

A QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STORY MAP TECHNIQUE ON THE LEVEL OF READING COMPREHENSIVE SKILLS AMONG SCHOOL AGE CHILDREN IN SELECTED SCHOOLS AT KANYAKUMARI DISTRICT

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ABSTRACT

School-age children generally have well-developed motor skills. Cognitive development in childhood encompasses skills such as pre-reading, language, vocabulary, and numeracy and this development begins at birth. Story mapping is a technique that teaches students to monitor their own comprehension by thinking about certain question while they read. A study was conducted a quasi experimental study to assess the effectiveness of story map technique on the level of reading comprehensive skills among school age children in selected schools. Quasi experimental Non-Randomized control group design was used with Purposive sampling technique to select 30 samples for experimental group and 30 samples for control group selected based on inclusive and exclusive criteria. Pretest were done by using modified rubric comprehensive reading scale. Story map technique was given for 1 hour once a day for seven consecutive days. Posttest was done for both groups on fifteenth day after intervention using the same tool. The findings have revealed that the paired 't' value was 11.79*** in experimental group. In control group, unpaired 't' value is 10.00***. It shows that there was highly significant in that the story map technique was effective in reading comprehensive skills among school age children.

Keywords: School age children, Reading comprehension, Story map

INTRODUCTION

School-age children are highly active and in need of physical activity. They also seek peer approval and often engage in daring and adventurous behaviors. It is an exciting time for children when they start school, which typically happens around the age. School-age child development pertains to the anticipated cognitive, emotional, and motor skills of children between the ages of six and twelve. Variations can also be seen in fine motor skills. These abilities influence a child's capacity to write

legibly, dress appropriately, and carry out specific tasks, such as doing the dishes or making the beds. The emphasis becomes increasingly complicated in third grade when reading starts to focus more on content than on letter and word recognition. Success at home and at school depends on one's capacity for attention. A six-year-old should be able to concentrate on a task for at least 15 minutes, while a nine-year-old should be able to focus attention for around an hour. Therefore, learning how to deal with



frustration and failure without losing self-esteem is crucial for the child's future. [1]

Reading is an incredibly important part of a child's emotional and intellectual development. Strong reading skills set a child up for success later in life in many ways. Children will learn new words and improve both their language association skills and the fundamentals of language. A child's capacity to learn in all subject areas, not just language and reading, is enhanced by reading. Children can improve their concentration and lengthen their attention span by hearing and reading stories. There are A child's reading abilities can be improved in seven effective ways: i) establishing a consistent reading routine; ii) encouraging the child to read on a regular basis; iii) helping reluctant readers discover the books they love; iv) using reading examples outside of books; v) staying involved in the child's reading education; vi) never giving up on the child; vii) remembering that each child is different.

The use of the story mapping technique in education has proven to be a remarkable tool for enhancing students' comprehensive reading skills. [2] By visualizing and structuring the essential components of a story or topic, students can gain a deeper understanding of the subject matter. Story mapping fosters the ability to analyze relationships and recall details, making it an effective and enjoyable method to boost students' comprehension skills, not only in reading but also in various subjects across the curriculum.

In India, the proportion of children in Class III who could read a Class I text was under 50%. However, it has since decreased by approximately 16 percentage points to nearly 30%. Additionally, the number of children in Class III who can recognize numbers up to 100 has declined from 70% to 50% over the past four years. As a result, these children are struggling to learn basic arithmetic skills, such as two-digit subtraction.

The survey identified several major factors contributing to this learning problem. 28% of students cited the excessive use of gadgets as a hindrance to their learning. 20% of students reported a lack of parental support, while 7% faced challenges outside of school. 24.7% of Class III students and 25.2% of Class V students reported a lack of interest in their subjects. To gather this data, the survey reached out to 30,737 students between the ages of 3 and 12 from 920 villages in Tamil Nadu.

Objectives of the study

1. To assess and compare the pretest and posttest level of reading comprehensive skills among school age children in experimental group and control group.
2. To evaluate the effectiveness of story map technique among school age children in experimental group.

3. To find out the association between demographic variables among school age children with their pretest level on reading comprehensive skill in experimental group and control group.[3]

Hypotheses

H1: There is a significant difference between pretest and posttest level of reading comprehensive skill among school age children in experimental group and control group.

H2: There is a significant association between pretest level of reading comprehensive skills among school age children with their selected demographic variable in experimental group and control group.

Research Methodology

Quantitative research approach was used for the study. Quasi experimental Non-Randomized control group design was adopted for the study. After obtaining permission from the principal of Sardar Rajas college of Nursing Dr.Lizy Merlin Lisha and the research ethical committee. Formal permission was obtained from the school principals. The researcher was obtained written consent from the student participants and was proceed for data collection. The study was conducted in selected schools such as Home Church Nursery and Primary school at Nagercoil for experimental group and Little Flower Nursery and Primary school at Nagercoil for control group. Purposive sampling technique was used to select 30 samples for experimental group and 30 samples for control group. Reliability of the tool was done by using split half method and calculated, r value was 0.9. Pretest was done by using modified rubric comprehensive reading scale. [4] It is consist of 10 reading comprehensive skills such as The child omitted the words, The child read the passage without making mistakes, The child use his/her prior knowledge that is related to story, The child find the characters of the story, The child find when the story happened, The child find where the story happened, The child find the problem of the story, The child find the solution of the story, The child understand the purpose of the story, The child read the story without investigator support. Story map technique was given for 1 hour once a day for seven consecutive days. There are 4 phases of the intervention. Modelling phase: On first 3 days the researcher read the story along with the participants for 15 minutes and formulate the story in the white board contains setting, character, conflict, the plot, solution and summary. Guided training phase: On next 4 days the participants were read the story alone and formulate the story map by themselves. The investigator correct the mistakes and guide them. Testing phase: On next 4 days the researcher does not help to draw the story map. The participants were read the story alone and formulate the story map by themselves. Maintenance phase: On next 4 days the



participants continue to read and draw the story map and continue that till the 15th day of data collection. On the 15th day after completing the story map, the researcher was ask question to the participants based on the setting, characters, conflict, the plot, solution and summary. The post test was conducted using modified rubric scale.

RESULTS AND FINDING

Statistical analysis of Frequency and percentage distribution of demographic variables among school age children characteristics revealed that considering age in years, 16 (53.33%) belonging to 7 years. Regarding gender, 22 (73.33%) of them were males. [5] In relation to father's education, 15 (50%) are graduates. According to the mother's education, 16 (53.33%) are postgraduates. Considering number of siblings, 20 (66.67%). Regarding type of family, 21(70%) were nuclear family. According to religion, 16(53.33). Considering number of friends, 13 (43.33%). Regarding reading hobbies 14 (46.67%) were using occasionally.

The first objective was to assess and compare the pretest and posttest level of reading comprehensive skills among school age children in experimental group and control group.

During pretest, in experimental group, score on reading comprehensive skills among 30 school age children 11 (36.67%) had minimum comprehensive skill, 19 (63.33%) had basic comprehensive skill, no one had adequate comprehensive skill and in posttest none of them

had minimum comprehensive skill, 6 (20%) basic comprehensive skill and 24(80%) had adequate comprehensive skill. [6] In control group, about pretest among 30 school age children 13 (43.33%) had minimum comprehensive skill, 17 (56.67%) had basic comprehensive skill, no one had adequate comprehensive skill and in posttest 8 (26.67%) had minimum comprehensive skill, 22 (73.33%) had basic comprehensive skill, no one had adequate comprehensive skill.

The second objective was to evaluate the effectiveness of story map technique among school age children in experimental group.

The comparison of mean, standard deviation and paired't' value on pre and posttest score on reading comprehensive skills among school age children in Experimental group and control group. The mean score on reading comprehensive skills among school age children in Experimental group is 12.5 in pretest and 20.7 in posttest. The paired't' value for reading comprehensive skills is 11.79*** which is significant at $p \leq 0.05$ and highly significant at $p \leq 0.01$, $p \leq 0.001$. [7] The findings showed that story map technique are effective in reading comprehensive skills among school age children. In control group, the mean score on reading comprehensive skills was 11.53 in pretest and 12.1 in posttest. [8] The estimated paired't' value for reading comprehensive skills was 1.18 which was not significant at $p \leq 0.05$, $p \leq 0.01$, $p \leq 0.001$. It shows that story map technique are effective in reading comprehensive skills among school age children.

Table: 1 pretest and posttest score on reading comprehensive skills among school age children in experimental group and control group N=60

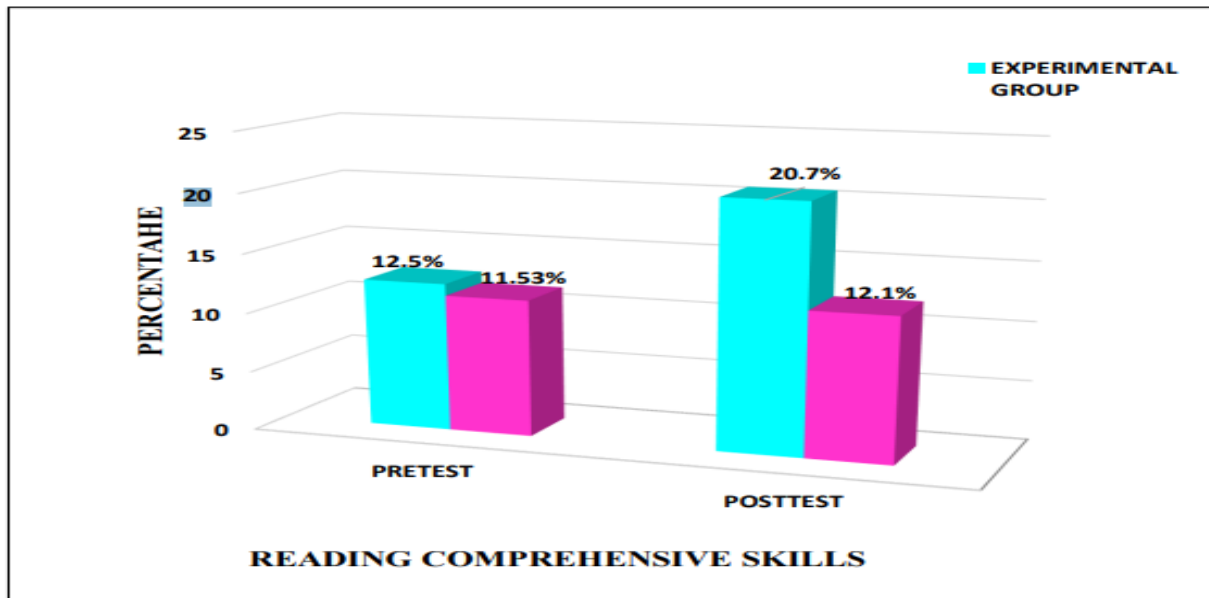
S.no	Comprehensive skills	Experimental group (n = 30)				Control group (n = 30)			
		Pretest		Post test		Pretest		Post test	
		F	%	F	%	F	%	F	%
1.	Minimum comprehensive skill	11	36.67	0	0.00	13	43.33	8	26.67
2.	Basic comprehensive skill	19	63.33	6	20	17	56.67	22	73.33
3.	Adequate comprehensive skill	0	0.00	24	80	0	0.00	0	0.00

Table: 2 Comparison of Mean, Standard deviation and paired 't' test value on pretest and posttest score on reading comprehensive skills among school age children in Experimental group and control group N=60

Variables	Group	Test	Mean	SD	Paired 't'test
Reading Comprehensive Skills	Experimental group (n=30)	Pretest	12.5	3.75	11.79***
		Post test	20.7	3.07	
	Control group (n=30)	Pretest	11.53	3.42	1.18
		Post test	12.1	3.45	

Figure: 1 Pretest and posttest mean score on of reading comprehensive skills among school age children in Experimental and control group.





The study findings were supported conducted a quasi-experimental study to determine the effectiveness of the story map technique on the level of reading comprehensive skills among school-age children. [9] Fifty school children were selected using a probability-randomized sampling technique, resulting in a total sample size of 50. The participants were divided into two groups: the control group (25 children) and the experimental group (25 children). [10] The study consisted of a pre-test conducted during the first 15 days and a post-test conducted during the following 15 days. The study used a significance level of 0.05. Compared to the mean pre-test score of 4.16, the mean post-test score was higher at 4.47. [11-12] The obtained paired “t”-test value was 5.33, which was 24 compared to the table value. To assess the post-test score was 4.16 with an SD of 0.76. The unpaired t-value was 1.33, and the table value was 0.1865, indicating a significant difference. The researcher evaluated the story map technique as an effective teaching method for improving the level of reading comprehension skills among school-age children.

The third objective was to find out the association between demographic variables among school age children with their pretest level on reading comprehensive skill in experimental group and control group.

The chi square test was used to associate the demographic variables such as gender, number of friends are greater than the table value which indicates that there is a significant association at $p \leq 0.05$, $p \leq 0.01$, $p \leq 0.001$ with pretest their score on reading comprehensive skills among

school age children.

Nursing implications

- Educate the school students about effectiveness of story map technique to improve the reading comprehensive skills.
- Nurses create awareness to motivate the school teachers use this method to improve the reading comprehensive skills among school age children.
- A continuing nursing education programme can be arranged story map technique.
- The nursing students will need to educate regarding story map technique which help of school health program
- Promote effective utilization of research findings on reading comprehensive skills.
- Disseminate the findings of the research through conference, seminar and publication.

Recommendation

This study can be done in different settings such as Government Schools, CBSE Schools, ICSE schools. A comparative study can be done for both state and CBSE or ICSE school students

CONCLUSION

The story map technique was found effective method to improve the level of Comprehensive skills among school children. The findings of this study provided evidence that the use of story map and story map questions was effective in improving the narrative story among school children



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