

PERCEPTION OF PROSPECTIVE TEACHERS ON FOLKLORE-BASED LEARNING

ABSTRACT

Folklore-based learning integrates traditional oral narratives, cultural heritage, and indigenous knowledge into educational settings, fostering deeper engagement and contextual understanding among students. This study explores the perceptions of prospective teachers regarding the usefulness of folklore-based learning in contemporary classrooms. The data were gathered from prospective teachers to perceive their views on implementing folklore as a pedagogical tool. A teacher's role and performance significantly impact the overall educational process. To enhance education, teachers must adopt diverse teaching methods. The implementation of folklore-based learning helps teachers teach effectively and improves students' learning abilities. Folklore-based learning aims to maintain high educational standards by integrating cultural heritage into pedagogy. The study also shed lights on the perceptions of prospective teachers regarding folklore-based learning, highlighting its potential to enrich educational experiences and promote cultural heritage. A normative survey method was employed to gather data from prospective teachers, examining their views, concerns, and suggestions for integrating folklore-based learning into the curriculum. The findings indicate that folklore fosters creativity, critical thinking, and cultural awareness among students. However, challenges such as curriculum integration and resource availability must be addressed. This study emphasizes the need to incorporate folklore-based methodologies into teacher education programs to support culturally responsive teaching.

KEYWORDS:

Folklore-Based Learning, Perception, Education, Prospective Teachers.

24 **INTRODUCTION**

25 Folklore, encompassing traditions, customs, and stories passed down through
26 generations, offers a wealth of cultural knowledge and values. Incorporating folklore into
27 educational settings can provide students with a deeper understanding of their cultural heritage,
28 fostering empathy, creativity, and critical thinking. This study examines how prospective
29 teachers perceive folklore-based learning and highlights its potential to transform instructional
30 strategies.

31 **NEED AND SIGNIFICANCE OF THE STUDY**

32 Egan (2005) The integration of folklore in educational settings often involves multimodal
33 learning approaches. Recent studies emphasize the use of visual arts, music, and drama in the
34 presentation of folklore, which enhances engagement and supports diverse learning styles.

35 **Pandey** (2020) revealed that Folklore-based learning encourages critical thinking and
36 problem-solving skills, as students analyze and interpret traditional stories and customs.

37 **Basu** (2016) explored that Folklore-based learning provides a contextual and culturally
38 relevant approach to learning, making it more engaging and effective.

39 In this study investigator aims to explore these perceptions while emphasizing the
40 significance and implications of folklore-based learning for teacher education and instructional
41 practices.

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43 **STATEMENT OF THE PROBLEM**

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45 Effective learning should stimulate interest, encourage communication, and yield
46 meaningful outcomes. Conventional teaching methods, which primarily involve presenting and
47 practicing subject matter, often result in passive learning experiences. However, folklore-based
48 methods can engage learners more effectively, capturing their interest and making the learning
49 process more immersive. This study investigates the importance of folklore-based learning in
50 classroom teaching and its impact on student motivation. Hence the present study is essential and
51 has been titled as '**PERCEPTION OF PROSPECTIVE TEACHERS ON FOLKLORE
52 BASED LEARNING**'. This method of learning plays an important role in the class room
53 teaching and motivate the students to learn effectively.

54 **OPERATIONAL DEFINITIONS OF KEY TERMS**

55 **PERCEPTION:**

56 In this study, perception refers to the views of prospective teachers regarding folklore-
57 based learning.

58 **FOLKLORE:**

59 Folklore-based learning refers to the use of traditional cultural narratives and practices in
60 educational settings.

61 **PROSPECTIVE TEACHERS:**

62 Students enrolled in a Bachelor of Education (B.Ed.) program at teacher training
63 institutions in Kanyakumari District.

64 **OBJECTIVES**

65 To study the perception of prospective teachers on folklore-based learning.

66 To compare the mean scores of perception of prospective teachers regarding folklore-
67 based learning based on academic discipline and educational qualification.

68 **HYPOTHESES**

69 There is a significant difference in the mean scores of perceptions of prospective teachers
70 on folklore-based learning with respect to academic discipline and educational qualification.

71 **METHODOLOGY**

72 **Method Used**

73 The investigators adopted a normative survey method for conducting the study.

74 **Sample**

75 The simple random sampling technique was used to select 100 prospective teachers from
76 six teacher education institutions in Kanyakumari District.

77 **Tool Used**

78 The researcher developed a folklore-based questionnaire and it was administered
79 to the prospective teachers along with the personal data sheet. This questionnaire consists
80 of 15 statements, with 8 positive and 7 negative statements. Responses were categorized
81 as Agree, Undecided, or Disagree. The data was analyzed using the SPSS package.

82

83 **RESULT AND DISCUSSION**

84 **Percentage wise distribution of perception of prospective teachers on Folklore Based**

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Percentage wise distribution of different levels of perception of prospective teachers on Folklore Based Learning.

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Table: 1

Level of perception of folklore	Count	Percentage
Low	27	27.00
Moderate	46	46.00
High	27	27.00
Total	100	100.00

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93

94 From the Table-1 it is clear that among the total sample, 27% of prospective teachers have low
 95 level of perception of Folklore Based Learning, 46% of prospective teachers have moderate level
 96 of perception of Folklore Based Learning and the remaining 27% of prospective teachers have
 97 high level of perception of Folklore Based Learning.

98 ***Perception of prospective teachers on Folklore Based Learning.***

Descriptive statistics of perception of prospective teachers on Folklore Based Learning.

Table

: 2

	N	Minimum	Maximum	Mean	Standard Deviation
Folklore Based Learning	100	6	20	12.5200	2.78698

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104

105 *Perception on prospective teachers on Folklore Based Learning in accordance with medium of*
106 *instruction.*

107 **Table 3**

Mean, Standard Deviation and t-test of perception on prospective teachers on Folklore Based Learning in accordance with medium of instruction.

	Medium of Instruction	N	Mean	Std. Deviation	t	P
Folklore Based Learning	Tamil	26	11.5385	1.94383	5.980	0.016
	English	74	12.8649	2.96243		

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109 From the table3 it is clear that the calculated p- value is less than the table value at 0.05
110 level of significance. There is significant difference in the mean scores of Perceptions of
111 prospective teachers on Folklore Based Learning in accordance with medium of instruction.
112 Hence the null hypothesis is rejected. The prospective teachers who's medium of instruction in
113 English have more perception on folklore based learning than Tamil medium of prospective
114 teachers.

115 *Perception on prospective teachers on Folklore Based Learning in accordance with academic*
116 *discipline*

117 **Table 4**

Mean, Standard Deviation and t-test of perception on prospective teachers on Folklore Based Learning in accordance with academic discipline.

	Academic Discipline	N	Mean	Std. Deviation	t	p
Folklore Based Learning	Arts	69	13.1739	2.93035	6.469	0.013
	Science	31	11.0645	1.73081		

118 From the table4, it is clear that the calculated p-value is less than the table value at 0.05
119 level of significance. Hence the null hypothesis is rejected. There exists significant difference in
120 the mean scores of Perceptions of prospective teachers on Folklore Based Learning in
121 accordance with academic discipline. The prospective teachers from the Arts based discipline
122 have more perception of Folklore Based Learning than the Science group.

123 *Perception of prospective teachers on Folklore Based Learning in accordance with*
124 *educational qualification.*

125 **Table 5**

Mean, Standard Deviation and t-test of perception on prospective teachers on Folklore Based Learning in accordance with educational qualification.

	Educational Qualification	N	Mean	Std. Deviation	t	p
Folklore Based Learning	UG	56	11.0000	1.67332	7.031	0.009
	PG	44	14.4545	2.73185		

126
127 From the table5 it is clear that the calculated p- value is less than the table value at0.05
128 level of significance. Hence the null hypothesis is rejected. There exists significant difference in
129 the mean scores of Perception of prospective teachers on Folklore Based Learning in accordance
130 with educational qualification. The prospective teachers having PG degree have more perception
131 on Folklore Based Learning than UG degree.

132 The results indicate a significant difference in perception based on the medium of
133 instruction, with English-medium prospective teachers having a higher perception of folklore-
134 based learning.

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136 **CONCLUSION**

137 Folklore-based learning offers a unique opportunity to promote cultural awareness,
138 creativity, and critical thinking among students. The perceptions of prospective teachers
139 highlight the importance of cultural significance, pedagogical potential, and practical concerns.
140 Addressing these concerns and providing necessary resources empower educators to effectively
141 implement folklore-based learning methods and enhance educational practices.

142 **EDUCATIONAL IMPLICATIONS**

143 Folklore-based learning enhances students' ability to retain and recall information.

144 Stories and narratives evoke emotions, making learning more engaging and memorable.

145 Folklore-based learning fosters empathy and cultural appreciation.

146 Integrating folklore into education helps preserve cultural heritage for future generations.

147 This approach can be adapted to various educational settings, ensuring cultural sensitivity
148 and authenticity.

149 Folklore-based learning requires flexible curriculum integration and creative
150 implementation strategies.

151 Effective assessment methods should be developed to evaluate folklore-based learning
152 outcomes.

153 Professional development opportunities for educators will enhance teaching practices and
154 cultural competence.

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