Developing Relationship Skills among Students: Role of Story Telling

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ABSTRACT

Stories through films, fiction, drama or true life description engaged and fascinate through memories. Stories engross emotions in brain experiences of storytelling help in recognition of lost experiences. Keeping in view the significance of stories present paper is an attempt to identify and recognize the role of storytelling in developing socio-emotional skills among school students. For the present study the researcher adopted quasi-experimental method as action research with single group design. In the present study self made questionnaire is used for data collection from the sample of 23 elementary school students through convenient sampling method. The findings of the study revealed story telling is a good tool to develop relationship socio-emotional skills among students of elementary level. The researchers found intervention programme help in developing interpersonal relationship among elementary school students.

Keywords: Socio-emotional learning, storytelling, relationship skill, intervention programme

CONCEPTUAL FRAMEWORK

Several studies (Talwar, Yachison, Killick & Boffey, Mohajer) described the story telling as effective tool for imparting values among students. Stories directly connect with human nature and feelings as it includes many socio-emotional aspects. Storytelling offers a highly natural and powerful means to convey, learn, and retain information. According to Neuroscience research reports, the human brain is naturally wired to receive and remember every human experience within a structure of a story (Eck, 2006). Neuroscience has provided the facts about how human brain responds classroom environment and learning experiences and why they behave in a particular way. Neuroscientists consider learning as cerebral process where the brain reacts to a stimulus, involving the perception, processing and integration of information. Educators also consider that an active process leading to the acquisition of knowledge in terms of long lasting, measurable and specific changes in behavior (CERI, 2007). So,

Storytelling as directly related to perception and stimulation plays an important role in developing values and virtues with the help of imaginary environment which creates the relationship between actions and consequences (Killick & Boffey, 2012).

It is a way of communicating thoughts without intruding on personal issues. It is a process which includes telling, listening, and discussing stories with others which helps children learn and build their emotional vocabulary. It develops the capacity to recognize and understand another person's feelings and perception (England, 2007). Stories that are personal and emotionally compelling engage more of the brain, so it helps to better remember than simply stating the facts (Zak, 2013). The brain is engaged personally and emotionally with stories. Stories are also helpful in recognition of lost experiences and its emotional simulation develops the empathy and build relationships with others. Stories are directly related to emotions because of the absence of the resistance of direct instructions

and one is not bound to do anything and behave in a certain way. It is reciprocal, reflecting the turn-taking nature of speaking and listening (Killick & Boffey, 2012). It directly motivates the individual how to behave with others and to pursue a particular goal. It makes a learning effective and successful (CERI, 2007).

Stories enable the students to learn values, virtues and heritage and encourage them to create personal meaning in a natural manner. It makes an effective learning environment. This process encourages children to share their stories orally with their classmates and friends. With practice in telling, listening and retelling, children come to assimilate the concept of story and to demonstrate the ability to organize details sequentially (Buchoff, 1995). The type of story makes a significant impact on their evaluation of statements in the context of true and false. For example honesty as virtuous behavior can be evaluated as the consequences of our actions (Talwar, Yachison & Leduc, 2016). It described that stories are a means of gaining new perspectives, exploring moral choices and gaining insight into character (Killick & Boffey 2012). As they tell and talk about stories, they reflect on the morals of former generations while also critiquing the social complexities of their immediate environments (Jirata, 2011). It helps children in developing skills and attitudes, which empower and help them in making right choices in life. Dialogue in stories or comics etc. stimulate 'visual imagery' and promote innovative ideas in the child, which can easily be translated into meaningful action (Mohajer, 2005).

Objective

1. To study the impact of intervention programme of story-telling on relationship skills among school students.

Methodology of the Study

For the present study, the investigator decided to adopt the quasi experimental method for data collection. The researcher took the single group design. In the present study the researchers used self made questionnaire as pre-test and post test. For this purpose the researcher took a sample of 23 students of VIIIth standard from New Indian High School, Balaha Kalan, Mahendergarh district through convenient sampling method.

Transcripts on 'Developing relationship skills among students: Role of story telling'

Pre-test

Sl. No.	Emotional Bonding with family and Community	Interpersonal relationship skills	Values and Ethics
1	Respect,	To make happy, polite heart	Help, discipline, obey
2	Love, Respect	Feeling bad of himself, selfish friends	Good behaviour
3	Respect, Love, Affection	Help,	Soft hearted, Love, Knowledge
4	Careful, Proud,	Anger,	
5	Love	Bad feelings for others	
6	Respect,	Anger	
7	Praise	Fear (not doing bad behaviour)	Regret, obey
8	Respect	Soft hearted, help (give and take)	Obey, communication
9	Praise, love	Help, Support	Understanding
10	Respect, Love, Satisfaction, Happiness, Enthusiasm	No expectation with others	Responsible, Sincere
11	Respect, Love	Help	
12	Sanskar, Knowledge	Anger	
13		Bad feeling	
14		Feel bad	
15	Obey, love	Patience, unity	Truth
16	Respect	Anger, Equal, No discrimination	Honest
17	Thanks	Anger, feeling bad	Obey
18	Thanks, Respect	Responsible	
19	Respect		
20	Respect	Think bad	Good behaviour
21	Respect, Obey		Caring
22	Respect		
23	Respect	Think about others	Honest

Post-Test

Sl. No.	Emotional Bonding with family and Community	Interpersonal relationship skills	Values and Ethics
1	Respect		Friendship, duty, communication
2		Honest	Understanding, sympathy
3	Respect	Help,	Humanity,
4			Importance of relationships, Humanity, Patience, Self-respect, Self-esteem
5	Respect	Love,	Co-operation
6		To think good about others	Help
7	Respect	To know others	Help
8			Friendship
9			Help,
10	Respect	Sacrifice,	Importance of relationships, Humanity, Friendship, co-operation
11			Unity, Friendship,
12			Help, communication
13		Profitable relations	Help, Friendship,
14		Profitable connection	Help, cooperation
15		`	Help
16			Communication, friendship, Co-operation
17			Co-operation
18		Good behaviour	Understanding, help
19			Sympathy, Communication, Help
20		Good behaviour	Cooperation, Communication
21			Help, understanding, honest
22			Friendship, Help
23			Truthfulness, Communication

Table of Identified Skills and their related words

Pre-test		Post test	
Identified Skills		Identified Skills	
Emotional Bonding with family and Community	Respect, Love, Affection, Careful, Proud, Praise, Satisfaction, Happiness, Enthusiasm, Sanskar, Knowledge, Obey, Thanks.	Emotional Bonding with family and Community	Respect
Interpersonal Relationship Skills	To make happy, Soft hearted, Feeling bad, Selfish Friends, Help, Anger, Fear, Support, No Expectations from others, Patience, Unity, Equal, No Discrimination, Responsible, Co-operation, Think about others.	Interpersonal Relationship Skills	Honest, Help, Love, Think good about others, Sacrifice, Profitable relations/ connections, Good behaviour.
Values and Ethics	Help, Discipline, Obey, Good behaviour, Soft hearted, love, Knowledge, Regret, Communication, Understanding, Responsible, Sincere, Truth, Honest, Caring.	Values and Ethics	Friendship, Duty, Communication, Understanding, Sympathy, Humanity, Importance of relationships, Patience, Self-respect, Self-esteem, Co-operation, Help, Unity, Honesty, Truthfulness.

(The centre column of the table reads vertically: T R E A T M E N T)

Analysis and interpretation of data

On the basis of responses of pre-test and post test as shown in the table, the researcher identified three domains a) emotional bonding with family and community, b) inter-personal relationship skills and c) values and ethics. Respondents provided various

skills related to these domains. Emotional bonding includes the students' perceptions towards the importance of family and community in their life, interpersonal relationship skills includes what think about others feelings and what type of relationship they want to establish with others and the last domain that is value and ethics includes the skills and aspects related to the relationship skills. T h e findings and analysis of the data are based on the experiment of the intervention of storytelling.

Domain 1. Emotional bonding with family and community:

In this domain the students tried to show their bonding with family and community in the form of respect, love, affection, praise, thanks and careful. On the basis of the answers of pre-test the students were not able to identify what are the relationship skills. Even they gave general answers that they have not bad feelings towards others. And at the same time they thought that if a person does not help them, then they should not help others. A student said that if someone is not helping him then he also think bad about that person and wish to happen something bad to him. But some Students realised that they should help to others to become a good human being and some wants to be a good person because of to get good from others. They also mention that if we cannot solve a person's problem then we should try to help him at our level. They all admit that good values are provided by their parents and teachers. They described that family and community teach various aspects of life like sanskar, knowledge, but they more emphasized on the role of the family rather than community. They admitted that their parents scarify so many thinks in their life in order to provide better environment to their children. The researcher not found any word for the specific role of the society. The researcher found same words for this domain in pre-test and post test.

Domain 2. Interpersonal relationship skills:

This domain consists of the words which describes the respondents' interpersonal relationship skills. These words are the way through which they communicate to others. Before intervention the students had good as well as bad feeling for others. Some students provided negative words

like anger, selfish friend, fear and no expectations with other. These words show that they have weak interpersonal relationship skills. After intervention, on asking a question 'Is a professional organisation runs on relationship skills?' there answers were that a professional organisation can run on relationship skills. They admit that relationship skills are also essential for an organisation because these help making good efforts and solve difficulties with the help of each-other and can make success sure in their life and can improve in their performance. A student also mentions that a single person cannot run an organisation without the help of others members. Its success depends on a team work. A team or group can solve a complex problem, where the same work can be difficult or impossible for a single person. So, a school needs the cooperative efforts of all the members and stakeholders. The words like to make happy, soft hearted, help, patience, unity, equal, no discrimination, responsible and think about others, show that some students are sensitive towards the interpersonal relationship. They admitted that they should have these skills for the better relationships to others. Only one student admitted that an organisation cannot run on relationship skills. She gave an example that a teacher gives his/her best when he/she gets good salary, but if an organisation cannot give satisfied salary no teacher teaches or gives his/her best. They described some skills which are essential for interpersonal relations. They admitted that a person should be honest, helpful and should have love towards others, good behaviour and think good about others. The researcher found that these relationships are connected with give and take attitude.

Domain 3. Values and ethics:

This domain consists of the skills in the form of values and ethics which describes the aspects of relationship skills. On the basis of pre-test the researcher found help, discipline, obey, god behaviour, soft hearted, love, regret, understanding, sincere, truth and honest in the form of relationship skills. After providing intervention of storytelling process, Students were able to identify the relationship skills in the form of helping nature, friendship, cooperation and admit that if a person has all these values and skills, he/she can overcome on every difficulty. Even these

skills will help them to live their life smoothly. They described friendship, duty, communication, sympathy, humanity, importance of relationships, patience, self-respect, and co-operation in the form of relationship skills.

DISCUSSION

The analysis of the data describes that before intervention the students were not clear about relationship skills, even they gave satisfied answers of the questions but after the intervention they were more capable to recognize the relationship skills. The researcher found that after the intervention that students were able to clarify their answers and able to understand the right meaning of stories and relationship skills. They were able to recognise the true value of others efforts which are done for her. Students also mention that they should do hard work not only for themselves but also for their parents and teachers as a true tribute their priceless efforts. They also recognise the values like friendship, co-operation, patience, self-respect, self-esteem, equality and communication skills. The researchers found that the students have strong association with their family members. They also feel the same degree of relationships with their teachers as they feel with their family members. So, the relationship skills can be developed. Classroom learning is not only depends on academic performance but also should develop emotional boding with others. It will be helpful in academic development and also managing and controlling of their own emotions.

CONCLUSION

Stories are a wonderful tool to strengthen relationships and create emotional bonding between two persons. Stories provide a platform to talk to each other and sharing experiences. Beyond the day to- day speech and talk, stories help us all understand the world. Stories particularly convey our values and beliefs that we see as important in living together. Stories teach us about what we see as right or wrong. Through stories children learn about how people think and feel and the connections that exist between thinking, feeling and behaviour. So stories are rich source of learning and they teach without directly instructing a child. This then avoids the natural resistance and defensiveness we have in being told what to do or how to behave.

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