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RESEARCH ARTICLE

PERCEPTION OF PROSPECTIVE TEACHERS ON FOLKLORE-BASED LEARNING

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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.

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Introduction:-

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

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Need And Significance of The Study

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

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

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

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

Statement of the Problem

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

Operational Definitions of Key Terms

Perception:

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

Folklore:

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

Prospective Teachers:

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

Objectives:-

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

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

Hypotheses

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

Methodology:-

Method Used

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

Sample

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

Tool Used

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

Result and Discussion:-**Percentage wise distribution of perception of prospective teachers on Folklore Based Learning.****Table 1:-** Percentage wise distribution of different levels of perception of prospective teachers on Folklore Based Learning.

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

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

Table 2:- Perception of prospective teachers on Folklore Based Learning.

Descriptive statistics of perception of prospective teachers on Folklore Based Learning.					
	N	Minimum	Maximum	Mean	Standard Deviation
Folklore Based Learning	100	6	20	12.5200	2.78698

Table 3:- Perception on prospective teachers on Folklore Based Learning in accordance with medium of instruction.

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		

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

Table 4:- Perception of prospective teachers on Folklore Based Learning in accordance with academic discipline.

Mean, Standard Deviation and t-test of perception of 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		

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

Table 5:- Perception of prospective teachers on Folklore Based Learning in accordance with educational qualification.

Mean, Standard Deviation and t-test of perception of 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		

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

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

Conclusion:-

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

Educational Implications

1. Folklore-based learning enhances students' ability to retain and recall information.
2. Stories and narratives evoke emotions, making learning more engaging and memorable.
3. Folklore-based learning fosters empathy and cultural appreciation.
4. Integrating folklore into education helps preserve cultural heritage for future generations.
5. This approach can be adapted to various educational settings, ensuring cultural sensitivity and authenticity.
6. Folklore-based learning requires flexible curriculum integration and creative implementation strategies.
7. Effective assessment methods should be developed to evaluate folklore-based learning outcomes.
8. Professional development opportunities for educators will enhance teaching practices and cultural competence.

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