

## Children's Learning Outcomes Obtaining through Telling Tales and Doing Yoga

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### ABSTRACT

The purposes of this research were to determine the model for organizing yoga activity with storytelling, and to study the results of yoga activity with storytelling which affected the learning of early childhood. The sample group of this research was 150 students both boys and girls between 4-5 years of age. The students were studying at kindergarten level under Lampang Primary Educational Service Area for 2 institutes with 60 students, under the Lampang City Municipality Lampang province for 2 institutes with 60 students, under the Office of the Private Education, Lampang province for 2 institutes with 30 students. The tools used in this research included the plan for organizing the yoga activity with storytelling, and the test of learning measurement. The statistics used in this research consisted of Mean, Standard Deviation, and comparison of the Mean before and after the experiment using the Paired Samples Statistics. According to the research results, the early childhood had the learning results as overall image and each aspect for the organizing of yoga activity with storytelling included critical thinking, value origination, and continuity of action after experiment was higher than before experiment. The performance of yoga activity helped enhance learning of the early childhood, which could be described as the following: 1) Critical thinking; before and after the yoga activity with storytelling, it was found that the learning results in terms of critical thinking was changed the most, which was School C (33.82%), secondly was School B (33.33%), School A (32.70%), and School E (32.16%), and School D (30.74%), respectively, 2) Value origination before and after the organizing of yoga activity with storytelling, it was found that the learning result of value origination which was changed the most included School D and School E (34.94%), secondly was School C (34.61%), School A (33.30%), and School B (33.13%), respectively, and 3) continuity of action before and after the organizing of yoga activity with storytelling. The learning result in terms of continuity which was changed the most included School B (39.20%), secondly was School D (34.31%), School A (34.00%), School E (32.88%), and School C (31.56%), respectively. And the determination of model for organizing the yoga activity with storytelling included PRAWIT. Regarding the determined symbol, it can be described as the process of organizing the yoga activity with storytelling into 3 stages as follows: Stage 1 : P-R-A (persuade to learn) P (Plan) means the plan of Ractivity conduction (Review) means the review of process on activity conduction in various points, A (Action) means practice according to the plan, and review the appropriateness, and record the result during the time of activity conduction to adjust, review, and improve the plan. Stage 2: W-I (trying out) W (Wonder) means miracle. According to the record of the results on activity organizing by the teacher advisor, it was found that the students felt excited with the same tales which had repeated and felt fun when

conducting the activity, which means, the most special time period and miracle for children, I (Imagine) means imagination, which means, the children ready to practice the activity would be able to remember the manners of movement as yoga together with the contents of tales which had continuity. Stage 3: T (I can do it), T (Though) means thought or intelligence. For yoga activity with storytelling, what the advisor teacher observed included the children felt proud of their good leadership and followers, the children had better concentration for conducting the activity, and the parents wanted to participate to the children's activity.

**Keywords:** Children's Learning, Telling Tales and Doing Yoga.

## 1. INTRODUCTION

Experience is really necessary to be occurred in children to develop them for all physical, emotional, mental, social, and intellectual aspects, especially in the stage of life beginning or early childhood stage considered as being important since it is the golden age of learning. The learning materials and experiences in children age affect the system of thought, behavior, and personality when it comes to adult since it is regarded as the basis of development in further step of each person. The Ministry of Education (2004) indicates that the development of children in terms of physical, emotional, mental, social, and intellectual aspects help the children originate the crucial skills for crating the knowledge base by letting the students have interaction with the objects, things, various persons around them, as well as fostering them the ethics and moral simultaneously in order to develop the children to be the perfect human being. The learning matters consist of the knowledge base, skills, or process, and aspects or values, morals, and ethics. For the knowledge of children age between 3 – 5 years old, the parts involved with the skills or process had to integrate the crucial and necessary skills for children, such as movement skills, social skills, thinking skills, language use, mathematics, and scientific skills, etc. For organizing the activity of early childhood, it should be organized appropriately in accordance with the children's interest to enhance the children to be developed effectively and fully. Yoga is considered as an activity which is appropriate to the early childhood. This is in accordance with Supaporn (2007) who said that practicing yoga helped flexibility of physics continuously when the children grew up. This was the good basis of yoga practice at the high level further. For health, yoga practice was good toward the children because the correct method of breathing and controlling the rhythm of breathing and inhaling could help the blood cycle work better, active movement, and good personality. Moreover, it helped the backbone and various muscles of physics healthy. According to the research contribution of Sangyim (2013), who studied the study of ability on the multiple intelligence for the early childhood through yoga activity, he found that the early childhood who were organized the yoga activity had the multiple intelligences higher in every aspect by statistical significance at .05 level. Furthermore, Komolsut (2014) who studied the relationship of the early childhood who were organized the movement activity in yoga style was found that the spatial ability of the early childhood after getting organized of movement activity in yoga style had the spatial ability higher in every aspect by statistical significance at .01 level. According to the research result, it was found that the movement activity as yoga style mixed between the movement activity and rhythm could enhance the potentials of the learners. However, the research

contribution had not yet brought the yoga principles which had the practice process of body bending in the manner called Asana pose to use in the activity, therefore the researcher is interested to develop the activity by applying the Asana to use with the early childhood by using the tales as a material to stimulate the learning of early childhood since the tale is considered as a material interested by the early childhood and they usually followed the story continuously. Chantana (2002) said that tales were regarded as a material interested by the children. To learn and practice the interested activity through materials would originate the effective learning and be able to help the children achieve the concentration with the practiced things. Priburana (1999) indicated that when the children had longer concentration, they would recognize things more. If those tales were encouraged to be interesting with new techniques, they helped people feel relaxed, develop the languages, foster good habits to the children, and motivate the children to open their mind to accept all behaviors considered as the model for enlighten their behaviors and personality. This is in accordance with the research contribution of Yoonpun (1996) who said that the enhancement of creativity for early childhood was found that there was an organizing the activities and experiences to develop the creative ideas in several ways. The early childhood would start understanding, imagination, and imitation. Hence, tales are considered as the key to help the children to have wide spread imagination since having tales as a material for organizing several experiences in every activity for teachers to use tales as learning materials for children. The results got from listening to the tales; the children would remember the stories for a long time and be able to connect their experiences very well. As all reasons mentioned above, it can be concluded that yoga activity with storytelling is a kind of activity in accordance with the interest of children, help them reach concentration, their physics were flexible and helped relax the stress, amusement, be interested in the activities continuously, stimulate the creative ideas, enhance imagination, and originate the effective learning.

## **2. SEQUENTIAL CLUSTERING**

This research was such an experimental research. The experiment used was 8 weeks, 3 days per week, 30 minutes per day starting at 09.25 a.m. - 09.55 a.m., 24 times totally. The sample group used in this research was selected by purposive sampling.

## **3. PARALLEL COMPUTATIONAL PERFORMANCE STUDY**

According to the creation and finding the quality of tools, the researcher studied and created the knowledge by collecting the data from books, textbooks, documents, and all researches related to the instructional model, enhancement of thinking skills, organizing the activities for the early childhood. The design of measurement tools and evaluation of learning results through the early childhood to create the research contributions as follows:

### **1. Plan of organizing the yoga activity with story telling**

1.1 Study the documents about yoga activity for early childhood and create the plan of organizing the yoga activity with storytelling for 15 stories;

1.2 Propose the plan of organizing the yoga activity with storytelling by proposing the tools to 3 express to find out the IOC values which got total scores 0.74 – 1.00, and adjust the details before conducting the activities, after conducting the activities, and time period of changing the yoga of Asana pose.

1.3 Try out to use the plan of organizing the yoga activity with storytelling for 15 stories with the kindergarten students, age between 4 – 5years old, not the sample

group, to bring the got information from observation to improve the style of organizing the activities to let the time of activities conduction be appropriate to the age range of the sample group, then select 12 stories to use with sample group;

2. Test of learning measurement of the early childhood and manuals of the test;

2.1 Study the documents related to the design of measurement tools and evaluation of learning result for the early childhood, and create the test to measure the learning result of the early childhood. This can be divided into 3 aspects including 1) critical thinking, 2) value origination, and 3) continuous conduction for 7 situations, 21 total situations;

2.2 Create the manual of the learning measurement test of the early childhood, and determine the process of test conduction, determine the time of choice, 1 minute per item, and determine the criteria to give the score as follows:

1 point; which the children can select the behaviors which should be selected correctly;

0 point; when the children cannot select the behaviors which should be expressed correctly, or not to select the answers or select the answer more than 1 choice;

2.3 Propose the test to measure the learning result of the early childhood and manual of using the test of learning measurement for the early childhood by proposing the tools to 3 experts to find out the IOC values. The total scores were between 0.67 - 1.00, and adjust the clarity of pictures and details of various components to be clearer according to the experts' suggestions;

2.4 Try out the test of learning measurement for the early childhood with 21 situations through the kindergarten students, age between 4 – 5 years old, not the sample group, to find out the difficulty value of the test (p), and manual of using the test to measure the skills of thinking to find the appropriateness of the instructions and time for conducting the test to be more complete and in accordance with the sample group, and select the most appropriate items for 15 situations as follows:

3. Experiment conduction; the steps are as follows;

3.1 Organize the meeting for the teacher advisors (researcher assistants) to inform the purposes, steps of conduction, and the use of 2 research tools to get direct understanding;

3.2 Conduct the test of learning measurement of the target group before the experiment by using the test of learning measurement for the early childhood created by the researcher 1 aspect per day, 3 aspects totally;

3.3 Conduct the experiment by using the plan of organizing the yoga activity with storytelling by the teacher advisor (research assistant) for 12 plans, 1 plan is used repeatedly for 3 days to let the learners repeatedly practice for remembering and understanding. The time used is 30 minutes per day;

3.4 Conduct the test of learning measurement of the sample group after the experiment by using the test of learning measurement for the early childhood created by the researcher in the same test as before the experiment, 1 aspect per day, 3 aspects totally;

3.5 Bring the experiment results to analyze by the statistics with SPSS for windows to compare the information of before and after the experiment with the Mean about their difference to conclude and discuss the research results;

3.6 Organize the meeting of teacher advisors (research assistants) to represent the experiment results and recommendations of observation got from the experiment and recommendations of research conduction to improve and develop the further researches.

#### 4. EXPERIMENTAL RESULTS

According to the research, the researcher proposed the results of data analysis respectively as follows:

Stage 1; the result of organizing the yoga activity with storytelling which affected the learning results off the early childhood

Table 1; the learning result of early childhood as overall image and each aspect before organizing the yoga activity with storytelling

Learning	School A		School B		School C		School D		School E	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Critical thinking	1.60	0.50	1.67	0.48	1.73	0.45	1.93	0.25	1.53	0.64
Value origination	1.13	0.83	1.60	0.50	1.60	0.63	1.33	0.72	1.13	0.74
Continuity of conduction	1.27	0.70	1.73	0.45	1.87	0.35	1.53	0.64	1.40	0.73
Total	4.00	2.03	5.00	1.43	5.20	1.43	4.79	1.61	4.06	2.11

According to the Table 1, the results of learning through early childhood as overall image and each aspect before organizing the yoga activity with storytelling was found that as overall image, the early childhood had the learning results before the experiment differently. This can be categorized as each aspect as follows:

1. Critical thinking; the highest Mean was School D (1.93), secondly was School C (1.73), School B (1.67), School A (1.60), and School E (1.53), respectively;

2. Value origination; the highest Mean included School Band School C (1.60), secondly was School D (1.33), School A and School E (1.13), and School C (0.63), respectively.

3. Continuity of conduction; the highest Mean was School C (1.87), secondly was School B (1.73), School D (1.53), School E (1.40), and School A (1.27), respectively.

Table 2: Learning of childhood as overall image and each aspect after organizing the yoga activity with storytelling

Learning	School A		School B		School C		School D		School E	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Critical thinking	4.87	0.35	5.00	0.00	4.73	0.45	4.87	0.35	4.67	0.48
Value origination	4.47	0.51	4.87	3.52	4.67	0.48	4.67	0.48	4.53	0.51
Continuity of conduction	4.67	0.48	5.00	0.00	4.67	0.48	4.80	0.41	4.60	0.50
Total	14.01	1.34	14.87	3.52	14.07	1.41	14.34	1.24	13.8	1.49

For Table 2; it represented the learning results of early childhood as overall image and each aspect after organizing the yoga activity with storytelling; it was found that as overall image the early childhood had the learning result after the experiment higher and differently. It could be categorized as each aspect as follows;

1. Critical thinking; the highest Mean was School B (5.00), secondly was School A, and School D (4.87), School C (4.73), and School E (4.67), respectively;

2. Value origination; the highest Mean was School B (4.87), School C and School D (4.67), School E (4.53), and School A (4.47), respectively;

3. Continuity of conduction; the highest Mean was School B (5.00), secondly was School D (4.80), School A and School C (4.67), and School E (4.60), respectively.

Stage 2: Determination of the model for organizing the yoga activity with storytelling

According to the recommendations of the researcher assistants, the model of organizing the yoga activity with storytelling can be divided into 3 stages, and determined the model of organizing the yoga activity with storytelling as the PRAWIT MODEL. It can be translated the results of meaning through various symbols substituted the meanings as the following:

#### PRAWIT MODEL

P means Plan

R means Review

A means Action

W means Wonder

I means Imagine

T means Though

According to the determined symbols, it can be described as the process of yoga activity conduction with storytelling, it can be divided into 3 stages as follows:

Stage 1: P – R-A (persuade to learn): Week 1 – Week 8

P (Plan) means the plan of activity conduction, activity conductor or activity conduction team mutually planned for various points as follows: 1) objectives of activity conduction, 2) model of activity conduction, 3) process of activity conduction (roles and duties of each department/individual), 4) tools (materials/equipment necessary for conducting the activity), and 5) evaluation of learning.

R (Review) means the review of process of the plan toward the activity conduction in various points as follows: 1) Are the steps of activity conduction correct? And How is it correct ?, 2) to observe the learners' behaviors which occurred during the activity conduction, 3) problems or obstacles which the review has to be conducted continuously in every step of activity to be able to change or adjust the activity conduction to be appropriate with the situations.

A (Action) means to practice; these are the steps of bringing the set plan and review the appropriateness for taking actions and record the results during the time of activity conduction in order to adjust and review the plan suitably. The steps of conduction are as follows: 1) to act the basic pose of yoga to let the children know and be able to act correctly according to the movement principles to prevent them from injury and get the highest beneficial toward the children, 2) the children listened to the tales for 1 – 2 cycles to let them feel familiar when they felt familiar with the contents of the tales. The contents are considered as the crucial material to persuade the children to act the manners according to the contents of the tales, 3) the teachers demonstrated as an example for 1 cycle per day. The demonstration is a method which represents the children to realize the steps and rhythm and physical movement, prepare of pose changing, stopping, and standing still completely before the real action, 4) children and teachers act together for 2 cycles per day to let the children feel confident toward the physical movement, preparation of pose changing, stopping, and standing still.

#### Stage2: W-I (trying out) Week 9– Week 19

W (Wonder) means the miracle things. According to the record of the result on activity organizing of the teacher advisors, it was found that the children felt excited with the same stories which had been repeatedly tried out, and felt fun with that activity. It was the most special and miracle time for the children to learn. The researcher called this stage as 'Miracle'. In this stage, the children would get the opportunity to represent the potentials of their own fully by practicing the activities by themselves with the teacher who took care of them. The early childhood is the age of curiosity and be ready to seek for knowledge around them all the time without shyness or sadness. Although their action might be wrong a little, the children still expressed their power to learn new things all the time.

The experience of Stage 1; the basic yoga practice, listening to the storytelling, and practicing the yoga movement with the sounds of storytelling to be recorded and written as their own knowledge base

I (Imagine) means imagination. For the children who are ready to act the activity, they affect the work of brain which can remember and imagine the pose of yoga movement together with the contents of the tales which are continuously in

accordance with the yoga pose which its movement can be changed according to the contents of the tales. For this stage, the children were opened the activity to cycle and change the position of leaders and followers, and give the reinforcement for acting the activity continuously. For this stage, the teacher advisors still had to record the results during the time of activity conduction consistently to adjust and review the plan promptly. The stages of conduction can be divided as follows: 1) if the children had no confidence, the teachers had to take care of them closely for conducting the activity, 2) when the children felt confident more, the teacher should trust them to act by themselves but the teachers still observe and take care of them periodically and wait until the tales finished if the children needed the suggestions, 3) open the opportunity for the children to act well, being the leaders for conducting the activity, and cycled or changed the positions until every child could play the roles, both in sub-group and single group. If it was found that the children were not able to be the single leader, they should be adjusted to do in pairs by selecting their close-friends to be the leaders together, and give the reinforcement with praising words or applauding every time to stimulate the children to express good behaviors.

Stage3: T (I can do it) Week 20 – Week24

T (Though) means the thought or intellects. The children would be the conveyers their knowledge to parents by letting them to take the record to practice at home to let the parents see at the evening time or holiday. At the first stage, it might start with the favorite story of the children first until they felt confident; then gradually changed the contents when they needed. The teachers might cooperate the parents for observation of concentration while practicing the activity by letting the parents record, tell, or talk both directly and indirectly, such as through online society according to the appropriateness of the context of each area. For this stage, the teacher advisors still had to record the results during the time of activity conduction continuously to adjust, review, and reflect the set purposes.

## 5. CONCLUSION

### Research Conclusion

Stage 1: the result of organizing the yoga activity with storytelling which affected the result of learning on the early childhood was found that after the experiment was higher than before the experiment. It can be said that the yoga activity with storytelling helps enhance the learning of the early childhood. The organizing of the yoga activity with storytelling is considered as an activity which enhances the learning of the early childhood because the storytelling is a material interested by the early childhood. While the children were listening to the tales, they would create their



imagination and concentrate with the continuity of the story. At the same time, they could move their bodies according to the principles of yoga by applying the Asana pose to be appropriate with the early childhood by using the tales as a material to stimulate the movement and learning of the early childhood. The contents of tales were continued by emphasizing the physical movement with extending and straight the body together with determining the breathing. The contents of the tales inserted the knowledge base about surrounded environments, therefore it can be seen that the contents and continuity of the tales are considered as the crucial things in creating the experiences for children. This is in accordance with the research of Sangkloi (2010) who said that the tales were worthy for the children really because they helped enhance the language development, thought development, and imaginative development creatively. Furthermore, the tales helped the children be brave to express their amusement, have concentration, become good listeners, have good relationship with the surrounded persons. In addition, tales could be the stimulator for children to have the desirable characteristics for society, have good and acceptable behaviors that led to the happy lives. For Anawachsiriwong (2011), he said that besides the contents of the tales which were direct to the points, the environments of storytelling were also crucial. Good story tellers had to be fun with the storytelling and could communicate with the stories until it caused the enthusiasm to listen to. More over Froebel indicated that every child had hidden potentials. However if he/she got stimulated and reinforced from the closed persons by appropriate activities and methods which made them express their competence. Besides, Vygotsky identified that the children would learn the language or develop the intellects when they had interaction and work with their friends and others, namely, the children would learn gradually by getting suggestions from others until they could lean within themselves.

Stage 2: Determination of the model to organize the yoga activity with storytelling; when the experiment was carried out by the yoga activity with storytelling, it was found that when the experiment was conducted of the organizing of yoga activity with storytelling, the researcher had collected and recorded the data after organizing the activity and having the meeting of research assistants in order to bring the information to create the model of organizing yoga activity with storytelling to be complete more by focusing on the mutual work process of the children, teachers, and parents. It is considered as the building of cooperation to enhance the learning of the children with full potentials.

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