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Storytelling's Impact on Human Rights Education: An Explanatory Sequential Study of Grade 10 Assessment Scores

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ABSTRACT

This study explores the impact of storytelling as a pedagogical strategy on Grade 10-C students' written assessment scores in Human Rights Education at the Laboratory School of Abra State Institute of Sciences and Technology in Abra, Philippines. Grounded in Narrative Pedagogy Theory, the research employs an explanatory sequential mixed-methods design. Quantitative data were collected through pre-test and post-test assessments, while qualitative insights were gathered via interviews and focus group discussions. Findings indicate a modest improvement in assessment scores post-intervention, suggesting a trend toward significance despite the statistical results not reaching the conventional threshold ($p = 0.06$). The qualitative phase revealed positive student perceptions, emphasizing storytelling's role in enhancing engagement, comprehension, and empathy for human rights issues. The study underscores the potential of storytelling to enrich academic outcomes and foster a deeper connection to educational content. However, limitations include variability in individual learning styles and the need for iterative applications to achieve conclusive results. The research contributes to understanding innovative teaching strategies, advocating for their integration to enhance learning experiences in contemporary education.

INTRODUCTION

Narrative pedagogy involves narrating, explaining, and reconstructing stories and experiences to improve students' empathy and professional quality in social work teaching (Jiang & Li, 2022). It stands as a contemporary teaching approach, utilizing the power of storytelling to enhance student engagement and understanding. It has evolved as a dynamic educational tool, acknowledging the importance of diverse pedagogical strategies in the learning process.

Storytelling, as a component of narrative pedagogy, empowers students to discover and recover their sense of place, encouraging different understandings of how people make sense of the world and their place in it (Valle, 2021). It has emerged as a significant element in fostering enriched learning experiences. Its role in addressing various learning needs and promoting a deeper understanding of subjects such as human rights underscores its relevance in modern education.

In the K to 12 Curriculum for Social Studies, Grade 10 students engage with the subject of "Contemporary Issues" (DepEd, 2016). The primary learning competency for the said subject is for students to exhibit a comprehensive grasp of present-day challenges across environmental, economic, political, human rights, educational, and civic responsibility domains encountered by nations. This involves employing skills in investigation, data analysis, and utilizing various sources, conducting research, applying critical thinking, practicing effective communication, ensuring fairness, and making informed and judicious decisions.

Incorporating human rights principles in high school

curricula can shape students' perspectives and values, requiring greater participation, equal treatment, freedom of expression, and questioning (Eyng *et al.*, 2021). In the said curriculum, one of the outlined topics for the third quarter focuses on issues of human rights and gender. The topic, issues of human rights, is further divided into three suggested lessons: Form of violation of human rights, Effect of violation of human rights, and Examples of violation of human rights in society, nation, and world. These topics are timely and eye-opening for the high school students to reflect on society's unending cycle of violence towards each other.

Storytelling plays a significant role in Human Rights Education (Miranda & Nascimento, 2021). It functions as a valuable tool that engages students in exploring complex issues more deeply. This method stands out by going beyond traditional teaching approaches, acting as a narrative bridge that links theoretical concepts of human rights to the real-life experiences of individuals (Gunawardena & Brown, 2021). Through the emotional impact of stories, storytelling fosters a profound sense of empathy, enriching students' understanding of the fundamental principles that underlie human rights.

Academic Performance, specifically, written assessment scores, when influenced by storytelling, witnesses a surge in interest towards academic subjects. The introduction of storytelling not only personalizes learning experiences but also proves instrumental in enhancing academic performance through the refinement of multimodal literacy skills (Linda & Clement, 2023). Storytelling provides meaningful learning and motivation, but also requiring time and technological knowledge which can

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further holistically impact the academic performance of students.

Recent studies by Linda and Clement (2023), Utama (2022), also by Ercan & Hakkoymaz (2022) underscore a positive correlation between storytelling and enhanced academic performance among students. While these findings offer valuable insights, a research gap persists in understanding the impact of Storytelling, as a narrative pedagogy, in the academic performance of Grade 10-C students in issues of human rights at the Laboratory School of Abra State Institute of Sciences and Technology. To bridge this gap, a study is crucial to establish concrete evidence and potential insights in the relationship between storytelling and academic performance in this educational setting.

This study focused on the impact of storytelling on the academic performance of grade 10-C students specifically in issues of human rights at Laboratory School Abra State Institute of Sciences and Technology, as it relates to “Contemporary Issues” in Social Studies K to 12 Curriculum. The importance of the study is that it has the capacity to guide academic practices and bring new perspectives into the wider conversation about the effectiveness of narrative pedagogy in improving student academic performance.

Statement of the Problem

The study determined the effect and impact of storytelling in teaching human rights issues to Grade 10-C students’ written assessment.

Specifically, it ought to answer the following questions:

1. What are the written assessment scores of Grade 10-C students in human rights education before the implementation of storytelling?
2. What are the written assessment scores of Grade 10-C students in human rights education after the implementation of storytelling?
3. Is there a significant difference in the written assessment score of Grade 10-C students before and after the implementation of storytelling in teaching human rights?
4. What were the students’ views on the effect of storytelling in their written assessment score?

Hypothesis

There is no significant difference in the written assessment score of Grade 10-C students before and after the implementation of storytelling in teaching human rights issues.

MATERIALS AND METHODS

Research Design

The research utilized Explanatory Sequential Mixed Method Design. It is a two-phase research design that collects and analyzes quantitative data, followed by qualitative data (Ivankova *et al.*, 2006).

Population and Locale of the Study

The study’s respondents are Grade 10-C Students

from Abra State Institute of Sciences and Technology Laboratory School- Lagangilang Campus. There is a total of 42 students, 19 male and 23 female.

In this study, all students from the given population were a part of the quantitative phase, where pre-test and post-test assessments are conducted to measure the impact of the teaching strategy. Following this quantitative assessment, a purposive sampling method will be applied for the qualitative phase. A selected group of students, chosen based on their written assessment score and experiences in the pre-test and post-test, were interviewed to gain deeper insights into how and why the teaching strategy influenced their academic outcomes.

Research Instrument

The researchers utilized two instruments: {1} The first one is the 30-item multiple choice test that was adopted from the validated self-learning modules from the Department of Education for Araling Panlipunan Grade 10: Karapatang Pantao in Dep-Ed Tambayan SLM pages 1-5,20-23; and {2} the second one is an open interview guide that was adapted from the results of the studies of Sarfraz *et al.* (2022) and Shahid *et al.* (2022).

Data Gathering Procedure

Before conducting the study, the researchers subjected their paper for review. After its approval, they secured permission from the Laboratory School Chairperson to conduct face-to-face classes and assessments.

The study commenced, at the start of the third quarter, wherein human rights issues were discussed. The researchers served as teachers in the approved sessions to facilitate the instruction before and after the intervention. They conducted tests before and after the intervention to get the required data.

The gathered data from the pretest and posttest of the test were analyzed to determine the effectiveness of storytelling in terms of the achievements of Grade 10 students. The results of the data analysis were interpreted and compared to determine if there is a significant difference in the written assessment score of Grade 10 students before and after the implementation of storytelling in teaching human rights issues.

The researchers also conducted focus group discussions on selected students wherein the recorded written transcriptions are used for thematic analysis to better understand the strategy’s impact on their written assessment scores.

Statistical Treatment

The statistical treatment of the pretest and posttest scores involved using a Paired Sample t-test, a tool ideal for comparing the means of the same group under two different conditions. This test analyzed the written assessment scores of Grade 10-C students in human rights education before and after the implementation of storytelling as a teaching strategy. By comparing the average scores from the pretest (prior to the storytelling

intervention) and the post-test (after the intervention), the Paired Sample t-test determined whether any observed differences in the written assessment scores are statistically significant. This approach directly addresses the research questions concerning the effectiveness of storytelling in influencing written assessment score, providing a clear, quantifiable measure of the intervention's impact.

Thematic Analysis

Initial steps include deeply familiarizing with the data and systematically coding it to identify key patterns and themes related to student perspectives. The analysis then progressed to organizing these codes into broader themes that reflect the impact of storytelling on learning. These themes are reviewed, defined, and named, clearly depicting students' experiences and perceptions. The final analysis integrated these findings into the research narrative, illustrating how storytelling influences students' written assessment score in Araling Panlipunan 10. MAXQDA 2020 and ChatGpt 4.0 were utilized in the thematic analysis to provide a more reliable and less biased coding.

RESULTS AND DISCUSSION

This section may each be divided by subheadings or may be combined. A combined Results and Discussion section is often appropriate. This should explore the significance of the results of the work, don't repeat them. Avoid extensive citations and discussion of published literature only; instead discuss recent literature for comparing your work to highlight the novelty of the work in view of recent development and challenges in the field.

Table 1: Written assessment scores before the storytelling.

Performance	f	%
Good	3	7
Poor	25	60
Very Poor	14	33
Total	42	100
Mean	14.286	
Descriptive Rating	Good	

SOP 1: What are the written assessment scores of Grade 10-C students in human rights education before the implementation of storytelling?

Table 1 presents the written assessment scores of Grade 10-C students in human rights education before the implementation of storytelling. The performance of the students is categorized into three levels: Good, Poor, and Very Poor, with their respective frequencies and percentages.

In terms of good performance, only 3 students, or 7%, fell into this category. The majority of the students, 25 out of 42, which represents 60%, were categorized under Poor performance. Additionally, a significant portion of the students, 14 individuals or 33%, had Very Poor performance.

The total number of students assessed was 42. The mean score of these students was calculated to be 14.286, which corresponds to a descriptive rating of "Good." However, despite the mean score being rated as "Good," the distribution of scores indicates that most students performed poorly or very poorly in the written assessment on human rights education before the storytelling intervention. This suggests a clear need for instructional strategies, such as storytelling, to potentially enhance students' understanding and performance in this subject area.

The finding that Grade 10-C students in the Laboratory School did not meet the expected outcomes in their written assessment for Araling Panlipunan 10 suggests that traditional teaching methods may have been ineffective. The majority of students, 60%, were categorized under Poor performance, and 33% had Very Poor performance, with only 7% achieving good performance. Despite the mean score being rated as "Good," the distribution of scores indicates a trend of poor performance, pointing to a lack of engagement or motivation under traditional methods. Abubakar (2024) and Rios (2021) highlights that in low-stakes environments, effort levels can drop if tests are not perceived as significant, leading to poor performance. This observation aligns with the notion that interactive and student-centered approaches, such as storytelling, could enhance engagement and retention.

Table 2: Written assessment scores after the storytelling.

Performance	F	%
Good	12	29
Poor	21	50
Very Poor	9	21
Total	42	100
Mean	15.548	
Descriptive Rating	Good	

SOP 2: What are the written assessment scores of Grade 10-C students in human rights education after the implementation of storytelling?

Table 2 presents the written assessment scores of Grade 10-C students in human rights education after the implementation of storytelling. The performance of the students is categorized into three levels: Good, Poor, and Very Poor, with their respective frequencies and percentages.

After the implementation of storytelling, 12 students, or 29%, achieved good performance level. This marks a significant improvement compared to their performance before the intervention. However, the majority of the students, 21 out of 42, which represents 50%, still fell into the poor performance category. Additionally, 9 students, making up 21% of the class, were assessed as having a very poor performance. Despite these figures, the overall mean score for the assessments was calculated to be 15.548, which corresponds to a descriptive rating of "Good."

This mean score indicates an improvement from the previous assessment mean of 14.286, suggesting that storytelling had a generally positive impact on the students' understanding and written expression of human rights education. The descriptive rating of "Good" reflects that, on average, students managed to

achieve a satisfactory level of performance following the storytelling intervention.

SOP 3: Is there a significant difference in the written assessment score of Grade 10-C students before and after the implementation of storytelling in teaching human rights?

Table 3: Significant difference before and after the storytelling.

			Paired Differences		t	95% Confidence Interval of the Differences		df	Sig. (2-tailed)	
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair	Pretest	Post	-	4.345	670	2.615	.09216	-	41	.067
	test	test	1.26190	22	48	97		1.882		

Table 3 presents whether there is a significant difference in the written assessment scores of Grade 10-C students before and after implementing storytelling in teaching human rights. The paired sample statistics show a mean difference of 4.34522, with a standard deviation of 6.7048 and a standard error mean of 1.26197. The t-value is 2.61597 with 41 degrees of freedom, and the 95% confidence interval ranges from 0.9216 to 7.8827. The significance (2-tailed) value is 0.06. Therefore, the null hypothesis is accepted that there is no significant difference in the written assessment scores before and after the implementation of storytelling.

However, the mean increase of 4.34522 suggests an improvement, and the t-value of 2.61597 indicates a notable difference. Although the p-value of 0.06 is slightly above the 0.05 threshold, it is very close, suggesting a trend towards significance. This implies that the null hypothesis could potentially be rejected with additional iterations, indicating a positive impact of storytelling on student performance.

This finding aligns with previous research demonstrating the benefits of storytelling in education. Saritepeci and Çakır (2019) showed that digital storytelling enhances student engagement and motivation in social studies. Similarly, Otoluwa *et al.* (2022) found that storytelling improves children's vocabulary mastery. Nawa (2023) also indicated that storytelling techniques positively influence various aspects of learning, including written assessments.

SOP 4: What were the students' views on the effect of storytelling in their written assessment score?

Using deductive thematic analysis, the researchers identified five pre-conceived themes related to storytelling in relation to the student's views on the effect of storytelling in their written assessment scores.

The following themes are: 1) First Impressions of Storytelling as an Intervention; 2) Impact on Understanding of Human Rights Issues; 3) Influence on Engagement and Participation; 4) Effect on Written Assessment Scores; 5) Suggestions for Improvement.

Theme 1: First Impressions of the Storytelling as an Intervention

Students consistently reported a deeper grasp of lesson content thanks to storytelling. One student enthusiastically exclaimed, "The stories made it so much easier to understand the concepts!" This aligns with the idea that storytelling promotes comprehension. Stories, with their structure and relatable nature, help students connect new information to existing knowledge. This echoes the findings of Jelani *et al.* (2023) who connected reading strategies to improved academic reading comprehension. Storytelling appears to ignite active learning as well. Comments reflected increased engagement and critical thinking. A student remarked, "Storytelling made the lessons way more interesting! I found myself wanting to know what happened next." Another student highlighted the use of critical thinking during storytelling sessions, saying, "The stories made me think more deeply about the topics." These reflections suggest storytelling not only delivers information but also sparks intellectual curiosity and analytical skills. This aligns with Banditvilai (2020) whose research showed reading strategies like skimming and making predictions positively impacted comprehension. Storytelling's deep engagement parallels the impact of strategies like reciprocal teaching and hands-on approach, which Mohammed *et al.*, (2025) and Zakiyah (2021) noted improves both cognitive and emotional understanding.

The emotional connection fostered by storytelling also plays a vital role. A student shared, "I felt connected to the characters in the stories, which made it easier to remember the lessons." This illustrates how narratives can make educational content more relatable and memorable. Emotional engagement helps embed learned concepts deeply, similar to Salehomoum's (2022) findings on think-aloud strategies improving comprehension for deaf and hard-of-hearing students through increased strategy use. Additionally, storytelling's ability to convey moral lessons, as highlighted by a student who stated, "The stories taught me some important life lessons," demonstrates its

role in providing a holistic education that addresses both intellectual and character development.

However, it's crucial to acknowledge individual learning styles and the storyteller's delivery. A student pointed out, "The teacher's storytelling was amazing! It made everything so much clearer." This underscores the importance of effective storytelling techniques. However, not all students responded equally. One student offered a more neutral perspective, while another expressed a slight dislike. These variations highlight the need to integrate storytelling with other teaching strategies to accommodate diverse learning preferences, similar to the findings of Tadayonifar (2021) and Li *et al.* (2021), who advocate for multiple instructional strategies to benefit comprehension across different learner types.

Student impressions overwhelmingly suggest that storytelling, when delivered effectively, can significantly enhance understanding, engagement, and critical thinking. To maximize its benefits, educators should consider individual learning styles and complement storytelling with other instructional methods. This comprehensive approach ensures all students benefit from the enriched learning experience that storytelling provides, mirroring the benefits observed with varied reading and participation strategies in academic settings (Qian *et al.*, 2024; Lee and Recker, 2021).

Theme 2: Impact on Understanding of Human Rights Issues

Researchers investigating the impact of storytelling on student understanding, through deductive phenomenology, discovered fascinating insights. Thematic analysis of student responses revealed that storytelling significantly enhances comprehension.

Students consistently reported a deeper understanding of lesson content thanks to storytelling. One student enthusiastically exclaimed, "The stories really helped me grasp the concepts much faster!" This aligns with the idea that storytelling promotes comprehension. Stories, with their structure and relatable nature, help students connect new information to their prior knowledge. This echoes the findings of Jelani *et al.* (2023) who connected reading strategies to improved academic reading comprehension, and Banditvilai (2020) whose research showed that strategies like skimming and making predictions positively affect reading comprehension.

Storytelling appears to foster active learning as well. Comments reflected increased engagement and critical thinking. A student remarked, "Storytelling made the lessons way more interesting! I found myself wanting to know what happened next." Another student highlighted the use of critical thinking during storytelling sessions, saying, "The stories made me think more deeply about the topics we were covering." These reflections suggest that storytelling not only conveys information but also stimulates intellectual curiosity and analytical skills, similar to how reciprocal teaching impacts cognitive and affective aspects of understanding, as observed by Zakiyah (2021).

This dual role of storytelling in enhancing engagement and critical thinking underscores its potential to make learning a more dynamic process. Li *et al.* (2021) also support this notion, highlighting that varied instructional strategies can significantly benefit comprehension, particularly when used together.

The emotional aspect of storytelling also plays a crucial role in student learning. A student shared, "I felt connected to the characters in the stories, which made it easier to remember the lessons." This illustrates how narratives can make educational content more relatable and memorable. Emotional engagement helps embed learned concepts deeply into students' minds, akin to how Salehomoum (2022) found that think-aloud strategies improved comprehension for deaf and hard-of-hearing students through increased strategy use. Additionally, storytelling's ability to convey moral lessons, highlighted by a student who stated, "The stories taught me some important life lessons," demonstrates its role in providing a holistic education that addresses both intellectual and character development. This aligns with the broader educational benefits of reading strategies, as noted by Qian *et al.* (2024), who observed that reading strategy instruction fosters autonomous reading motivation and strategy use.

However, it is crucial to recognize the role of individual learning styles and the storyteller's delivery. A student pointed out, "The teacher's storytelling was amazing! It made everything so much clearer." This underscores the importance of effective storytelling techniques. However, not all students responded equally. One student offered a more neutral perspective, while another expressed a slight dislike. These variations highlight the necessity of integrating storytelling with other teaching strategies to accommodate diverse learning preferences, much like Tadayonifar (2021) found that extensive reading strategy instruction improves comprehension differently among students with varying learning styles.

Student impressions strongly suggest that storytelling, when delivered effectively, can significantly enhance understanding, engagement, and critical thinking. To maximize its benefits, educators should consider individual differences in learning styles and complement storytelling with other instructional methods. This comprehensive approach ensures that all students benefit from the enriched learning experience that storytelling can provide, as supported by the varied instructional strategies observed by Li *et al.* (2021) and the positive outcome of open-ended discussion prompts in student engagement reported by Lee and Recker (2021).

Theme 3: Influence on Engagement and Participation

Researchers explored student impressions of storytelling's influence on classroom engagement and participation, using a deductive phenomenological approach. Analysis of the collected data revealed significant insights. Storytelling not only enhances comprehension but also

profoundly impacts student engagement.

Students consistently reported a deeper connection with the material thanks to storytelling. One student enthusiastically shared, “The stories made the lessons so much more interesting! I found myself wanting to know what happened next.” Another student highlighted the ease of grasping concepts, saying, “The stories really helped me understand the material faster.” These reflections suggest storytelling leverages our natural affinity for narratives, simplifying complex concepts. This aligns with Rohayati’s (2020) findings that digital storytelling projects not only enhance content knowledge and literacy but also deeply engage students in the learning process.

Furthermore, storytelling emerged as a powerful tool for fostering active learning and participation. A student remarked on how storytelling piqued their interest, while another emphasized using critical thinking during storytelling sessions. These comments indicate that storytelling captures attention and stimulates intellectual curiosity. This aligns with Senpanti *et al.* (2021) who reported that storytelling as a teaching model improves students’ speaking competence, engagement, and participation. Similarly, Ghanizadeh (2023) observed that instructors’ narratives significantly improve students’ sustained attention, emotional involvement, and cognitive learning in virtual classes.

The emotional connection fostered by storytelling also plays a crucial role in enhancing student participation. A student mentioned how they connected emotionally with the characters, suggesting that storytelling makes material more relatable and memorable. This emotional engagement can enhance retention and understanding, as students are more likely to remember content that resonates with them personally. Yulianawati *et al.* (2022) found that storytelling in EFL reading comprehension engages students and motivates their behavior and attitudes, making it a more effective teaching strategy. Similarly, Rapani (2022) noted that storytelling fosters music learning and engagement in a relaxed, inviting atmosphere, improving musical imagination and developing a sense of community among students.

Storytelling’s ability to convey moral lessons was highlighted by another student, who mentioned learning values from the stories. This demonstrates storytelling’s unique capability to impart ethical and moral education alongside academic content. Digital storytelling projects, as observed by Rice (2020), engage students in the writing process and integrate technology into the final product, leading to high student engagement and quality workmanship. Lazareva and Cruz-Martínez (2020) also noted that digital storytelling supports students’ behavioral, emotional, and cognitive engagement, allowing them to express their perspectives more freely and confidently.

However, the effectiveness of storytelling depends on individual learning styles and the teacher’s delivery. One student emphasized the importance of clear and

entertaining storytelling, while another student mentioned not paying attention. These insights underscore the need for educators to adapt their teaching strategies to cater to diverse learning preferences and ensure their storytelling techniques are engaging and clear. Jaca (2021) found that storytelling in online classes positively impacts students’ oral communication skills and offers opportunities for participation, reinforcing the importance of effective delivery.

Student impressions overwhelmingly suggest that storytelling is a powerful educational tool that enhances engagement, participation, and comprehension. However, its effectiveness can vary based on individual differences and the quality of delivery. Thus, while storytelling should be an integral part of teaching strategies, it must be complemented with other methods to address the diverse needs of all students effectively. This approach ensures a more inclusive and engaging learning environment, as supported by the varied positive impacts of storytelling on student engagement and participation in different educational contexts (Tabakova and Pelaheichenko 2023; Yulianawati 2022).

Theme 4: Effect on Written Assessment Scores

Researchers explored student impressions on the impact of storytelling on their performance in assessments and exams, utilizing deductive phenomenological analysis. The analysis focused on the theme: “Student impressions on how storytelling has impacted their performance in assessments or exams?” The collected data highlights storytelling as a significant pedagogical tool that enhances not only engagement and participation but also academic performance.

A recurring theme in student reflections is the improvement in understanding and retention of material through storytelling. Students consistently reported that stories made complex concepts easier to grasp and remember. One student enthusiastically shared, “The stories really helped the information stick in my head, which made a big difference on the exams.” This aligns with findings from Anjum (2023), who noted that the storytelling method significantly affects students’ achievement, motivation, memory, and reading fluency. Similarly, another student stated, “I felt like I could actually recall things better during exams when they were explained through stories,” underscoring the role of storytelling in memory retention.

Furthermore, several students highlighted the positive impact of storytelling on their exam scores. A student shared, “After we started using stories in class, I noticed my grades actually improve,” echoing the results of Tuba and Okur (2021). Their research found that teaching science through storytelling significantly improved students’ post-test scores and story writing skills compared to traditional teaching methods. Likewise, Nunvárová *et al.* (2023) reported that digital storytelling in economics subjects led to higher mean post-test scores, suggesting that storytelling can be an effective strategy

across various disciplines.

The emotional and cognitive engagement fostered by storytelling also plays a crucial role in improving academic performance. A student noted that storytelling made learning more enjoyable and less stressful, which helped them focus better during exams. This sentiment is supported by Erdoğan (2021), who found that digital storytelling significantly improves academic achievement and fosters a positive attitude in primary school students. Moreover, Santoso *et al.* (2023) highlighted that the storytelling teaching style significantly enhances reading comprehension skills, with students achieving an average success scale of 9.3, further demonstrating its effectiveness in academic settings.

However, the impact of storytelling on performance isn't uniformly positive for all students. One student indicated that while they enjoyed the storytelling sessions, they didn't notice a significant change in their exam performance. This suggests that the effectiveness of storytelling may vary based on individual learning preferences and the complexity of the stories used. To address this, educators might need to tailor storytelling techniques to better suit diverse learning styles, ensuring that all students can benefit from this approach.

Student impressions overwhelmingly suggest that storytelling as a teaching strategy has a substantial positive impact on their performance in assessments and exams. Storytelling not only aids in understanding and retaining complex concepts but also enhances emotional and cognitive engagement, leading to improved academic outcomes.

Theme 5: Suggestions for Improvement

Researchers analyzed student impressions to gather valuable insights on refining storytelling as a teaching strategy. The analysis focused on the theme: "Student suggestions for improving storytelling as a teaching strategy?" The feedback highlighted key areas for improvement in delivery, content, and classroom management.

Students emphasized the importance of clear and engaging delivery. Proper pronunciation and volume control emerged as crucial for ensuring everyone can understand the stories. One student pointed out, "The teacher needs to speak clearly, especially with difficult words. Maybe even write them on the board beforehand," while another suggested, "It would be helpful if the teacher could project their voice a bit more. Sometimes it was hard to hear everything." These suggestions align with the importance of clear communication in effective teaching practices.

Content-wise, students expressed a desire for more illustrative examples and depth within the stories. They felt that incorporating additional examples could enhance understanding and engagement. A student proposed, "Adding more examples to the stories would make them easier to follow," while another suggested, "I think the stories could be a little longer. Sometimes they felt

rushed, and it was hard to keep up with everything that was happening." These comments highlight the need to tailor story content to match student learning levels and objectives, ensuring the narratives are both informative and engaging.

Beyond delivery and content, students also highlighted classroom management as a key factor in optimizing the storytelling experience. Suggestions included creating a more relaxed atmosphere and minimizing disruptions. While these recommendations are not directly related to storytelling itself, they underscore the importance of a positive and focused learning environment for maximizing student engagement and facilitating effective storytelling sessions. One student remarked, "A quieter classroom would make it easier to focus on the stories," while another suggested, "Maybe the teacher could do something to create a more relaxed atmosphere. It would make it easier to get into the stories."

Student suggestions offer valuable insights for enhancing storytelling's effectiveness. Clear delivery, including proper pronunciation and volume control, is essential for comprehension. Additionally, stories that incorporate more examples and depth can improve engagement and understanding. Finally, fostering a positive classroom environment is crucial for minimizing distractions and maximizing the impact of storytelling. By incorporating these suggestions, educators can refine storytelling as a powerful tool for promoting student engagement and learning outcomes.

CONCLUSIONS

The study concludes that Grade 10-C students had low written assessment scores on human rights topics in Araling Panlipunan 10 prior to the storytelling intervention but demonstrated higher scores afterward. It can be concluded that storytelling has the potential to enhance academic performance by engaging students and improving their comprehension of complex topics. The results further conclude that while the statistical analysis did not establish a significant difference in scores ($p = 0.06$), the observed trend toward improvement highlights the potential educational value of storytelling as a pedagogical strategy. The study concludes that storytelling fosters empathy, critical thinking, and deeper connections to learning content, making it a relevant and innovative approach to addressing challenges in traditional teaching methods. However, it is concluded that the variability in individual learning styles and the need for iterative applications pose limitations to its immediate effectiveness. Future research should conclude whether the impact of storytelling can be sustained across larger samples and diverse educational settings, ensuring its optimal implementation in contemporary pedagogy.

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