
Effectiveness of Using of Local Stories in Improving the Academic Performance of Grade 4 Pupils in Good Manners and Right Conduct

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Abstract — The primary goal of this research was to determine the effectiveness of using local stories in improving the academic performance in Good Manners and Right Conduct of Grade 4 pupils during the School Year 2024-2025. The study used quantitative method. Specifically, quasi-experimental design was adopted. The Grade 4 pupils who were enrolled in one of the public schools in Porac East District of the Division of Pampanga. One group was assigned as experimental group and another group was assigned as control group. A pen and paper test was used to assess the academic performance. Mean, and ttest were applied for interpretation. Results tell that control group recorded a mean of 17.70 with standard deviation of 2.28, while the experimental group listed a mean of 17.67 and standard deviation of 2.31 before using local stories. The difference between the two means on pretest marked a t value of 2.0017 and p value of 0.9553. Control group improved their mean to 30.97 with standard deviation of 3.21, while the experimental group increased their mean to 33.63 and standard deviation of 3.02. The difference between the two means on posttest marked a t value of 2.0017 and p value of 0.0016. The study has implications on the improvement of teaching-learning process and academic performance.

Keywords: academic performance, local stories, experimental, elementary

I. INTRODUCTION

The battle cry of the education sector is to offer quality education by means of quality instruction. These days, the classrooms are changing and developing into many different forms where every member of the school, including the administrators and the teachers, searches for strategies to handle the difficulties of instruction.

The decline in the academic performance of students is undeniable. This is evident on the increasing demands to provide a kind of instruction that will address the needs of the learners. Munna and Kalam (2022) stated that many teachers today use types of teaching that centers on quality of instruction that will also catch the interest of the pupils.

As mentioned by Davis et al. (2011), increasing students' performance has been the concern of all teachers. As part of their duties and responsibilities, teachers exert much effort in providing various strategies that will cater the difference among the learners. However, it is noted that standards comprise the goals established for students, how teachers reach these can vary (Levy, 2008). The planning and the instructional choices of a lesson plan based on differentiation can only be used effectively when chosen by the teacher, according to students' needs and other personal characteristics (Valiande, 2010).

Books, charts, diagrams and other learning materials play an important role in the delivery of instruction. Undoubtedly, they are tagged as the teachers' partner in the classroom which make the job of the teacher easier on a daily basis. Its importance has also been highlighted in teachers' lesson plan for it requires to write the materials to be used during the teaching-learning process.

Amadioha (2009) highlighted that instructional materials are teachers' avenue in channeling their ideas or messages to their learners. Its function is to concretize the concepts or ideas being taught. As partners of classroom instruction, these learning materials should be relevant to the topics being discussed. Specifically, it is very important that the preparation of instructional materials has been carefully planned to match the objectives of each lesson.

Materials should be positioned to make the learning more relevant and meaningful. Students have better access to learn when they can relate themselves with the resources used. When

they are familiar with what they see, they become curious. These ideas are supported by Kochhar (2012) as he magnified that teachers must ensure that instructional materials supplement what the books are providing in order to broaden concepts for the pupils.

According to Avcu (2025), children absorb the language that they speak, the religion that they practice, their habits when it comes to eating and drinking, their clothing, and their social life from the cultural environment in which they are raised as soon as they have their eyes opened to the world. When discussed in this context, the term "culture" refers to the total amount of knowledge, beliefs, norms, and values that individuals acquire over the course of their lives and that they share with the others with whom they live. Furthermore, culture is one of the core topics studied in social anthropology, and it serves as an explanation for the distinct ways of life that are demonstrated by a variety of groups.

For the purpose of preserving and passing on its culture and heritage to subsequent generations, every nation adopts a variety of different ways. One of these approaches is the distinctive literary products of a nation, which has a particularly significant place among these methods. Literary works such as folk stories, legends, epics, and myths are the most potent tools that reflect a nation's cultural values, history, and social structures, as Orhan et al. (2012) have stressed. Other examples of literary works include myths and traditional tales. Not only do these literary works have the potential to entertain or showcase artistic talent, but they also have the ability to assist individuals in comprehending and accepting their cultural identities when they are utilized in educational procedures. To ensure that these cultural values are passed down from one generation to the next, the use of such resources in education not only gives students the opportunity to investigate and appreciate the intricacies of their own culture, but it also ensures that these values are understood by future generations. Within the framework of this discussion, literary works play a significant part in the process of conserving and communicating national identity.

Undeniably, elementary pupils are fan of stories that are magical. These increase their listening range and satisfy their interests. The first concern of all the professors is making students learn while enjoying. Their interest about what they observe rises when they come across objects that grab their attention.

In this era's classroom setting, teachers are the facilitators of learning and make the pupils work with varied culture and socio-economical background. These kids are unique in their own respective ways but they have something in common which is their interest to listen to magical stories from their parents or anyone who is older than they are. Steeves (2012) even stated that teachers should not be enclosed with the use of one text book in teaching. Other references may be used that are connected with the topics presented.

One intervention that may address the problem in Good Manners and Right Conduct is to use local stories in teaching. Local stories are stories that has moral on its latter part. The characters are mostly imaginary and fictitious. Literature acknowledges that the use of stories in teaching has been recognized since time immemorial (Gomez, 2010). It tells narratives about the common way of living of ordinary people with a little twist using magic or other unbelievable instances.

On the same manner, Lee (2010) posits that the main purpose of using local stories is to capture the interests of the kids and motivates them to get involved in the teaching-learning process. When students show interest in the subject or narrative, their focus is not split and disturbance of the classroom is reduced. With them, the instructor can maximize the time allocated in teaching and improve the proportion of reaching the goals of the course.

Every country employs a diverse assortment of tactics in an effort to pass down its culture and legacy to the generations that follow after them. Out of all of these methods, the literary products that are completely distinct from a certain nation have a significant contribution to provide. The cultural values, historical events, and social structures of a particular nation are best represented through literary works such as folk stories, legends, epics, and myths, according to Orhan et al. (2012). In addition to possessing artistic or entertainment value, these works of literature also assist individuals in gaining an understanding of and embracing their cultural identities when they are presented within educational contexts. Students are provided with the opportunity to research and comprehend the depths of their own culture by incorporating materials such as these into the educational system. At the same time, these cultural values are ensured to be passed down from one generation to the next. In this context, the preservation and transfer of national identity are accomplished through works of literature, which are immensely important.

In the field of education, local storytelling can serve as a teaching method that produces positive results. It has the ability to captivate students' attention, make learning more memorable, and help them develop a deeper understanding of their own cultures. This is because these stories do not merely serve the purpose of passing social norms, values, and historical events down from one generation to the next; they also assist students in obtaining a knowledge of their own cultural identities (Demir & Akengin, 2014; Yılmaz, 2020).

What makes stories with fictitious characters appealing to the kids is their literary creativity including sounds, words or phrases that are suited on the level of the children (Maybin & Pearce, 2006). The paralleled phonological or grammatical patterns invite these learners to be actively engaged in listening. From this perspective, pupils emulate the characters in the stories which make the stories interesting for them. This is how the researcher will use the local stories to catch pupils' interest.

Unarguably, Eirini (2016) underscored that local stories are important in both pedagogical and psychological dimensions of teaching. Children are spoken with; they are guided and helped to approach difficulties from daily life and reality. It is still related with people's natural way of existence. The researcher will mostly concentrate on using the natural surroundings and character actions as basis of learning ideas.

Undeniably, Chandler (2007) makes it clear that local stories help shape and naturalize our culture, even these kids own culture. It reinforced ideological values and beliefs or even corrects a wrong perspective or concept. What makes it beautiful is that children become knowledgeable of the topic without them realizing it.

Characters in local stories cook, eat, sleep, and work like ordinary people. They do things that are also done in the real world. They play, act, throw stones, ignite fire and even use tools. These things can be explained by Science concepts. Teacher will now use these scenarios to teach the topics of Science subject.

In a local stories, the most common in them is the reward/punishment storyline (Lwin 2009). The good-natured character becomes the favorite of the pupils. He is the person who does

good things, executes fairness and shows humility and honesty. This main characteristics and the journey of the main character will be the spring board of learning in this research.

The contexts of the local stories are for the kids. They are the target readers and listeners of the context. On the contrary, Fisher (2002) states that social functioning of children's literature are not appropriate for school children. She further posits that we should not children's books to include social considerations and moralistic lectures for they focus on the artistic part of the story rather than magnifying the natural part of the human daily interactions.

Tales being read and listened by children caused different opinions about tale. According to those who claim that tale is harmful for children, tales have moved children away from the realities of life. Platon and Rousseau are among advocates of this idea. Against people who think like Rousseau, there are also people like Anatole France and Andre Maurois who think that tales are useful for children and they need dreams (Çetinkaya, 2007).

Children, gains experience for life with tales. The behaviors that are tried to be given to the child are embodied with stories. The child can appreciate the message in the tale by seeing the animals in tale as an instance and adding human characteristics to them (Onarıcıoğlu, 2011).

Tales enrich children's imagination and empower them with creative thinking against the problems they face in life (İşnas, 2011). In acquiring the moral and human values of the child, tales play a significant role with their contents (Karatay, 2007). Tales provide cultural and national value transfer by developing imagination, aesthetic pleasure, self-confidence, creativity in children (Alagöz, 2012:).

Tales contribute to the child through the educational messages they contain. The child takes tale heroes as a model and this can be appreciated as a contributing factor, too. (Karakuş, 2008). Besides giving pleasure, tales have educational features in terms of heroes who become models to children (Türkan, 2010)

Children's literature helps a young child make sense of what it is to be human and helps them understand the world around them. The local stories genre provides ways for children to receive important messages (Johnson, 2016). Although there are some themes in local stories that

are unrealistic, the overall effect is positive and offers fundamental elements for children's development.

In using local stories in teaching, it is quite important to consider the ways of introducing them into educational practice human values and attitudes corresponding with them, ways to create human imagination, how to realize and fulfil humanistic education, and how to enable students to develop their personality while encountering a dominating, global, and mass culture, with predictable, neo-behavioral pattern of acting, responding, and reacting (Friesen, 2018).

Literature and studies magnified that local stories and other stories are commonly used in teaching English language and values formation (Gomez, 2010). Its characteristics of using printed text and listening skill makes it fit for language learning. The moral presented in the theme matches the values integration. However, there is scarcity in the literature in the use of local stories to improve the academic performance of students. This motivated the researcher to come up with a study that determined the effectiveness of using local stories in improving the academic performance in Good Manners and Right Conduct of Grade 4 pupils during the School Year 2024-2025.

Conceptual Framework

The study was anchored on Cognitive Development Theory of Jean Piaget. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience (Erisen et al., 2016). Children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment.

The aforementioned theory serves as basis of the researcher to come up with the paradigm of the study using the IV-DV model.

The independent variable of the study was the use of local stories as intervention, while the dependent variable is the academic performance in Good Manners and Right Conduct of Grade 4 pupils.

The arrow in the middle signified the hypothesized effect of the independent variable on the dependent variable.

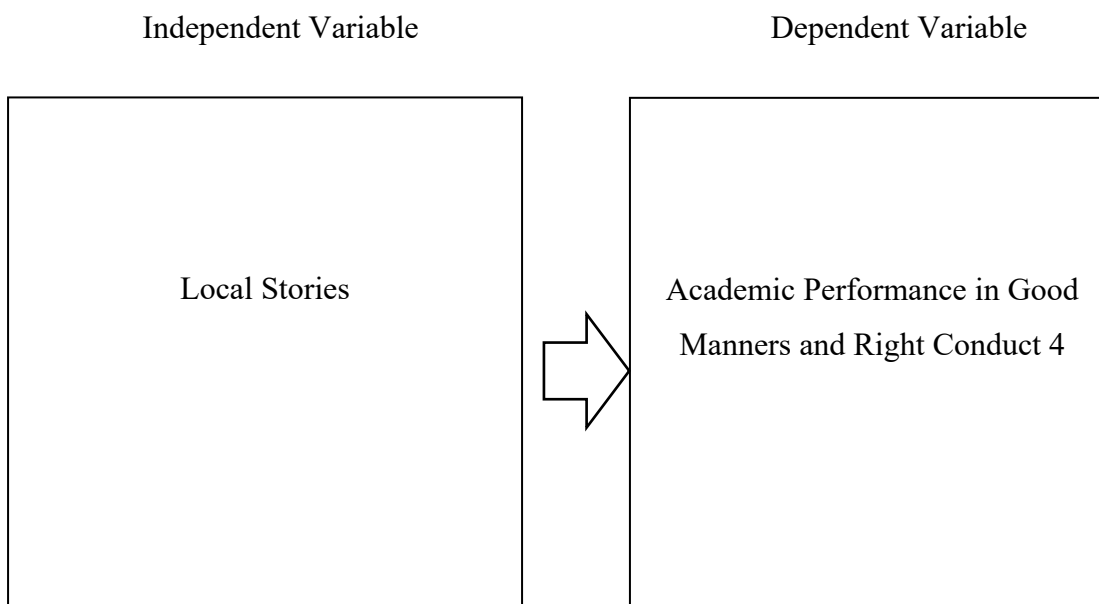


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The primary goal of this research was to determine the effectiveness of using local stories in improving the academic performance in Good Manners and Right Conduct of Grade 4 pupils during the School Year 2024-2025.

Specifically, the study answered the following questions:

1. How may the academic performance of the control and experimental group be described on their pretest?
2. Is there a significant difference on the academic performance of the control and experimental group on their pretest?

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3. How may the academic performance of the control and experimental group be described on their posttest?
 4. Is there a significant difference on the academic performance of the control and experimental group on their posttest?

Hypotheses

The study tested the following null hypotheses at 0.05 level of significance:

1. There is no significant difference on the academic performance of the control and experimental group on their pretest.
2. There is no significant difference on the academic performance of the control and experimental group on their posttest.

Significance of the Study

This study is expected to be of great help to the following:

School Administrators. As the top personnel of the school, the results of this study will be of great help in understanding how they can help the teachers in teaching the Good Manners and Right Conduct subject to the pupils. Thus, a training or seminar maybe given to teachers to capacitate them in using local stories as an intervention.

Good Manners and Right Conduct Teachers. As a key factor in teaching, the proposed learning enrichment plan may be used by the teachers in teaching lesson in Good Manners and Right Conduct. Thus, they may have research-based materials to be used to improve their delivery of lessons in Good Manners and Right Conduct.

Pupils. As the primary beneficiary of this research, pupils will increase their academic performance which may help them in learning more complex competencies related to Good

Manners and Right Conduct. The improvement will entail a higher chance of mastering all the necessary competencies to be able to pass the grade level where they are enrolled.

Future Researchers. The output of this study will be used by the future researcher as reference for it will be added to the existing body of literature related to academic performance in Good Manners and Right Conduct and innovative teaching strategies.

Scope and Delimitation

This research was conducted during the School Year 2024-2025 among the Grade 4 pupils of a public elementary school in Porac East District of the Division of Pampanga.

The study was confined in determining the effectiveness of using local stories in improving the academic performance of Grade 4 pupils in Good Manners and Right Conduct.

The researcher needed to have both a control group and an experimental group in order to do this. These two categories will fulfill the role of respondents for the research project. As an intervention, the local stories were utilized by the experimental group, but the control group continued to teach using the traditional method. Comparisons were made between the two tests to determine how effective they were, however, the results did not accurately reflect the overall performance of the grade level.

Definition of Terms

For better understanding, the following terms were operationally and conceptually defined:

Academic Performance. The grades or ratings that the students receive as a result of the assessment that is administered to them in the form of a pen and paper test are referred to here. They are evaluated based on how successfully they learn the skills associated with the subject.

Local Story-Based. It is a novel approach to education in which the lessons that will be presented to the students are based on stories from the local community. One of the interventions that will be utilized by the experimental group in order to enhance their academic performance is the intervention.

II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which will be used in the conduct of this research.

Research Design

As the researcher aims to determine the effectiveness of using local stories in improving the academic performance in Good Manners and Right Conduct of Grade 4 pupils, the researcher utilized the quasi-experimental design. In the perspectives and ideas of White and Sabarwal (2014) measures how well a treatment or intervention serves its purpose as a solution to the problem being studied. Its main goal is to provide a concrete measurement on how the treatment affects the target beneficiaries or respondents.

Through quasi-experimental, the researcher was obliged to use control and experimental group with same baseline level of characteristics. This design gives opportunity to the researcher to come up with two groups that will be used in the study for point of comparison. Its main goal is to test the effectiveness of a treatment given to the experimental group and compare with it the control group.

The use of quasi experimental design matched the main goal of this research which was to determine the effectiveness of using local stories in improving the academic performance in Good Manners and Right Conduct of Grade 4 pupils during the School Year 2024-2025.

Respondents of the Study

The Grade 4 pupils who were enrolled in one of the public schools in Porac East District of the Division of Pampanga were the chosen respondents of the study. The Grade 4 pupils were divided into six sections. The number is taken from the record of the school administrators on their learner information system. Pupils were arranged heterogeneously to make sure that no group was better than the other.

From this point, cluster sampling was utilized. It is a probability sampling that makes the researcher isolates a set of individuals as sample members. This becomes appropriate because the purpose of the research is to have a comparison of results between those who received the treatment and those who did not. The groups were chosen with the assistance of the school administrator. Two groups were chosen to be the respondents of the study. First group was the control, while the other was the experimental group.

TABLE 1
RESPONDENTS OF THE STUDY

Control Group			Experimental Group		
Male	Female	Total	Male	Female	Total
15	15	30	15	15	30

As reflected in Table 1, control group has 15 males and 15 females, while the experimental group also has 15 males and 15 females. In choosing the two groups for this study, it was a paramount consideration to determine the most appropriate group of students who need the remediation. This was done through selective sampling. The researcher determined the baseline level of the group of students and the two sections who were comparable with each other were chosen as control and experimental group. The two sections with the lowest grades on first quarter were the respondents of the study.

Research Instrument

The main tool that was used to test the academic performance of the Grade 4 pupils is the researcher-made test. It is a pen and paper test that is anchored on the most essential learning competencies of the curriculum. It can be answered by multiple choice.

The test was created by the researcher and it was subjected to validation by master teachers. The suggestions and comments given were discussed with the adviser before the finalization of the test. This test was the one that was used to measure the academic performance of the two groups.

The posttest was the standardized test from Division Office.

Data Collection

This research was conducted through careful planning of the dates of implementation that is patterned with the DepEd Calendar for the School Year 2023-2024. To give enough time for the researcher and the two groups, the entire second grading period will be spent for the actual implementation of the research process, while the planning was set before the second grading period. Within this time frame, control group was taught concepts and lesson about Good Manners and Right Conduct using the conventional method. On the other hand, experimental group was exposed to local stories as their interventions. Pre-test was given to the control and experimental group on the first day of second grading period.

Nine weeks or one grading period was allotted to use local stories to make sure that there was enough exposure before doing the final assessment. Post-test was administered on the last day of the second grading period.

Ethical Considerations

Before the full implementation of this study, the researcher sought the approval of the Schools Division Superintendent. The researcher sent a letter duly signed and noted by the adviser stating the purpose of the study, the target respondents and the duration of the study.

To secure the identity of the pupils, it was only the principal in the school who was informed about the purpose of the study. It was a firm consideration that the identity of these learners is protected. In addition, even the scores and results of the assessment were kept in a safe lock cabinet.

Lastly, pupils would have no idea on the conduct of the research to avoid Placebo, John Henry and Hawthorne effect.

Statistical Treatment of Data

Descriptive statistics, statistical analysis and SPSS (Statistical Package for Social Science) computer program was used to analyze the data in order to ensure valid and reliable interpretation of results.

The following statistical treatment were used in this study:

1. Mean was used to measure the academic performance of the control and experimental group.
2. T test was adapted to measure the significant difference between the academic performance of the two groups.

III. RESULTS AND DISCUSSION

This chapter provides information about the results of data gathering. Presentation is through tables together with their discussion.

1. Academic Performance before Using Local Stories

The researcher gathered the data from the control and experimental group on their pretest.

Table 2 reflects that control group recorded a mean of 17.70 with standard deviation of 2.28, while the experimental group listed a mean of 17.67 and standard deviation of 2.31. The two groups both have a rating of poor.

Because the study was conducted at the beginning of the quarter before competencies were taught, the poor results are nevertheless within expectations. Teachers may use the study's findings as a guide when deciding what kind of instruction to give their pupils.

Chad et al. (2021) assert that students' circumstances are reflected in their academic performance. Since students are still teachable, poor academic achievement may also be viewed as a chance to teach them more accurate and proper lessons. It is expected that children who start school with a greater command of literacy and numeracy skills will receive more positive feedback from their teachers, which will drive them to continue learning. Furthermore, they may benefit from being placed with more advanced pupils, which will enable extra skill acquisition (Rabiner et al., 2016). Because children with attention deficits gain less benefit from formal instruction, the development of weak attention skills at the time of school admission could potentially hinder the acquisition of fundamental academic skills.

TABLE 2
RESULTS OF PRETEST

Groups	Mean	SD	Description
Control	17.70	2.28	Poor
Experimental	17.67	2.31	Poor

2. Difference on the Academic Performance before Local Stories

After getting their pretest scores, the researcher tested the difference between the two means. As shown in Table 3, the difference between the two means on pretest marked a t value of 2.0017 and p value of 0.9553. The data are not enough to reject the null hypothesis. This denotes

that there is no significant difference on the academic performance of the control and experimental group as shown in their pretest, which means that control and experimental group have the same baseline characteristics before using the treatment variable.

TABLE 3
ANALYSIS OF DIFFERENCE ON PRETEST

Indicator	t-value	p-value	Decision
Pretest	2.0017	0.9553	Accept Null

3. Academic Performance after Using Local Stories

Within one grading period, lessons are taught in experimental group using local stories while control group used the conventional way of learning. After the entire grading period, the posttest was given to the two groups to measure their improvement.

Table 4 reflects that control group recorded mean of 30.97 with standard deviation of 3.21, while the experimental group listed a mean of 33.63 and standard deviation of 3.02. Control group score is interpreted as satisfactory, while the experimental group scores is interpreted as very satisfactory.

The result of the study indicates that the two groups both improve their academic performance, which is a result of their exposure to the lessons and activities given by the researcher during the contact time in classes.

According to Wilson et al. (2021), academic performance of students is affected primarily by the kind of teachers that they have in the classroom. This means that lessons taught to them given by the teachers help in increasing their knowledge, skills and competence in a particular subject.

TABLE 4
RESULTS OF POSTTEST

Groups	Mean	SD	Description
Control	30.97	3.21	Satisfactory
Experimental	33.63	3.02	Very Satisfactory

4. Difference on the Academic Performance after Using Local Stories

After getting their posttest scores, the researcher tested the difference between the two means. As shown in Table 5, the difference between the two means on pretest marked a t value of 2.0017 and p value of 0.0016. The data are enough to reject the null hypothesis. This denotes that there is significant difference on the academic performance of the control and experimental group as shown in their posttest, which means that experimental group performed higher compared with the control group, which helps the researcher to be convinced that the use of local stories is effective in improving the academic performance of the experimental group.

TABLE 5
ANALYSIS OF DIFFERENCE ON POSTTEST

Indicator	t-value	p-value	Decision
Posttest	2.0017	0.0016	Reject Null

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions formed and the recommendations formed.

Summary of Findings

The following were the summary of findings:

1. Control group recorded a mean of 17.70 with standard deviation of 2.28, while the experimental group listed a mean of 17.67 and standard deviation of 2.31 before using local stories.
2. The difference between the two means on pretest marked a t value of 2.0017 and p value of 0.9553.
3. Control group improved their mean to 30.97 with standard deviation of 3.21, while the experimental group increased their mean to 33.63 and standard deviation of 3.02.
4. The difference between the two means on posttest marked a t value of 2.0017 and p value of 0.0016.

Conclusions

The following were the conclusions drawn from findings of the study:

1. Control group and experimental both have poor academic performance at the onset of the grading period indicating that there are competencies that they still need to give attention.
2. There is no significant difference between the academic performance of the control group and experimental before the use of local stories which denotes that they have the same baseline characteristic.
3. The control group and experimental group both increased their academic performance after being exposed to their respective methods of teaching.
4. There is significant difference between the academic performance of control and experimental group after posttest. This denotes that experimental group performed better than control indicating that local stories is effective in improving the academic performance in Good Manners and Right Conduct 4.

Recommendations

The following were the recommendations:

1. Results of the pretest may be used in preparing budget of time for lesson to be discussed to students that is based on their least learned competencies.
2. The same baseline characteristic of the pupils on the pretest may be used to provide similar activities to pupils that are based on their needs.
3. Teachers may consider addressing further the least learned competencies of the pupils after their posttest to fully help them to proceed on the next grading period or grade level.
4. Use of local stories is encouraged in teaching and this may be cascaded through demonstration teaching or school learning action cell.
5. Future researchers may conduct study about the challenges of pupils in learning Good Manners and Right Conduct to enrich the findings of the study.

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