

Creativity of Childhood and Satisfaction of Parents Attend the Telling Story Tales with Drawing Activity

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— *Review of* —
**Integrative
Business &
Economics**
— *Research* —

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ABSTRACT

The purposes of this research were to study the creativity of early childhood before and after the organizing of storytelling and drawing activities, and to study the satisfaction of parents who participated in the organizing of storytelling and drawing activities. The target population included 20 boy and girl students, age between 4 and 5 years old, studying at kindergarten 3 level, La-or Utis Demonstration School, Suan Dusit Rajabhat University Lampang Campus, and 20 parents of students, total 40 persons. The instruments used in this research were the lesson plan through the organizing of storytelling and drawing activities, The Test for Creative Thinking -Drawing Production (TCT-DP) of Jellen and Urban, and the assessment of parents' satisfaction about activities participation. The statistics used in this research included Mean and Standard Deviation of target populations, and the comparison of the Mean on the target populations before and after the experiment. The research result revealed that the creativity of the early childhood before and after the organizing of activities was different, and after the experiment the childhood had creativity higher than before the experiment. The research result suggested that the storytelling and drawing activities could encourage the creativity of childhood. The parents who participated in the activities of storytelling and drawing activities had satisfaction toward the participation of storytelling and drawing activities at much level.

Keywords: Creativity of childhood, Satisfaction of parents, The Telling Story Tales with Drawing activity.

1. INTRODUCTION

Development of human resource should be started from the early childhood. Therefore, children are regarded as a precious human resource. Moreover, they are considered as the cultural inheritors and crucial power in developing the country. Hence, future of the nation relies on the quality of children. The children who have completeness of physical and mental health and have development in all sides appropriate to their ages will become the persons who are able to live in the society happily, and be beneficial to their society and nation. Children in their early age or it is called "early childhood" are the children who were born until they reach 6 years old.

This can be regarded as the most crucial stage of life because all sides of development in human being for physicality, emotion, society, and personality, especially the intelligence will grow the most during this time (Decha Cupet, 1999). The children in their early childhood learn through playing. Happy learning should be organized by organizing the environments to be suitable for the level of development and organizing the learning process in wider aspects and organizing various experiences by letting the children learn according to their interests or letting them express their ways they are being interested in, learning by real practices using their senses to act with the objects curiously, letting them try creating new things, and the children learn with their full potentials when having reactions with others (Chutpong, 1987) Tantipalacheewa.(1999) suggested that father, mother, and parents take the role of children's learning. The concern of father, mother, and parents can help their children get better results on their learning. Moreover, the support of thinking process can help the children learn the best. There were various types of thinking such as creativity, problem solving, integrated thinking, critical thinking, conceptual thinking, etc. but the thinking by knowledge acquisition is about the realization of persons who realize what they know, what they want, and what ways they use for finding out knowledge effectively. And the organizing of learning and teaching for early childhood has to stimulate the children to think with open-ended questions and find out the answers (Tantipalacheewa, 2002). Creativity is regarded as a thinking skill consisting of knowing how to think, do, and solve problems. The creativity leads to invention and innovation beneficial to the community and society. Creativity is not passed on by the heredity but the ability existing in every human being. Creativity is the efficiency which can be enhanced to develop naturally. It exists in everyone according to his potentials. If it is enhanced, it will increase its creativity (Storm, 1969). According to Erikson's theory on development, ages between 3 and 6 years old of children are considered as the stage of creativity. If the children are supported to participate in thinking and doing various activities freely, it can help them develop their creativity. Contradictorily, if the children are restricted and controlled on their thinking and doing, they usually feel shy and are afraid to do things by themselves. This will cause bad effects to their development at a further stage. Hence, there is an enhancement of creativity for the children by letting them develop their creativity at their childhood and continue their development until it reaches the advance level without being reduced (Rakwichai, 1992). The results that the children get from listening to the storytelling are that the children can remember the story for a long time. Moreover, the children can connect their all experiences with the storytelling told by their teachers really well if that story is concordant with their real life and can connect to each other. The most important is that the teacher has the strategies to tell the story. To determine the characters in the tale meaningfully, and the roles of performance are considered as a medium to help the children remember well. Teachers use tales to teach the early childhood because the tales are regarded as a medium close to the children of almost all ages, especially the early childhood. Various stories or events will be screened to become tales in different styles to make the listeners feel pleasant, give knowledge and attitudes, as well as fostering values. Therefore, adults usually use tales as a medium to help children enjoy, get amused, and create learning. Tale is a kind of story which has been told and inherited. Its speech is a medium of transmissibility that cannot be told the owner of the story. What people know is that the storytelling has existed since pre-history and well-known among people of every

class. Storytelling is considered as the oldest literature and cultural heritage. On the other hand, whatever the children like, they are usually interested in and can do such thing for a long time. Therefore, tales can help increase the children's concentration (Yoonpun, 1996). Whenever the children have longer concentration, they can increasingly recognize things, especially if those tales are reinforced to be interesting by new techniques. Furthermore, tales help relax, develop language, instill good habits in children, and motivate them to open their mind to accept behaviors considered as models for shaping behaviors and personality (Priburana, 1999). Early childhood is considered as crucial span to develop the base of successful life. Because the children's brains develop so fast; therefore, organizing environments which support their learning and help them with interpersonal interactions and environments can encourage them through their thinking process. Parents consider that storytelling is the most important medium for their children; hence, both school and home should develop the children in the same direction. Therefore the researcher is interested in organizing activities to let parents participate in encouraging the learning of children through the storytelling and drawing activities.

2. SEQUENTIAL CLUSTERING

This research was conducted by experimental research. The time used for the experiment was 8 weeks, 3 days per week, and 30 minutes per day, between 09.25 a.m. - 09.55 a.m., 24 times totally. The sample group of this research was selected by purposive sampling.

3. PARALLEL COMPUTATIONAL PERFORMANCE STUDY

According to creating and finding out the quality of tools, the researcher studied and created knowledge by collecting data from books, textbooks, documents, and relevant researches with the techniques of storytelling, encouragement of thinking skills through storytelling, organizing activities for early childhood, and studying all details about the measurement of creativity for children by drawing which can be described as follows:

1. Lesson plan of organizing the storytelling and drawing activities:

1.1 To study the documents relevant to the techniques of storytelling, and creating the lesson plan of organizing the storytelling and drawing activities for 30 stories;

1.2 To offer the lesson plan of organizing the storytelling and drawing activities by representing the tools to 3 experts to find out IOC value. The total scores got were between 0.74 and 1.00, and adjust all details both before and after conducting the activities, as well as the period of changing the Yoga Asana Poses;

1.3 To try out 30 lesson plans of organizing the storytelling and drawing activities with the kindergarten students not the sample group age between 4 – 5 years old to bring the information got from observing the activities conduction to improve the form of activities organizing for managing time of organizing activities to be appropriate to the age range of the sample group. The 24 tales were selected for applying to the sample group;

2. To study the methods of using The Test for Creative Thinking -Drawing Production (TCT-DP) of Jellen and Urban about the characteristics of the test. It was determined by prepared stimulations in the form of lined pattern and dot pattern with

different sizes and shapes, including 11 criteria used for assessing the value of creativity from all drawings;

3. To study the documents about creating the questionnaires and designing the tools of satisfaction measurement of the parents about activities participation. The questionnaires are divided into 3 parts, which are, Part 1; basic information, Part 2; satisfaction level of the parents in terms of process and step of activities organizing, activities conduction, and opinions criteria, which include; 3 means parents had satisfaction toward the activities at much level, 2 means parents had satisfaction toward the activities at moderate level, 1 means parents had satisfaction toward the activities at a little level, and 0 means parents had no satisfaction toward the activities, and Part 3; opinions about the form of activities organizing by open-ended questions. The total IOC values got were between 0.65 – 1.00, and the form was adjusted according to the experts' advices about clarity and conciseness of questions until the form was completed to use for data collection further;

4. To conduct the measurement test of creativity basis for early childhood before organizing the storytelling activities for 24 times, and measurement test of creativity for early childhood after the experiment, in order to take the information to be analyzed by statistical method with SPSS for windows to compare the Mean that how it was different in order to get conclusion and discuss the research results.

4. EXPERIMENTAL RESULTS

For this research, the researcher proposes the data analysis results respectively as follows:

Table 1: The study of creativity of early childhood before and after organizing the storytelling and drawing activities as overall image

Creativity	N	Before experiment		After experiment	
		μ	σ	μ	σ
	20	28.00	4.15	38.95	4.12

According to Table 1, it was found that the creativity of the early childhood before and after the organizing of storytelling and drawing activities as overall image, after the experiment, the early childhood had creativity more than before the experiment, which was, before the experiment the Mean was equal to 28.00, and after the experiment the Mean was equal to 38.95.

The Table of satisfaction results of parents who participated in the organizing of storytelling and drawing activities divided into 3 Tables as follows:

Table2: Gender of the respondents

Gender	Number	Percentage
Male	3	15.00
Female	17	85.00

Total	20	100
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According to the Table 2, the respondents were mostly female (85%) and male (15%), respectively.

Table3: Ages of respondents

Age	Number	Percentage
Lower than 20 years old	-	-
20 - 23years old	2	10.00
30 - 40years old	13	65.00
More than40 years old	5	25.00
Total	20	100.0

According to the Table 3, the age of respondents were mostly between 30 – 40 years old (65%), secondly was more than 40 years old (25%), 20 – 30 years old (10%), respectively.

Table 4: The level of satisfaction of the parents

Items	μ	σ	Level of satisfaction
Process and procedure for organizing activities			
1. Public relations and conference before conducting the activities.	0.88	6.89	Much
2. Readiness preparation for conducting the activities.	1.00	7.80	Much
3.The order of difficulty for activities.	0.96	7.54	Much
4. Time period of conducting activities.	1.00	7.80	Much
5. Connection and coordination is convenient.	0.95	7.41	Much
Conducting activities			
1. Manual of organizing activities is clear.	0.95	7.41	Much
2. The name of tales is interesting.	0.91	7.15	Much
3. The contents are easy to understand.	1.00	7.80	Much
4. The contents and drawing are related to each other.	1.00	7.80	Much
5.The contents of tales are appropriate to the children.	1.00	7.80	Much

6. The methods of drawing and storytelling are clear and easy to understand.	1.00	7.80	Much
7. The activities are appropriate to the parents.	0.96	7.54	Much
8. The tales are diversified and interested.	0.96	7.54	Much
9. The activities give the opportunity for children to share their opinions.	1.00	7.80	Much
10. The activities encourage the mutual living between children and parents.	1.00	7.80	Much
11. The activities help the parents understand the level of children's abilities more.	0.96	7.54	Much
12. The activities encourage the family's environments.	1.00	7.80	Much
13. The places to conduct the activities are convenient.	0.96	7.54	Much
14. The worthiness toward the activities participation.	1.00	7.80	Much
15. The activities can be applied.	1.00	7.80	Much
Total	1.29	10.15	Much

According to Table4, it represented the level of satisfaction of parents who participated in storytelling and drawing activities found that, as overall image, the parents had satisfaction toward the organizing of activities at much level. This can be classified as each aspect as follows:

Process and procedure for organizing activities aspect; The Mean 1.00 included readiness preparation for conducting the activities and time period of conducting activities, the Mean 0.96 included order of difficulty for activities, the Mean 0.95 included connection and coordination was convenient, and the Mean 0.88 included public relations and conference organizing before conducting the activities, respectively.

Conducting activities aspect; the Mean 1.00 included the contents are easy to understand, the contents and drawing are related to each other, the contents of tales are appropriate to the children, the methods of drawing and storytelling are clear and easy to understand, the activities give the opportunity for children to share their opinions, the activities encourage the mutual living between children and parents, the activities encourage the family's environments, the worthiness toward the activities participation, and the activities can be applied, the Mean 0.96 included the activities are appropriate to the parents, tales are diversified and interested, the activities help the parents understand the level of children's abilities more, and The places to conduct the activities are convenient, and the Mean 0.95 included the manual of organizing activities is clear, respectively.

5. CONCLUSION

According to the results on the study of creativity of early childhood before and after organizing the storytelling and drawing activities, it was found that after the experiment, the early childhood had the creativity higher than before the experiment,

and the parents had satisfaction toward the participation of activities at much level. This is because organizing the storytelling and drawing activities enhance the creativity of the early childhood since the tale is considered as a medium which the early childhood is interested in. While the children are listening to the storytelling, their language skill develops; their concentration is focused on the continuity of the tale. Meanwhile, the children can imagine, be emotional or mutual emotion with the characters, learn the results from the character's actions, and be able to adjust their own behaviors to take care of, treat, and live mutually with others. Hence, this can be seen that the contents and continuity of the tales are important since they create experiences for the children. These are in accordance with Yoonpun (1996) who said that the children would feel warm, close, or mutual feelings with the storytellers that made them enjoy, relaxed, delighted, concentrate, or pay attention for longtime, be able to use the thinking process to consider and solve the problems, apply to the daily life, help encourage widespread imagination, and use the correct language. This is in accordance with the research of Sangkloi (2010) who said that tales were really worthy towards the children because they helped enhance the development of language, thought, and imagination creatively, practiced the children to be self-confident, amusing and delightful, concentrated, realize how to accept and have good relationship with persons around them, urge them to have desired characteristics in the society, have acceptable behaviors which would lead to happiness of life. According to Wellhousen (2001), who studied about the storytelling of the childhood who got 3 different types of activities including 1) the activity of storytelling which occurred automatically without the material of 1 picture, 2) the drawing activity of 1 picture together with storytelling from that picture, the research result revealed that the early childhood who got the activity of storytelling which occurred automatically without any material had the fluency more than the early childhood who got the activity of storytelling from 1 picture, and 3) the drawing activity of 1 picture together with storytelling from that picture. Moreover, Chol & Kim (1999) studied the improvement of children's creativity through Korean picture books by observing the kindergarten schools in Korea about the goals of encouragement on children's creativity, which revealed that the definition of creativity was about the special ability to solve the problems which consisted of curiosity, flexibility, ability to give the new definitions through self-esteem, creativity, and truly understanding. According to this research, the form and materials for storytelling were considered as tools which help stimulate the children to be consistently interested in the continuity of storytelling, and help children get recognition accordingly. Furthermore, Anawachsiriwong (2011) indicated that not only the relevant contents of the tales but also the atmosphere of storytelling which were really important. Good storytellers should be fun with the storytelling and able to communicate the story to urge the children to listen to Singhakarntanong (2013) said that for the picture books, the pictures seen by the children were translated to the language which helped the children remember the stories very well. This was the development of right brain involved with symbol system. The pictures seen by the children would stimulate the children's sense. Also, organizing the storytelling activity by letting the parents participate to the activities was important because not only the children could learn and get new experiences but also create the relationship among family members, and the parents could realize the children's behaviors when their kids were at school. Moreover, this could create the relationship between teachers and parents for mutual helping on activity organizing or

participating to such activity Tantipalacheewa (1999) indicated that the good quality of schools for early childhood depended on the participation of parents. School could not teach by separating the children from their family. The children should be able to learn mutually through both school and parents. The participation of parents would be really beneficial for school because it helped create the worth of relationship between parents and school. According to Gail (1981) whose research project named 'Mother Start' by having the objective that letting the parents feel they really influenced their children's learning. The name of the project was 'Home Visiting'. The time used was 3 years. 6 experienced teachers on baby and pre-kindergarten visited 11 mothers who had the children age between 2 – 3years old, when these committees visited mothers at home, they would talk to these mothers about upbringing and recommending them to use correct language with the children, prepare the readiness for mothers to participate and give out books and materials such as plasticine, color-paper, etc. for mothers to play with their children. Furthermore, the mothers were invited to visit the schools in order to let them have an opportunity to mutually work with their children, and let the mothers take parts to be responsible to the activities set by schools, for example, help finding out money, supporting special activities of school, etc. In conclusion, setting of programs to give knowledge by home visit really influenced and increased the relationships between parents and their children, and help enhance the learning of children more appropriately.

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