



# Assess the Effectiveness of Story Map Technique on the Level of Comprehensive Skills among School Children in Kovilpalayam at Coimbatore

K. Jeyabarathi, Krishna Devi, R. Mythili

Department of Child Health Nursing, PPG College of Nursing, Coimbatore, Tamil Nadu, India

## Abstract

**Introduction:** The story maps are graphic organizers of a story that helps the students to recognize the basic pieces of a narrative text.

**Objective:** The objective of this study was to find out the association between level of comprehensive skills among school children with their selected demographic variables.

**Materials and Methods:** Children of age group between 5 to 10 years, both male and female were selected. The study was conducted at 0.05 level of significant.

**Results:** The comparison of pre- and post-test scores on the level of comprehensive skills in the experimental group. The mean post-test score is 4.47 which was higher than the mean pre-test score 4.16. The obtained paired “t”-test value was 5.33 when compared to table value <0.0001.

**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.

**Keywords:** Comprehensive skills, positive outcome, story map technique

## INTRODUCTION

Telling a story is not useful for the children to understand the meaning of the story.<sup>[1]</sup> Story maps are graphic organizers of a story that helps the students to recognize the basic pieces of a narrative text.<sup>[2]</sup> Text comprehension is the process of constructing meaning from text and is essential to becoming literate.<sup>[3]</sup> Without text comprehension, students lack a critical

skill for learning academic content or functioning in the future as independent adults.<sup>[4]</sup>

The story map technique is accepted as an effective technique in distinguishing significant and insignificant information in this story, directing student (making them focus on important components), providing active participation, and transferring information in to long-term memory activating fore knowledge and predicting.<sup>[5]</sup> By mapping the story, the student will record their thoughts and represent it to the organizer. It will help the student to comprehend to the story because the students will focus on what they read.<sup>[6]</sup>

The benefit of story mapping is stated by (Fink, 2008:1). Knowing the elements of a story aids students in their understanding of what is taking place in the story.<sup>[7]</sup> When students try to comprehend the story and use the story mapping strategy, they will find the elements of story such as characters, setting, problems, events, and solutions. By knowing the story

Date of Submission: 06-01-2022

Date of Revision: 30-01-2022

Date of Acceptance: 05-02-2022

### Access this article online

Website: <http://innovationalpublishers.com/Journal/ijns>

ISSN No: 2454-4906

DOI: 10.31690/ijns.2022.v07i01.001

### Address for Correspondence:

Dr. K. Jeyabarathi, Department of Child Health Nursing, PPG College of Nursing, Coimbatore, Tamil Nadu, India. E-mail: jeyakvp@gmail.com

This is an open-access journal, and articles are distributed under the terms of the Creative Commons Attribution Noncommercial Share Alike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms

elements, it is expected increase that the student comprehends in reading.<sup>[8]</sup>

Most of the children have inadequate comprehensive skills while during assessment of the growth and development.<sup>[9]</sup> Hence, the investigator interest to assess the effectiveness of story map technique on the level of comprehensive skills among school children in Kovilpalayam.<sup>[10]</sup>

## MATERIALS AND METHODS

Before data collection permission was obtained from the village authority and medical officer to conduct the study. A quasi-experimental study was conducted at Kovilpalayam, Coimbatore. Fifty school children (5–10 years) were selected by probability randomized sampling technique. Researcher used story map technique on the level of comprehensive skills among the school children at Kovilpalayam. The total sample size was 50, in which 25 were control group and 25 were experimental group. Per day four samples were collected, in which two were control group and two were experimental group.

First 15 days, pre-test was conducted and next 15 days, post-test was conducted. The study participants were taught story map technique. The steps included in this strategy are, a hand out of the story which was distributed to the participants and were asked to read the story along with the investigator for 15 min. The story map will be given to the participants which contain setting, characters, problem of the story events, and outcome of the story. With the help of the investigator, the participants would complete the story map. On completing the story map, the investigator regrouped the participants and corrected the story map and discussed.

## RESULTS

Table 1 explains the comparison of pre-test and post-test values of control group. The calculated *t*-value 3.38 is greater than the table value, there was a significant difference exists in the mean of pre-test and post-test, in can be calculated that there was an improvement in the comprehensive skills.

Table 2 explains the comparison of pretest and posttest values of experimental group. The calculated *t*-value 5.33 is greater than the table value and it can be calculated that the comprehensive skills and story mapping technique was effective.

Table 3 explains the significant difference between the mean value of experimental and control groups. The calculated *t*-value 1.33 reveals that there was a significant difference between the pre-test mean value of experimental and control group. This indicates the difference between the pre-test means in both the experimental and control group is a true difference. Hence, the researcher accepts the research hypotheses (H1). This shows that the story map technique was effective in improving on the level of comprehensive skills among school children.

**Table 1: Comparison of mean pre-test and mean post-test score on the level of comprehensive skills in the control group (n=25)**

Component	Observation	Mean	SD	Paired " <i>t</i> " value	Table value
Score of comprehensive skills in control group	Pre-test	4.48	0.88	3.38*	<0.0025 (S)
	Post-test	4.56	0.87		

Level of significance 0.05%, \*Significant

**Table 2: Comparison of mean pre-test and mean post-test score on the level of comprehensive skills in experimental group (n=25)**

Component	Observation	Mean	SD	Paired " <i>t</i> " value	Table value
Score of comprehensive skills in experimental group	Pre-test	4.16	0.76	5.33*	<0.0001 (S)
	Post-test	4.47	0.89		

Level of significance 0.05%, \*Significant

**Table 3: Comparison of mean pre-test score on the level of comprehensive skills in control group and experimental group. (n=50)**

Component	Observation	Mean	SD	Unpaired " <i>t</i> " value	Table value
Control group	Pre-test	4.48	0.88	1.33	0.1865 (S)
Experimental group	Pre-test	4.16	0.76		

Level of significance 0.05%, Significant\*

## DISCUSSION

The discussion which was based on the findings obtained from the statistical analysis and its relation to the objectives of the study, the conceptual frame work, and the related literature.<sup>[7]</sup> The aim of the study was to assess the effectiveness of story map technique on the level of comprehensive skills among children at Kovilpalayam.<sup>[2]</sup> To evaluate the effectiveness of story map technique and level of comprehensive skills among school children in the experimental and control group<sup>[10]</sup> and the effectiveness of the story map technique was tested using paired "*t*"-test and unpaired "*t*"-test. Paired "*t*"-test and unpaired *t*-test was calculated to analyze the difference in pre- and post-test scores on the level of comprehensive skills in the control and experimental group.<sup>[8]</sup>

The comparison of pre- and post-test scores on the level of comprehensive skills in control group shows that the mean pre-test score was 4.48 and mean post-test score was 4.56. The obtained paired "*t*"-test value was 3.38, when compared to table value <0.0025. It seems that there is a significant difference between pre-test and post-test score on the level of comprehensive skills in control group.<sup>[4]</sup>

The comparison of pre- and post-test scores on the level of comprehensive skills in experimental group shows that the mean post-test score is 4.47 which was higher than the mean pre-test score 4.16. The obtained paired “*t*”-test value was 5.33 when compared to table value <0.0001. It seems that there is a significant difference between pre-test and post-test score on the level of comprehensive skills in the experimental group.<sup>[6]</sup>

To assess the post-test level of comprehensive skill among school children in the experimental and control group.<sup>[5]</sup> The post-test scores of comprehensive skills in control group and experimental group were, the mean post-test score on control group is 4.48, SD 0.88 and in the experimental group 4.16, SD 0.76. The unpaired *t* value is 1.33 and table value is 0.1865 and it is found to be significant.<sup>[9]</sup>

## 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.<sup>[2]</sup>

## ACKNOWLEDGMENT

The authors sincerely thank the parents of the children who consented for enrollment in the study. Faculty members of the department of pediatrics, statistician, and PPG college of nursing.

## CONFLICTS OF INTEREST AND FUNDING

As the present study is the part of PG program completion, hence, no conflicts of interest and funding sources available.

## REFERENCES

1. Dutta P. Pediatric Nursing. 12<sup>th</sup> ed. New Delhi: Jaypee Brother's Publications; 2017.
2. Baumann JF, Schmitt MB. The what, why, how and when of comprehension instruction. *Read Teach* 1986;39:640-6.
3. Donna LW. Essentials of Pediatrics. 12<sup>th</sup> ed. New York: Mosby Westilike; 2017.
4. Åsberg J, Kopp S, Berg-Kelly K, Gillberg C. Reading comprehension, word decoding and spelling in girls with autism spectrum disorders (ASD) or attention-deficit/hyperactivity disorder (AD/HD): Performance and predictors. *Int J Lang Commun Disord* 2010;45:61-71.
5. Robert I. Advanced Dental Nursing. 9<sup>th</sup> ed. United Kingdom: Blackwell Publication; 2014.
6. Sriyana S, Ikhsanudin I, Bunau E. Using story mapping technique to improve studentsâ€™ participation in reading comprehension of narrative text. *J Pend Pembelajaran Khatulistiwa* 2018;7:30216.
7. Howard BJ. Current Pediatric Therapy. 18<sup>th</sup> ed. United States: Saunders Publication; 2017.
8. Fink LS. Book Report Alternative: Examining Story Elements Using Story Map Comic Strip. Urbana, Illinois: Standard Lesson; 2008.
9. Polit DF, Beck CT. Nursing Research Generating and Assessing Evidence for Nursing Practice. 16<sup>th</sup> ed. Philadelphia, PA: Wolters Kluwer Publications; 2019. p. 600604.
10. Abraham A. Text Book of Paediatrics. 11<sup>th</sup> ed. Singapore: McGraw Hill International Company; 2017.

**How to cite this article:** Jeyabarathi K, Krishna Devi, Mythili R. Assess the Effectiveness of Story Map Technique on the Level of Comprehensive Skills among School Children in Kovilpalayam at Coimbatore. *Indian J of Nurs Sci.* 2022;7(1):1-3.