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Accelerating Scientific Discovery

Shahid Sadoughi University

Of Medical Sciences Yazd-Iran

Story Telling; a Preferred Strategy in Oral Health Education

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BACKGROUND AND AIM

Selection of appropriate educational strategy in the field of oral health is considered as an important issue in prevention of oral and dental diseases and as oral health promotion in community. Importance of this made us to compare two methods of storytelling (indirect method) and lecturing (direct method) in oral health education of elementary school students in Yazd.

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MATERIAL AND METHODS

This intervention study was conducted on 117 female elementary school students in 2012-2013. Random and clustered sampling was done from 4 groups of grade 3 in elementary school. Data selection was through a questionnaire, so that knowledge, attitude and practice of students were evaluated and compared before and after administration of methods. Data were analyzed using SPSS-17 software through T-test and ANOVA.


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RESULTS

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The mean *knowledge* scores were 15.59 + 1.94 and 16.96 + 0.79 in instructed group by lecturing and storytelling respectively and the difference between two groups were statistically significant (p-value = 0.001).

Table 1: Comparison of mean and standard deviation of knowledge score (pre and post intervention)

Intervention method	pre intervention		post intervention		P - Value
	Mean	SD	Mean	SD	
storytelling	15.89	1.19	16.96	0.79	<0.001
speech	15.11	2.17	15.59	1.94	<0.001
P–Value	0.098		0.001		

The mean *attitude* scores were 21.40 + 3.5 and 24.32 + 2.55 in instructed group by lecturing and storytelling respectively and the difference between two groups were statistically significant (p-value = 0.001).

Table 2: Comparison of mean and standard deviation of attitude score (pre and post intervention)

Intervention method	pre intervention		post intervention		P - Value
	Mean	SD	Mean	SD	
storytelling	22.43	4.53	24.32	2.55	<0.001
speech	20.44	4.54	21.40	3.50	<0.001
P–Value	0.07		0.001		

The mean *practice* scores were 13.42 + 2.01 and 14.39 + 1 in instructed group by lecturing and storytelling respectively and the difference between two groups were statistically significant (p-value = 0.003).

Table 3: Comparison of mean and standard deviation of practice score (pre and post intervention)

Intervention method	pre intervention		post intervention		P - Value
	Mean	SD	Mean	SD	
storytelling	12.89	2.38	14.39	1	<0.001
speech	12.16	2.73	13.42	2.01	<0.001
P–Value	0.11		0.003		

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DISCUSSION







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CONCLUSION

Findings of this study indicated that storytelling method (indirect method) had more significant effect than lecturing method (direct method) on knowledge, attitude and practice in oral health education.


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Dank U
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Grazie
Thank you
mauruuru
Takk
Gracias
Dziękuję
Děkuju
danke
Kiitos