a significance difference between pre and post test in the experimental group who taught by adopting short stories in teaching value education at the B.Ed level.

##### Hypothesis 4

There is no significant difference between pre test and post test mean scores of the control group and experimental group in their achievement.

Groups	Test	N	Mean	SD	t	Level of Significance
Control group and experimental group	Post test	50	81.96	3.52	3.79	0.05
		50	90.80	6.50		



From the table it is evident that the 't' value higher than the table value of 1.97 at 0.05 level with 48 df. Hence the null hypothesis is rejected. So it is inferred that there is a significant difference between the post tests of the control and experimental group. Hence there is a significant difference between the post tests of the control and experimental groups who and taught through short stories in teaching value education.

##### Educational Implications

The present study findings proved that value education is taught effectively by using short films based on critical inquiry approach. This new method of teaching helps the students to

learn a number of concepts on their own way of understanding. The findings further stress that teaching through short films is a suitable method to subjects like value education. Since it has created certain changes in the attitude of the students this may be effective among parents and other people of the society. These short films may lead to form new set of rules and regulations in the classroom by avoiding punishments in the classroom by the teachers.

### Conclusion

This study has the scope that no teacher will have the courage to against the children and their rights. By producing this kind of short films the common people also can take part emotionally to save feature teachers from social problems. These kinds of short films should be screened notable for teacher but to the professionals, managers, administrators and who are all connected with education. Hence the short stories with critical inquiry approach may be useful for educational teachers and sociologists by and large in the society.

### REFERENCES

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