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The Application of Storytelling in Teaching and Learning: Implication on Pupil's Performance and Enrolment in Schools

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Abstract

The study employed a survey design approach to sampling valid respondents of 337 teachers from both private and public schools who are engaged in teaching languages. The results show that the application of storytelling in teaching and learning in both private and public schools, pupils/students' learning ability and skills, peer influence, improvement in teacher quality, qualification and improvement, learning materials and infrastructures, and pupils' performance in schools, have a positive impact on academic performance which also influence school enrolment. Hence, these regressed elements/factors need to be improved constantly, manage by other education-related development factors, and apply in both private and public schools to heighten performance and boost enrollment. Besides, it was revealed that low parental education background has an insignificant impact on school enrollment and performance, which simply indicate that low parents' educational attainment has no positive impact or does not determine whether parents will enroll their wards in school or not. The concept of storytelling and its application in teaching and learning language is a cross-edge approach to pupils' performance and enrollment in schools. Inculcating this strategy will help gain students'/pupils' attention and involvement in the teaching and learning process, coupled with other supporting construct variables are means to heighten pupils/students' understanding, performance, and enrollment in schools. This is an essential component of the research because it underpins the very fabric of selecting the best alternative method and strategies in teaching to support learning in Nigeria. The study established strong policy support for educational/human development, teacher education, and school management practices as a prerequisite to improving both private and public schools. In essence, providing quality education for all is fundamental to creating a peaceful and prosperous world as supported by the United Nations Sustainable Development Goal four (4).

Keywords: Storytelling, Pupils' Performance, School Enrollment, Learning material/infrastructures, Nigeria.

Introduction

Achieving progress and development in education is one of the most important aspects of human resource development process. Student achievement in a variety of academic topics is measured by academic performance. Standardized test scores, graduation rates, and classroom performance are frequently used by educators to gauge student achievement. A number of variables, including students' learning abilities, parental background, peer pressure, teacher quality, and learning infrastructure, have an impact on students' academic achievement. Graduation statistics are gathered by state and federal education officials as a benchmark indicator of secondary school success. Every state administers yearly exams to students in elementary, middle, and high school to gauge their topic knowledge (Briones et al., 2021; Shakeel & Peterson, 2020). Delelis (2019) strongly stressed the value of having qualified teachers in the teaching profession and claimed that the success of any programme is dependent on the teacher's ability to instruct. However, in the classroom, stories can be used to boost students' interest, help discourse flow, make pupils/students remember content, overcome student reluctance or nervousness, and establish rapport between the teacher and the students, as well as among students themselves. Storytelling is a method of passing information from one person to the next, as well as from one generation to the next (Alterio & McDrury, 2003). Because stories, which are employed as media, are easily available, storytelling is simple and practical (Wajnryb, 2003). Storytelling has been used as a teaching tool in teacher education, higher education, early childhood education, and nursing education. Storytelling has some advantages, particularly as a pedagogical tool. It can enable the students memorize words, improve their vocabulary mastery, encourage children to learn English, increase their moral value (Satriani, 2019), and provide inexpensive media in teaching rich language experience (Wright, 1995), and increase students' interest in reading (Slattery & Willis, 2001; Wright, 1995).

Additionally, storytelling is classified as one of the teaching approaches that allows Asian EFL students in elementary and secondary school to love reading and writing (Paul & Elder, 2006; Paul & Elder, 2019), as well as to develop students' enthusiasm in literacy and English learning. In an EFL classroom, this means that storytelling can be a different technique to improve students' literacy. Storytelling is important not only in EFL classrooms, but also in ESL classrooms. Storytelling has the ability to motivate ESL students in England to be more engaged in their learning (Hana & Psi, 2011).

Furthermore, narrative is critical for improving pupils' listening and writing abilities (Moore et al., 2000). It means that storytelling is a type of literacy activity that has the potential to influence pupils' language skills and performance in school. Literacy practice involves several key aspects, including the development of language and the brain, the practice of logical and critical thinking, and the application of value or moral principles (Metcalf et al., 2013; Taylor & Taylor, 2000).

In general, pupils/students and teachers can benefit from using storytelling in the classroom to teach literacy, such as reading and writing. The following are the advantages and disadvantages. Incorporating the benefits of narrative, first and foremost, teachers can increase students' interest in reading (Slattery & Willis, 2001) and make language learning enjoyable for them (Al-Mansour & Translation, 2011). It also encourages pupils to read and enhance their comprehension skills and storytelling can be utilized to help pupils prepare to compose their own stories (Scott & Ytreberg, 1990). Pupils' writing journals provide an example of how storytelling can help students strengthen their writing skills. In such activity, the teacher not only collects data on the students' writing, but also on their analytical and

reasoning abilities. In this scenario, storytelling can help students improve their writing skills by allowing them to uncover crucial dialogue and comprehend stories and story parts (Satriani, 2019). For pupils to improve their vocabulary and grammar, learning to tell and write great stories is an effective language learning application (Nicholas et al., 2011). More so, narrative encourages pupils to use their imaginations more (Wright, 1995). The narrative character of picture books allows readers or viewers to consider how aesthetic elements function as a kind of visual communication. Through movement, performance, and gesture, the illustrator demonstrates a character's interaction with other characters or furthers a character's aims in the plot (Pahl & Rowsell, 2012). Reading aloud through narrative, can help kids develop their creativity (Pahl, 2007). Despite the fact that there has been a lot of research on storytelling in the classroom, there are still a lot of studies that look at the benefits and challenges of using storytelling in the classroom. To fill this, our research focuses on getting pupils', teachers, and educationist's viewpoints on classroom teaching using storytelling and its impact on enrollment in schools.

Research Purpose and Research Questions

The main aim for embarking on this discourse is to investigate the impact and application of storytelling in teaching and learning on pupils' educational performance and enrollment in schools in Nigeria. The study addressed the following specific objectives;

- ❖ To find out whether the application of storytelling in teaching and learning have positive influence on performance and enrollment in school.
- ❖ To find out whether pupils learning skills impact performance and enrollment in school.
- ❖ To find out the extent at which peer influence impact positively on performance and enrollment in school.
- ❖ To find out whether teacher quality and qualification positively influence performance and enrollment in school.
- ❖ To find out whether availability of learning materials/infrastructures and environment impact positively on performance and enrollment in school.
- ❖ To find out the extent at which pupils' performance in school have positive influence on performance and enrollment in school.
- ❖ To find out whether parental educational background have influence on performance and enrollment in school.

Questions to Guide the Research

In order to realize the objective of the research, the following questions served as a guide to the research.

- ❖ Does the application of storytelling in teaching and learning have positive influence on performance and enrollment in school?
- ❖ Do pupils learning skills impact performance and enrollment in school?
- ❖ Does peer influence impact positively on performance and enrollment in school?
- ❖ Does teacher quality and qualification positively influence performance and enrollment in school?
- ❖ Does availability of learning materials/infrastructures and environment impact positively on performance and enrollment in school?
- ❖ Do pupils' performance in school have positive influence on performance and enrollment in school?

- ❖ Does parental educational background have influence on performance and enrollment in school?

Research Hypotheses

To realize the objective of the research, the following hypotheses served as a guide to the research and its findings (see

Table 6).

H1: Application of storytelling in teaching and learning have positive influence on performance and enrollment in school: statistically significant at $p(0.000) < 0.05$.

H2: Pupils learning skills impact performance and enrollment in school: which is statistically significant at $p(0.000) < 0.05$.

H3: Peer influence impact positively on performance and enrollment in school: statistically significant at $p(0.000) < 0.05$.

H4: Teacher quality and qualification positively influence performance and enrollment in school: statistically significant at $p(0.000) < 0.05$.

H5: Availability of learning materials/infrastructures and environment impact positively on performance and enrollment in school: statistically significant at $p(0.000) < 0.05$.

H6: Pupils performance in school have positive influence on performance and enrollment in school: statistically significant at $p(0.000) < 0.05$.

H7: Parental educational background have influence on performance and enrollment in school: which is statistically insignificant at $p(0.145) > 0.05$.

Significance of Study

The study inform policy and reform on education and human development. Though the teacher has a major obligation, the heads of schools, and ministries/departments of education, the curriculum development division have equal responsibility to design and reinforce strategies to help pupils/students better learn concepts and subject learning. Because the nature of curriculum designed, choice of methods in teaching are means to better understanding of subjects and contents. In teaching and learning, targets on academic performance and human development in general. To accomplish this, the teachers has a major role to play in terms of methods and tool selection, and application to meet classroom objectives. This will lead to better performance of students/pupils and parents would have the courage to send their wards to good performing schools. Parents seeking better future for their wards will definitely enroll their wards in such schools, and children in those good performing schools are most likely to influence their peers to attend those schools. This will

eventually add up to enrollment in schools. The study and application of storytelling as teaching method/tool and strategy for catching students/pupils attention and involvement in the teaching and learning process. The research underpins the very fabric of selecting the best alternative method and strategies in teaching to support learning in Nigeria.

Related Theoretical Review

The primary theoretical contribution of this paper exemplifies the resourcefulness of all theories in identifying factors that are either directly or indirectly related to the use of storytelling in learning to improve students' performance and enrolment in schools. The theory behind this is called Cognitive Learning Theory, and it examines how individuals think. Grasp how we learn requires an understanding of mental processes. The cognitive theory is aware that both internal and external factors can have an impact on learners. These influential factors may include, but are not limited to, teaching techniques or approaches, pupil/student performance in school, peer influence, better teacher quality and qualification, parental educational background, accessibility to learning resources, school infrastructures, or learning environment. At its most fundamental, the cognitive theory proposes that both internal and external factors play a significant role in the cognitive process. Additionally, students/pupils are able to exert more control over it as they become more aware of how their thinking affects their learning and behaviour. Therefore, both internal and external elements must be taken into account to facilitate students' learning and understanding. For instance, in the classroom, the teacher is responsible for devising strategies and methods to improve student understanding, whereas external parties (such as the education management board, ministries, and departments) are in charge of creating curricula that are applicable enough to encourage student participation in teaching and learning activities. Pupils must participate in the teaching and learning process in order to develop mentally. As a result, learners will become more engaged and motivated to learn. Their comprehension of the mental process will improve. When students are actively participating in the learning process, teachers can provide them the chance to ask questions and ponder aloud. These techniques can assist students in comprehending how their thought processes function and using that understanding to create greater learning chances in their daily lives.

Once more, behaviourism learning theory stresses the notion that a student's behaviour is dependent on how they interact with their environment. It implies that external influences, as opposed to internal ones, are what affect and teach actions. The foundation for psychology that can be observed and measured is behavioural learning theory. A well-liked component of behaviourism is positive reinforcement; classical conditioning, as seen in Pavlov's research with dogs, argues that actions are directly motivated by the potential rewards. This means that using effective teaching methods and reinforcement to assist kids better understand a topic is a responsibility that parents, school administrators, ministries/departments of education, as well as classroom teachers, have both internally and externally. Positive reinforcement increases the likelihood that students will remember information in the future. The Constructivism Learning Theory is also predicated on the notion that pupils actually design their own learning based on prior experiences. Students construct their own world by combining what they have learned with their prior knowledge and experiences. According to this learning theory, each student's involvement in the learning process is important in ensuring that they fully understand the concepts and subjects being taught in the classroom. Learning is viewed as an active process that is personal and individual for each student. Constructivism can be used by teachers to assist students comprehend that each one will

bring their unique history to class every day. In constructivist classrooms, teachers serve more as a guide to assist students in developing their own knowledge and understanding. They aid them in developing their own methodology and reality based on their own experiences. This is essential for assisting various types of pupils in incorporating their personal experiences into their learning.

The Connectivism Learning Theory, which centres on the notion that individuals learn and grow when they make relationships, was also addressed in the research. In order to help students connect with themselves and learn from one another, teachers can use storytelling and dramatization roles. This may refer to their relationships with one another or their tasks and responsibilities in their daily lives. People, objectives, and hobbies can all be connections that have an impact on learning. The ultimate goal of taking theories into account and using them to teaching and learning is to improve understanding of concepts presented in the classroom and how they affect human growth. Though the teacher has a major responsibility in achieving this goal, the heads of schools, ministries/departments of education, and the curriculum development division all share equal responsibility in designing and reinforcing strategies to help students/pupils better understand a concept or subject. This is because the nature of the curriculum designed and the choice of teaching methods are means to better understanding of subjects and contents. This will improve student performance, and parents will prefer to enroll their children in schools that have high student achievement. Parents who want their children to have a brighter future for them will undoubtedly enroll them in reputable schools, and schoolchildren are most likely to persuade their friends to attend those high-performing institutions. This will eventually equal enrollment in educational institutions. Heads of schools, instructors, ministries/departments of education, and curriculum development divisions therefore play equally essential roles in the mental and behavioural development of schoolchildren as well as in fostering connections between and learning from one another. This kind of thinking will improve academic performance and student enrollment.

The study and application of storytelling as teaching method and strategy will help gain students/pupils attention and involvement in the teaching and learning process, coupled with other supporting construct variables are means to heighten pupils/students understanding, performance and enrollment in schools. This is an essential component of the research because it underpins the very fabric of selecting the best alternative method and strategies in teaching to support learning in Nigeria.

Conceptual Framework

In order to get adequate understanding of academic performance/human development and enrollment in school, the research focuses on theories and application of storytelling in teaching and learning of language as means of gaining pupils/students attention in classroom and boosting enrollment in schools. The research draws on Cognitive Learning Theory, Behaviorism Learning Theory and Constructivism Learning Theory. The conceptual view from the concept of storytelling in teaching and learning of language as means of gaining pupils/students attention in classroom and boosting enrollment in schools as framework-specific philosophy to guide the entire study. The rationale is to understand the interactional relationships between storytelling in teaching and learning of language and other variables of educational interest on academic performance and enrollment in schools.

The research presents the conceptual perspective of storytelling in teaching and learning of language, and concluded by drawing the link between application of storytelling and pupils'

performance and enrollment in schools and Cognitive Learning Theory, Behaviorism Learning Theory and Constructivism Learning Theory. The concept of storytelling and its application in teaching and learning is a cross-edge approach to pupils' performance and enrollment in schools. This usually requires internal and external support from heads of schools, educational ministries and departments. The whole idea of storytelling and its application in teaching and learning is to position it as a teaching and learning tool for gaining pupils/students attention in classroom and boosting enrollment in schools. Hence, adopting the concept of storytelling and its application as teaching and learning strategy/approach to support lessons delivery, performance and enrollment in schools (see *Figure 1*).

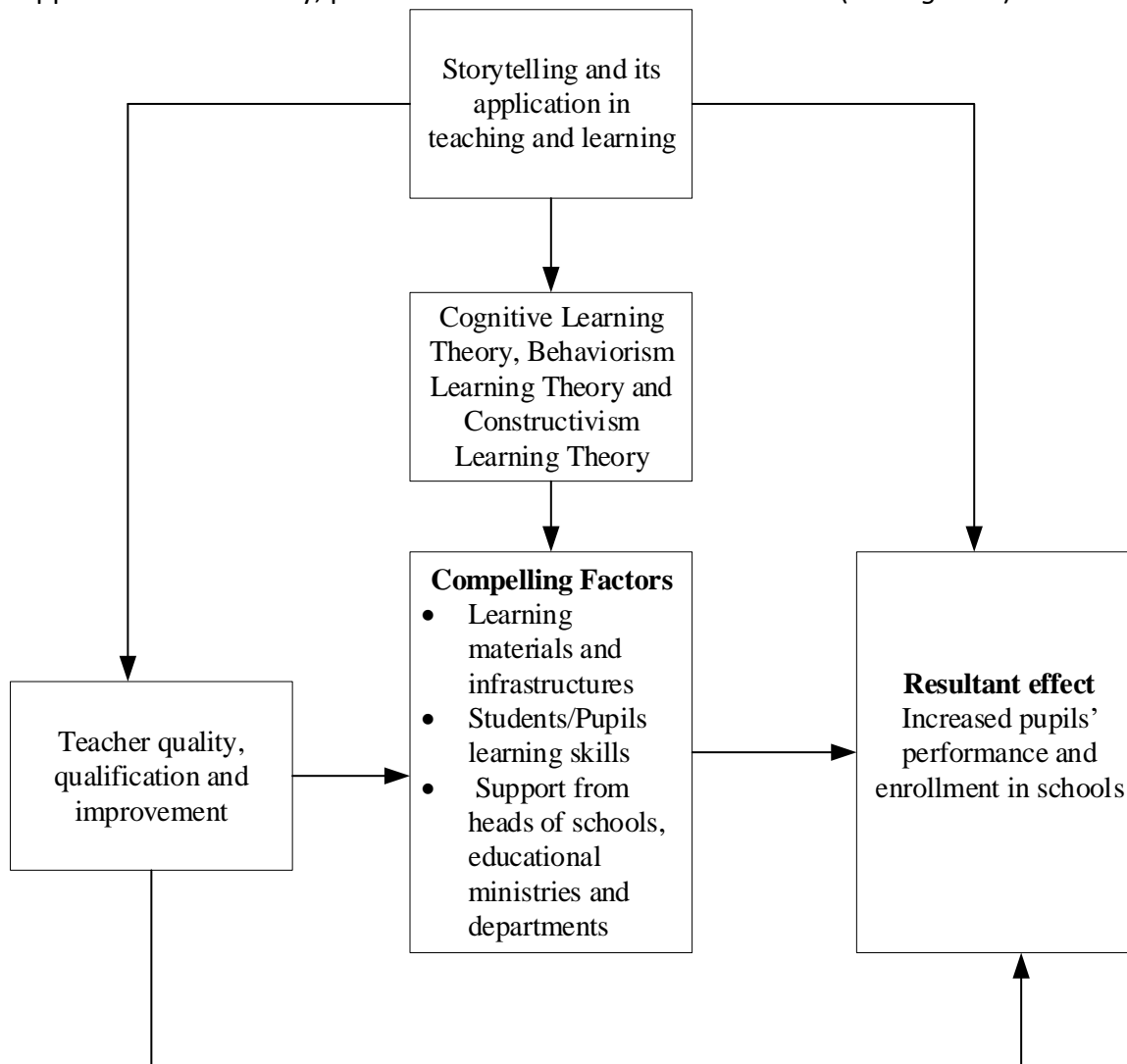


Figure 1 Conceptual framework
Source: Author's Concept, (2022)

Methodological Approach

Profile of the Study Area, Technical Route and Research Framework

The study was conducted in Nigeria to establish the relationship between storytelling and its application as teaching and learning strategy/approach to support lessons delivery, performance and enrollment in schools. Nigeria is located on the western coast of Africa. Below is a sketch map of the study location.



Figure 2 Map of Nigeria

The route of inquiry or examination reflected specific goals derived from the research query by identifying the sources from which the data was planned, obtained, and analyzed. This helped in addressing appropriate questions and how to evaluate the related question formulated (see Figure 3).

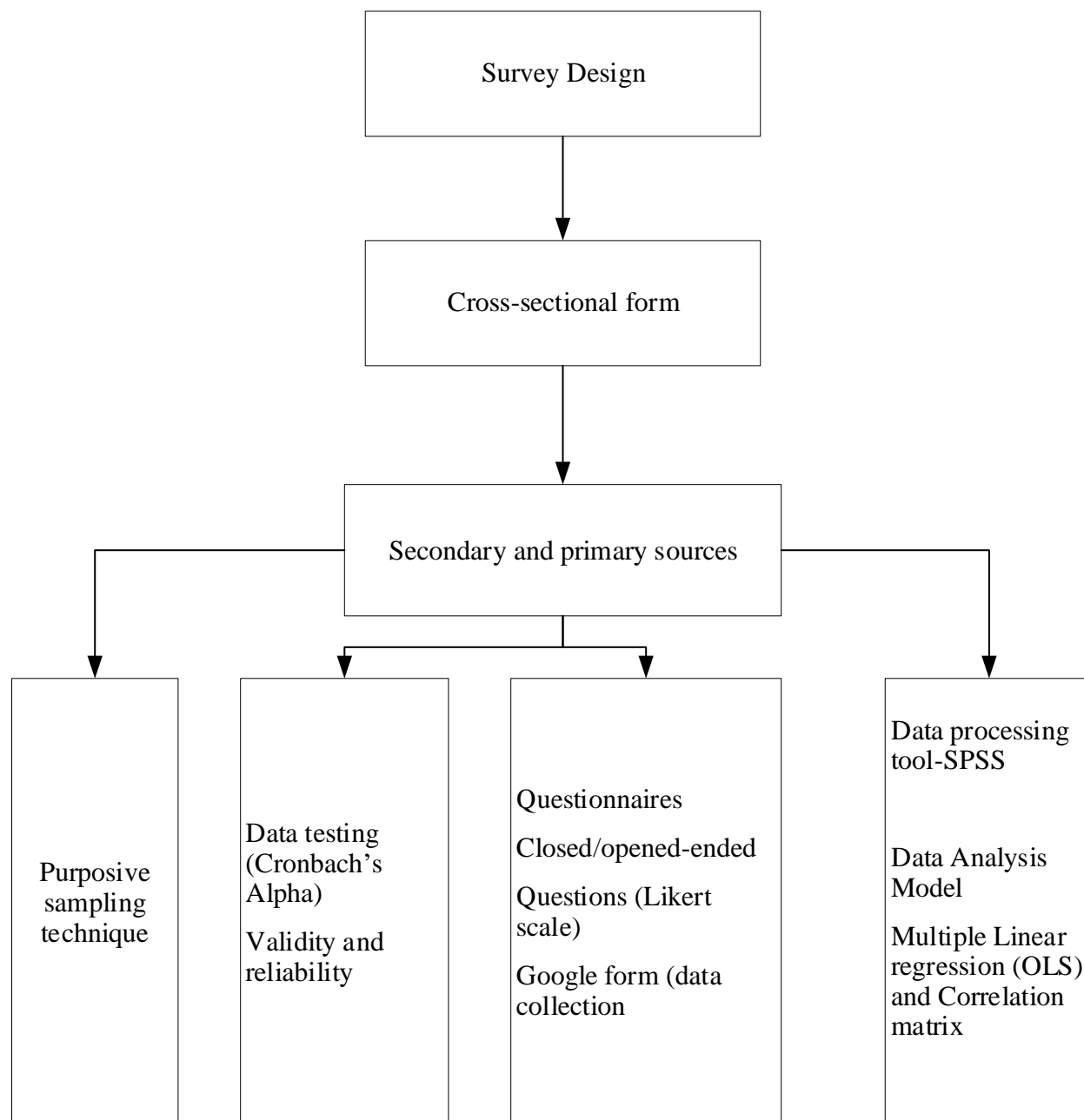


Figure 3 Technical Route and Research Framework

Research Design and Methodology

The research designs, study populations, survey and sample techniques, instrumentation, data collecting, interpretation, and statistical analysis are all covered in this chapter. This section typically addresses the question of "How" the study was conducted. Because it serves as the foundation for the research process and its conclusions. In other words, the section serves as the overall architectural blueprint for the entire research process.

The application of storytelling as a teaching and learning strategy or approach to assist lesson delivery, performance, and enrolment in schools is the subject of numerous data collection techniques. In the study, the survey design approach was used. Respondents were purposefully sampled to elicit their views on storytelling and its application as teaching and learning strategy/approach to support lessons delivery, performance and enrollment in schools. Questionnaires in the form of closed-ended questions were used (Likert scale). Data

were collected from schools teachers who teaches languages in both private and public schools in located in five states namely Awaka Anambra state (42.1%), Lekki Lagos state (15.4%), Owerri Imo state (17.8%), Aba Abia state (12.5%) and Asaba Delta state (12.2%) make up the sample for the study. Both primary and secondary data were used. SPSS version 25 was used for processing and analyzing the data, by employing the linear multiple regression model, OLS, ANOVA, and Durbin Watson test to determine the influence of measured variables to justify the study.

Research Design

Basically, the design is an exploratory study that that took a survey design approach. This allowed the researchers to use questions to elicit responses from people with extensive knowledge of the subject. The study design was appropriate for achieving the survey objectives and answering the inquiry questions (Cooper et al., 2006). This is a qualitative research method used to gain a better understanding of issues related to storytelling and its application as teaching and learning strategy/approach to support lessons delivery, performance and enrollment in schools. Data on storytelling and its application as teaching and learning strategy/approach to support lessons delivery, performance and enrollment in schools were gathered purposely from teachers engaged with the responsibility of teaching languages including English and native languages. The information gathered was subjected to thematic analysis.

A qualitative (descriptive) research design was adopted in this study. The design was chosen based on the nature of the research topic or issue, the researcher's personal experiences, and the study's intended audience (Borrego et al., 2009).

Qualitative research, on the other hand, is an inquiry process of understanding" in which the researcher creates a "complex holistic picture, analyses language, reports comprehensive viewpoints of informants, and conducts the study in a natural context (Hanson et al., 2005). Every study's architecture is formed by research design, which specifies how the study will be developed (Kumar, 2018). According to (Hanson et al., 2005) research designs are strategies and procedures for research that cover everything from general assumptions to specific data collection and analysis approaches..

Sample size Determination Procedure

According to (Adcock, 1997; Dell et al., 2002; Walter et al., 1998), a sample is a subset of the entire population that is examined to generalize the research findings. As a result, sampling can be defined as selecting any subset of a population or universe as representative of that population or universe. This method was used to estimate a sample of 337 respondents from Nigeria's various. Yaro Yamane sample size determination formulae were adopted. This sample of respondents may seem small however it impacted the study. According to (De Vaus & de Vaus, 2013) the ultimate purpose of sampling is to reflect the complete population. In research, sampling conserves resources, labour, and time while allowing for a higher level of overall accuracy than full enumeration (Moser & Kalton, 2017). Yemane (1967) as cited in (Israel, 1992), mathematical formulae will be the best preferred for determining a representative sample of 295 as a valid sample for the study. The formulae provide a standardized margin of error and confidence levels per a given population as a guide to justify the desired sample required for a valid examination of a social phenomenon.

Determining sample size for this study was arrived at by employing the mathematical formulae as follows;

$$n = \frac{N}{1+N(\alpha)^2} \dots\dots\dots\text{eq (1)}$$

Where:

n= Desired sample size

α= margin of errors (0.05) at 95% level of confidence

1= constant

N= Total population

Using the formulae

n=?

$$\alpha = (0.05)^2$$

1= constant

N= 2180

$$n \geq \frac{2180}{1 + 2180(0.05)^2} = 337$$

Sampling Techniques

The study used purposive sampling under the non-probability sampling approach to acquire responses on the subject matter. In purposive sampling, individuals, groups, and locations that are "information rich" are examined for selection (Patton, 2014). Because the study's goal was to determine the influence of storytelling and its application as teaching and learning strategy/approach to support lessons delivery, performance and enrollment in schools, hence experts and professionals with in-depth expertise on the subject matter were chosen from private and public schools in located in five states in Nigeria.

Model Specification, and Variable Definition

The impact and application of storytelling in teaching and learning on pupils' educational performance and enrollment in schools in Nigeria was investigated in this article. In the Multiple Linear Regression (MLR) model, the analysis followed a predictable pattern. The research was modelled on eight (8) variables, as specified and described below;

The general form of our empirical multiple regression model is as follows:

$$SE = \alpha_0 + \beta_1ST + \beta_2SLS + \beta_3PB + \beta_4PI + \beta_5TQ + \beta_6LI + \beta_7PP + \varepsilon$$

Where;

SE=School Enrolment

ST=Story Telling

SLS=Students/pupils Learning Skills

PB=Parental Background

α=Trend/Constant

β=Coefficients

PI=Peer Influence

TQ=Teacher Quality/Qualification

LI=Learning Infrastructures

PP=Pupils Performance

ε=Error of term

4 Data Presentation and Discussion of the result

Descriptive Statistics of Respondents

The descriptive statistics of our respondents are shown in Table 1. The data for this study was gathered from seven both private and public schools in Nigeria: the private school accounted

for 36.5% whereas the public schools accounted for 63.5%. However, these schools were located in five states namely Awaka Anambra state (42.1%), Lekki Lagos state (15.4%), Owerri Imo state (17.8%), Aba Abia state (12.5%) and Asaba Delta state (12.2%). From the data, a higher number of our respondents, 63.5 percent, were females, while 36.5 percent were males. The results demonstrates that more women are actively involved in education in terms of teaching than men in Nigeria. The research considers first-hand information on whether storytelling and other variables of interest such as student/pupils learning skills, parental background, and peer influence, teacher quality and qualification, learning infrastructures, pupils performance in schools influence school enrolment. Again, 24.3% of our respondents were between the ages of 20 and 30, 17.5% were between the ages of 31 and 40, 47.8% were between the ages of 41 and 50, and 10.4% were between the ages of 51 and 60. This result also shows that the active class was considered for the study, we discovered that a higher percentage of our respondents who are actively involved in discharging their professional responsibilities as classroom teachers in Nigeria. In terms of respondents' level of education and qualification, those holding Teachers Diploma Certificate accounted for 46.3%, bachelor's degree accounting for 48.4% whereas 8.9% accounted for having their master's degree. This suggests that educational attainment and qualification plays a role in education. The data gathered indicates that information was obtained from respondents who have first-hand information and knowledge on the subject matter to validate the credibility of our research findings. Hence, elements for consideration in terms of teaching and learning in both private and public schools.

Table 1

Descriptive Statistics for the Sample. N= 337

Variables		Frequency	Percent
Location of School (Valid)	Awaka Anambra state	142	42.1
	Lekki Lagos state	52	15.4
	Owerri Imo state	60	17.8
	Aba Abia state	42	12.5
	Asaba Delta state	41	12.2
Category of School	Private School	123	36.5
	Public School	214	63.5
Teacher Gender (Valid)	Male	123	36.5
	Female	214	63.5
Age (Valid)	20-30	82	24.3
	31-40	59	17.5
	41-50	161	47.8
	51-60	35	10.4
Marital Status (Valid)	Single	123	36.5
	Married	214	63.5
Educational Level (Valid)	Teachers Diploma Certificate	156	46.3
	Bachelors Degree Certificate	151	44.8
	Masters Degree Certificate	30	8.9
Total		337	100

Field survey, (2022)

Table 2 reflects the statistical description of the variables; the results show that the variables are not significantly far different from one another. Almost the same samples were obtained. In terms of values, the minimum, maximum, mean, and standard deviations are virtually identical. This means that the variable is not dispersed further from the mean. The standard deviation values for the variables are generally low.

Table 2

Statistical Description of all Variables applied in the Data Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
ST	337	1.33	5	3.4174	0.75232
SLS	337	1.67	4.67	3.087	0.57764
PB	337	1.33	5	3.5697	0.79255
PI	337	1	5	3.6281	0.75647
TQ	337	1.33	5	3.6296	0.69391
LI	337	1.33	5	3.5282	0.76156
PP	337	1.33	5	3.5747	0.78455
SE	337	1	5	3.6894	0.76623
Valid N (listwise)	337				

Field Survey, 2022

Table 3

Test for Validity and Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0.883	8

Field Survey, 2022

In research, a reliability test indicates that the data used must regenerate or repeat the same results when a similar approach is used. In this case, the data can reproduce similar results if a similar methodological approach is applied (Golafshani, 2003). Testing for dependability is important since it pertains to the consistency of a measuring instrument's parts. Cronbach's Alpha is a reliability coefficient that shows how well elements in a data collection are positively associated. Cronbach's alpha tests were used to determine the reliability of the multiple-question Likert scale questionnaires. The Cronbach Alpha helps in measuring the inter-correlation among internal consistency and reliability of test items. But mostly the acceptable measurement is set to fall between 0.7 to 0.9 (Landau & Everitt, 2003). The Cronbach Alpha for all scale of measurement variables is justified within the measurement of constructs of 0.7 to 0.9 which is determined as 0.883. This simply implies a high correlation between the items and the questions set for the survey. The value is an indication that our questionnaire used for the study has satisfied the reliability test.

Here, validity determines whether a study accurately measures what it was designed to measure as well as the accuracy of the investigation's findings. According to (Golafshani, 2003), construct validity is a term used in research to describe the validity of a study. The construct is the original thought, query, or hypothesis that guides which data should be collected. The goal is to ensure that the instrument is adequate and representative of all of the variables being measured. It was modified to make it clear to eliminate the uncertainty of items before the final distribution.

Table 4

Pearson Corrélation Coefficient: Corrélation matrix

Variables		ST	SLS	PB	PI	TQ	LI	PP	SE
ST	Pearson Correlation	1	.277**	.328**	.322**	.189**	.314**	.314**	.329**
	Sig. (2-tailed)		0	0	0	0	0	0	0
	N		337	337	337	337	337	337	337
SLS	Pearson Correlation		1	.418**	.423**	.289**	.416**	.416**	.553**
	Sig. (2-tailed)			0	0	0	0	0	0
	N			337	337	337	337	337	337
PB	Pearson Correlation			1	.409**	.574**	.859**	.814**	.629**
	Sig. (2-tailed)				0	0	0	0	0
	N				337	337	337	337	337
PI	Pearson Correlation				1	.315**	.573**	.582**	.773**
	Sig. (2-tailed)					0	0	0	0
	N					337	337	337	337
TQ	Pearson Correlation					1	.392**	.592**	.338**
	Sig. (2-tailed)						0	0	0
	N						337	337	337
LI	Pearson Correlation						1	.643**	.784**
	Sig. (2-tailed)							0	0
	N							337	337
PP	Pearson Correlation							1	.568**
	Sig. (2-tailed)								0
	N								337
SE	Pearson Correlation								1
	Sig. (2-tailed)								
N									337

Note **. Correlation is significant at the 0.01 level (2-tailed).

From **Error! Reference source not found.**, LI is strongly correlated with PB (.859**) at a 1% significant level. This is an indication that learning infrastructures have a significant impact on Parental background. PB strongly correlated with PP (.814**) at a 1% significant level. The result is in support of a research carried out by (Egalite, 2016) which concluded that children who grow up in stable, well-resourced families background have significant advantages over their peers in accessing better schools and other educational services. This has influence on pupils or students' performance.

This indicates that there exists a relationship between PB and PP. The results in the matrix show clearly that parental background has influence on pupils' performance in school.

Regression Analysis

Durbin Watson statistic test

The sample adequacy was determined using the Durbin-Watson statistic test for variable model analysis. The value of 2.125 was obtained in this example, showing a positive autocorrelation. It was found to be higher than expected. In table 5, the R-value of 0.896 indicates a high level of prediction. The independent variable explains 80.2 percent of the

variability in our dependent variable. Factors other than the predictors account for 19.8 percent (100% -80/2%) of the variation.

Table 4

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change of Statistics	F Change	df1	df2	Sig. Change	F Change	Durbin-Watson
1	.896a	0.802	0.798	0.34433	0.802	190.686	7	329	0	2.125

a. Predictors: (Constant), PP, ST, SLS, TQ, PI, LI, PB

b. Dependent Variable: SE

Table 5

ANOVA Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	158.262	7	22.609	190.686	.000b
	Residual	39.008	329	0.119		
	Total	197.27	336			

a Dependent Variable: SE

b Predictors: (Constant), PP, ST, SLS, TQ, PI, LI, PB

To compare the variables in table 6, the analysis of variance was performed using two or more factors. Using the F-ratio in the ANOVA, the total regression model was checked for a good fit to the data (see

Table 5). According to the table, the difference series of residual point values is 336, while the sum of squares series of residual point values is 197.27. As evidenced by $F(7, 336) = 190.686$, $p(.000).05$, the independent variable is statistically significant in predicting the dependent variables (the regression model fits the data well).

Table 6

Standardized Coefficients values (Multiple Regression)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Beta	Lower bound	Upper bound	Tolerance
(Constant)	-0.211	0.14		-1.51	0.132	-0.486	0.064		
ST	-0.164	0.054	-0.167	-2.97	0.002	-0.273	-0.055	0.186	5.337
SLS	0.246	0.038	0.185	6.498	0	0.171	0.32	0.74	1.352
PB	0.122	0.084	0.127	1.461	0.145	-0.042	0.287	0.08	12.481
PI	0.509	0.043	0.503	11.905	0	0.425	0.593	0.337	2.966
TQ	0.507	0.044	0.502	11.903	0	0.423	0.582	0.335	2.877
LI	0.427	0.067	0.425	6.375	0	0.295	0.559	0.135	7.383
PP	-0.165	0.055	-0.169	-2.98	0.003	-0.274	-0.056	0.187	5.338

a Dependent Variable: SE

The statistical significance of the dependent variable on the independent variable is shown in

Table 6. Per the test results, ST is statistically significant at $p(0.000) < 0.05$. This suggests that ST has a positive impact on SE. On the other hand, SLS, PI, TQ, LI and PP, are statistically significant at $p(0.000) < 0.05$, $p(0.000) < 0.05$, $p(0.000) < 0.05$ and $p(0.000) < 0.05$, respectively. This result indicates that the application of storytelling (ST), peer influence (PI), improvement in teacher quality and qualification (TQ), availability of learning materials/infrastructure (LI) and pupils/students' performance in schools have positive influence on school's enrolment. This result leverage support for research conducted by (Gonçalves, Voos, Almeida, & Caromano, 2017; Ibrahim, 2017; Keltikangas-Järvinen et al., 2010; Kirsch, 2016; Robin, 2015; Shank, 2006; Yang & Wu, 2012). However, the result for PB shows that low parental educational background negatively affect school enrolment.

However, most of the collinearity with variance inflation values, on the other hand, are all less than 10, indicating that the data set lacks a multi-collinearity diagnostic except for PB.

Table 8

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.4373	5.3268	3.6894	0.68631	337
Residual	-0.89159	0.78139	0	0.34073	337
Std. Predicted Value	-3.281	2.386	0	1	337
Std. Residual	-2.589	2.269	0	0.99	337

a Dependent Variable: SE

The data set has a normal distribution, as shown by the standard residual value of the predicted variables on the dependent variable, which falls between -2.589 and 2.269 when plot on a graph. This indicates that the standard residual values does not exceed negative 2 or positive 2. Besides, the residual statistics reveals a minimum value of 1.4373 whereas the maximum is 5.3268. In statistical models, a residual is the difference between the observed value and the mean value (3.6894) that the model predicts for that observation. Residual values are especially useful in regression and ANOVA procedures because they indicate the extent to which a model accounts for the variation in the observed data.

Discussion of Results

In order to explore the influence and use of storytelling in classroom teaching and learning, on school enrollment, we created seven (7) objectives prior to the study. Both private and public schools in six states in Nigeria—Awaka Anambra state (42.1%), Lekki Lagos state (15.4%), Owerri Imo state (17.8%), Aba Abia state (12.5%), and Asaba Delta state (12.2%)—were specifically chosen to participate in the study to ascertain the impact of storytelling, peer influence, improvement in teacher quality and qualification, availability of resources, and other factors. The rational is to examine how important these factors/variables are in terms of achieving educational goals and objectives of learners and teachers in the classroom. The results revealed that the application of storytelling in teaching and learning in both private and public school, pupils/students learning ability and skills, peer influence, improvement in teacher quality, qualification and improvement, learning materials and infrastructures and pupils performance in schools, have positive impact on academic performance which also influence school enrolment. Though, other internal and external factors may have influence on students' academic performance and enrolment in school, storytelling can be an effective teaching tool for motivating, improving vocabulary and arousing pupils/students interest towards achieving teaching objectives (Kirsch, 2016; Robin, 2015; Shank, 2006). The more pupil's performance is raised, the more parents and guidance develop interest in enrolling their wards in your school. The application of this teaching tool will help pupils understand concepts easily (Robin, 2015). On the other hand, low parental educational background has insignificant impact on academic performance in school. The consequence of this will affect school enrolment. Since parents and guidance normally enrolled their wars in high performing schools (Crede, Wirthwein, McElvany, & Steinmayr, 2015; Ibrahim, 2017). However, confined to children in families in which

both parents have lower education together with the evidence on social inequalities in preterm birth, genetic background, and family income has influence on academic performance which will subsequently affect school enrollment (Davis-Kean, 2005; Finnie & Mueller, 2008; Gisselmann, Koupil, & De Stavola, 2011; Keltikangas-Järvinen et al., 2010). As a result, having a pre-requisite and basic understanding of educational psychology, principles/policies, management training/skills, performance and evaluation will help school-heads and teachers in their daily operations and delivery in schools. Hence, educational workers having such knowledge and fundamentals, and application is a plus to support both private and public schools to perform academically. The statistical significance of the construct variables such as application of storytelling in teaching and learning in both private and public school, pupils/students learning ability and skills, peer influence, improvement in teacher quality, qualification and improvement, learning materials and infrastructures and pupils performance in schools, informs that teachers and heads of schools have shared responsibility to performance in as much as they would want to raise their performance standard to enables parents and guidance to enroll their wards in such high performing schools with the motive of seeking the best education and future prospect for their wards. Hence, looking at these variables or measuring indicators are necessities in terms of school management, enrolment, academic performance and future educational prospects of pupil/students in both private and public schools. The findings of this study make an important contribution to existing knowledge on educational development, academic achievement/performance of pupils and students and its long-term benefits on human development in all aspects.

Conclusion and Managerial Implication

In general, our findings indicates that, application of storytelling in teaching and learning in both private and public school, pupils/students learning ability and skills, peer influence, improvement in teacher quality, qualification and improvement, learning materials and infrastructures and pupils performance in schools, informs that teachers and heads of schools have shared responsibility to performance in as much as they would want to raise their performance standard to enables parents and guidance to enroll their wards in such high performing schools with the motive of seeking the best education and future prospect for their wards. Hence, there should be a constant review in terms of methods of teaching, teacher quality and qualification, availability of teaching materials and other school infrastructures to offer support for teaching and learning activities to go on smoothly in both private and public schools. If the fundamentals are strong, it will automatically have positive influence on pupils/students cognitive/intellectual development. Since getting the best foundation and understanding of concepts are means to application in terms of solving real life situations. Because understanding and acquiring the best skills in education gives people or employees the needed skills and ability to deliver effectively and efficiently and perform. Hence acquiring the best theory and application from school depends on so many related-educational factors that needs to be assessed to justify their significance. Because many construct variables inextricably have a link with academic performance and enrolment in schools. This will help lift up the image of schools and rebuild community schools and find ways and means of lessen issues battling the development of both public and private schools in their quest of seeking to raise their educational status-quo. The application of these research findings could serve as the foundation for future research to fill the knowledge gaps in assessing and improving the performance of the educational sector.

This research is in support of the United Nations Sustainable Development Goal four (4). Which espoused that education gives people the knowledge and skills they need to stay healthy, get jobs and foster tolerance. Secondly, the aim is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all pupils/students in both private and public schools. Therefore, providing quality education for all is fundamental to creating a peaceful and prosperous world. Beside, we accept the fact that all the construct variables in this case have impact on academic performance and students/pupils enrolment in schools. Hence, we accept hypotheses (1, 2, 4, 5, 6 and 7) because the results shows that the application of storytelling in teaching and learning in both private and public school, pupils/students learning ability and skills, peer influence, improvement in teacher quality, qualification and improvement, learning materials and infrastructures and pupils performance in schools, have positive impact on academic performance which also influence school enrolment. Hence, these regressed elements/factors needs to be reviewed constantly, managed and applied in both private and public schools. The insignificant result established in regressing and testing hypothesis 3 (low parental education background), simply indicate that low parents educational attainment has no relationship or positive significant impact on the academic performance of their wards in schools. This is a research gab that can further be investigated. The study established strong policy support for educational/human development, teacher education and school management practices as a prerequisite to improve both private and public schools. Thereby providing quality education for all is fundamental to creating a peaceful and prosperous world.

Limitations and Future Research

A few other research questions have remained unanswered due to the constraints imposed by the pandemic (COVID-19). The researcher, on the other hand, did everything possible to collect the desired sample for the study. As established in the conclusion that low parents educational attainment has no relationship or positive significant impact on the academic performance of their wards in schools. This is a research gab that can further be investigated. The study established strong policy support for educational/human development, teacher education and school management practices as a prerequisite to improve both private and public schools. Thereby providing quality education for all is fundamental to creating a peaceful and prosperous world.

Innovation of the Paper

The study sought to mobilize policy support for educational/human development, teacher education and school management practices as a prerequisite to improve both private and public schools. Thereby providing quality education for all is fundamental to creating a peaceful and prosperous world. Our findings discovered that the application of storytelling in teaching and learning in both private and public school, pupils/students learning ability and skills, peer influence, improvement in teacher quality, qualification and improvement, learning materials and infrastructures and pupils performance in schools, have positive impact on academic performance which also influence school enrolment. The application of these research findings could serve as a means to further strengthen policy support for educational/human development, teacher education and school management practices in Nigeria. However, low parents educational attainment has no relationship or positive significant impact on the academic performance of their wards in schools as established in the regression analysis. Hence, the responsibility of dwells on both governments, teachers

and heads of schools to devise innovative means and strategies to support education and human development policy initiative for delivering quality education that support human and economic growth.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this article. We have all agree to the content of this document to be published.

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