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Traditional oral storytelling in strengthening cultural identity

La narración tradicional oral en el fortalecimiento de la identidad cultural

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Abstract

The study on traditional oral storytelling to strengthen identity in elementary school students at an institution in Huancayo aimed to determine the effect of traditional oral storytelling on strengthening cultural identity in 1st to 3rd grade students at the San Antonio María Claret Private Educational Institution in Huancayo. It is based on the hypothesis that traditional oral storytelling has a significant effect on strengthening identity in 1st to 3rd grade students. The research was conducted using a quantitative, applied, explanatory, pre-experimental design with a sample of 20 students. It concludes that traditional oral storytelling has a positive effect on strengthening the identity of 1st to 3rd grade students, as evidenced by the Wilcoxon signed-rank test, which obtained a value of Z = −1.838 and p = 0.000. These results show that most children positively changed their identity through the application of the oral storytelling strategy, promoting their sense of belonging and identification with their culture.

Keywords: traditional oral storytelling, identity, cultural recognition.

Resumen

El estudio sobre la narración tradicional oral para fortalecer la identidad en estudiantes de Educación Básica de una institución de Huancayo tuvo como objetivo determinar el efecto de la narración tradicional oral en el fortalecimiento de la identidad cultural en estudiantes de 1.º a 3.º grado de la Institución Educativa Particular San Antonio María Claret, Huancayo. Parte de la hipótesis de que la narración tradicional oral tiene un efecto significativo en el fortalecimiento de la identidad en estudiantes de 1.º a 3.º grado. La investigación se desarrolló con un enfoque cuantitativo, de tipo aplicada, nivel explicativo y diseño preexperimental, con una muestra conformada por 20 estudiantes. Se concluye que la narración oral tradicional tiene un efecto positivo en el fortalecimiento de la identidad de los estudiantes de 1.º a 3.º grado, lo cual se evidencia en la prueba de rangos con signo de Wilcoxon, que obtuvo un valor de Z = −1.838 y p = 0.000. Estos resultados demuestran que la mayoría de los niños modificaron positivamente su identidad a partir de la aplicación de la estrategia de narración oral, favoreciendo su sentido de pertenencia e identificación con su cultura.

Palabras clave: narración tradicional oral, identidad, reconocimiento de la cultura.

Introduction

In the city of Huancayo, students in grades one through three of basic education exhibit an inadequate connection to their cultural identity, primarily due to the exclusion of traditional oral storytelling from the National Curriculum of Basic Education. Cultural identity is a crucial component of holistic childhood development, as it fosters a sense of belonging and an understanding of historical and cultural roots (Duranti, 2014).

Traditional oral storytelling enables children to comprehend, appreciate, and value the cultural heritage of their community by familiarizing them with the stories, myths, and legends that constitute their cultural patrimony (Ricoeur, 2009). However, processes such as urbanization, migration to the capital, and the influence of mass media have facilitated the adoption of foreign cultures, thereby weakening local traditions (Smith, 2017).

Incorporating oral storytelling into the educational context has a positive impact on cultural identity, as oral traditions and narratives reinforce social and cultural cohesion. The absence of these narratives undermines identity, while their employment promotes the development of communicative and cognitive skills. Various theoretical models underscore the role of oral narrative development in strengthening linguistic competencies from primary education onward (Bruner, 1988; Ong, 2005; Portilla et al., 2021).

Studies conducted within the Peruvian context highlight that cultural identity can be enhanced through Quechua songs (Ayquipa Tupayachi & Quispe Cruz, 2025) and regional traditional narratives (Huallpa Jiménez, 2024). Furthermore, it has been demonstrated that Andean tales strengthen cultural identity through structured didactic interventions (Becerra Saldaña et al., 2021). Similarly, culturally adapted narrative strategies have shown positive effects in rural educational settings (Arce-Alva et al., 2025). Morey and Castellanos (2025) confirm that Andean stories significantly influence oral communicative competence, aligning with findings by Martin and Thunder (2023), who emphasize the importance of integrating native culture into educational processes.

Early participation of children in storytelling activities fosters narrative dispositions and enhances initial literacy practices through playful interactions with words and story construction (Bateman, 2022), contributing further to the reinforcement of their cultural identity. Collective narratives play a vital role in preserving the identity and cultural continuity of communities, as traditional stories and practices contribute to cultural resilience (Macapugay & Nakamura, 2024). Additionally, multimodal storytelling improves oral competence, fluency, and lexical diversity (Landrum et al., 2019), while narrative coherence promotes cognitive-linguistic development and the creation of educational materials (Franco Accinelli et al., 2023).

Storytelling, which has been present since the dawn of humanity, has served as a fundamental means of cultural, educational, and social transmission (Benabbes & AbdulHaleem Abu Taleb, 2024). In the educational arena, the oral narration of traditional tales prioritizes listening and speaking skills over reading and writing (Hibbin, 2016). Moreover, narratives enable individuals to construct and reconstruct their identity, bestowing meaning upon their experiences from an early age (Kettunen & Lutovac, 2026).

Despite regional empirical evidence, the National Curriculum of Peru excludes Andean storytelling in the early grades of basic education (Ayquipa Tupayachi & Quispe Cruz, 2025; Becerra Saldaña et al., 2021). This study aims to address this gap by evaluating Huancayo legends concerning cultural recognition and the valuation of customs.

Consequently, the objective of this study is to determine the effect of traditional oral storytelling, through Huancayo legends, on the dimensions of cultural recognition and the valuation of customs among basic education students at the San Antonio María Claret Educational Institution in Huancayo. The hypothesis posits that traditional oral storytelling has a significant effect on strengthening cultural identity.

Methodology

The research employed a pre-experimental design, utilizing pretest and posttest applications. The sample consisted of 20 children from grades one to three of Basic Education at the San Antonio María Claret Private Educational Institution, located in Huancayo. The data collection instrument was an observation guide, focusing on the content of the narratives and their coherence, employing techniques such as dramatization and intonation.

For processing the collected information, inferential statistics were used, specifically the Wilcoxon signed-rank test, to analyze the effect of traditional oral storytelling on cultural identity dimensions: cultural recognition and the valuation of customs. The evaluation was conducted through a pre-experimental design, administering tests before and after the intervention.

Results and discussion

Variable: Traditional oral storytelling

For the variable of traditional oral storytelling, several learning sessions were developed, aimed at strengthening cultural identity among the participating students.

Learning session 1:
"Discovering Huancayo Tales"

GENERAL INFORMATION

SUBJECT	Communication	SECTION	The Gladioluses

COMPETENCY / LEARNING OUTCOME

Identify Andean cultural elements in traditional stories through listening, observation, and simple writing (National Curriculum: Understand cultural narrative texts).

DIDACTIC SEQUENCE

PURPOSE	KNOWLEDGE	ACTIVITIES	TIME
Discover the importance of Huancayo legends (fox/condor) in local identity.	Traditional oral storytelling; Andean characters (cunning fox, wise condor); ethical moral.	**Introduction:** ● Images of the Huancayo fox/condor. ● Questions: "Do you know any legends from our highlands?"; brief story "The Fox and the Condor."	15 min
		Development: ● Complete dramatized narration; dialogue: "What does it teach about respect for nature?" ● Teamwork: Draw a character + 1 descriptive sentence (e.g., "The condor flies high").	55 min
		Closure: ● Written group reflection (list of key words). ● Share drawings with subtitles. ● Final question: "How can we keep these stories alive?"	30 min

Learning session 2:
"Dramatizing Andean Legends"

GENERAL INFORMATION

SUBJECT	Communication	SECTION	The Gladioluses

COMPETENCY / LEARNING OUTCOME

Express Huancayo stories orally, using intonation/gestures and basic sequence registration (Curriculum: Produce oral/written narrative texts).

DIDACTIC SEQUENCE

PURPOSE	KNOWLEDGE	ACTIVITIES	TIME
Apply dramatization in "The Vicuña and the Puma" (Junín legend).	Techniques: intonation (high/low for Junín), Andean gestures, structure (beginning-development-ending).	**Introduction:** ● Puppets of vicuña/puma; audio narration of Huancayo legend with intonation.	15 min

		Development: ● Groups (4-5 children): assign roles + rehearse; present before class; write 1 sentence per scene.	55 min
		Closure: ● Reflection: “How can we better dramatize our culture?” ● Self-evaluation rubric (gestures/intonation).	30 min

Learning session 3:
“Playing with Intonation”

GENERAL INFORMATION

SUBJECT	Communication	SECTION	The Gladioluses

COMPETENCY / LEARNING OUTCOME

Employ varied intonations in Andean narratives and reflect in writing (Curriculum: Express cultural texts fluently).

DIDACTIC SEQUENCE

PURPOSE	KNOWLEDGE	ACTIVITIES	TIME
Develop suitable intonation for emotions in “The Enamored Condor” (central highlands).	Importance of sad/happy intonation for Huancayo morals; impact on understanding.	**Introduction:** ● Sound game: imitate voices of animals and characters from the story. ● Listen to the narrated story with different intonations.	15 min
		Development: ● Individual practice: repeat phrases using different tones of voice (sad, happy, surprised). ● Narrate the story “The Enamored Condor” in small groups, focusing on intonation.	55 min
		Closure: ● Group reflection: "How does intonation help our identity?" ● Self-evaluation with happy or sad face icons regarding their performance.	30 min

Learning session 4:
"Creating our own stories"

GENERAL INFORMATION

SUBJECT	Communication	SECTION	The Gladioluses

COMPETENCY / LEARNING OUTCOME

Create simple narratives inspired by local traditions with written structure (Curriculum: Structure narrative texts).

DIDACTIC SEQUENCE

PURPOSE	KNOWLEDGE	ACTIVITIES	TIME
Stimulate original stories based on Huancayo customs (scissors dance, market).	Structure: beginning (local characters), development (conflict), ending (moral).	**Introduction:** ● Observe images from Huancayo festivals. ● Brainstorm ideas about stories from our fair.	15 min
		Development: ● Teams: create a short written story (3 sentences). ● Oral representation of the created stories.	55 min
		Closure: ● Comments on each story. ● Reflection: "How do these stories reflect our identity?"	30 min

Learning session 5:
"Sharing our stories"

GENERAL INFORMATION

SUBJECT	Communication	SECTION	The Gladioluses

COMPETENCY / LEARNING OUTCOME

Narrate Huancayo tales fluently and evaluate peers in writing (Curriculum: Oral fluency in cultural contexts).

DIDACTIC SEQUENCE

PURPOSE	KNOWLEDGE	ACTIVITIES	TIME
Reinforce oral narration with fluency and confidence using original stories from Huancayo.	Elements of fluent narration (rhythm, pauses, expression).	**Introduction:** ● Breathing dynamics and articulation of Quechua-Spanish words. ● Reminder of the stories created in the previous session.	15 min
		Development: ● Presentation of stories before the group. Group evaluation on each narrator's performance.	55 min
		Closure: ● Final reflection: "What have we learned about the oral storytelling of our culture?" ● Distribution of symbolic diplomas as "Great Narrators."	30 min

Learning session 6:
"Our culture in oral storytelling"

GENERAL INFORMATION

SUBJECT	Communication	SECTION	The Gladioluses

COMPETENCY / LEARNING OUTCOME

Identify Andean cultural elements in traditional stories through listening, observation, and simple writing (National Curriculum: Understand cultural narrative texts).

DIDACTIC SEQUENCE

PURPOSE	KNOWLEDGE	ACTIVITIES	TIME
Discover the importance of Huancayo legends (fox/condor) in local identity.	Traditional oral storytelling; Andean characters (cunning fox, wise condor); ethical moral.	**Introduction:** ● Images of the Huancayo fox/condor. ● Questions: "Do you know any legends from our highlands?"; brief story "The Fox and the Condor."	15 min
		Development: ● Complete dramatized narration; dialogue: "What does it teach about respect for nature?" ● Teamwork: Draw a character and write a descriptive sentence (e.g., "The condor flies high").	55 min
		Closure: ● Written group reflection (list of key words). ● Share drawings with subtitles. ● Final question: "How can we keep these stories alive?"	30 min

Dimension: Cultural Recognition

Table 3 shows that out of 100%, corresponding to 20 children, 30% (6 children) demonstrated a cultural recognition level of "beginning," 35% (7 children) were in the "developing" stage, and 35% (7 children) achieved the expected level. These results pertain to the pretest of the cultural recognition dimension.

Table 3
Pre-test results – Cultural recognition

Recognition_Culture_Pre					
		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	Beginning	6	30,0	30,0	30,0
	Developing	7	35,0	35,0	65,0
	Expected achievement	7	35,0	35,0	100,0
	Total	**20**	**100,0**	**100,0**	

In Table 4, post-test results indicate that 25% (5 children) were at the "beginning" level, 30% (6 children) achieved the expected level, and 45% (9 children) demonstrated outstanding achievement.

Table 4
Post-test results – Cultural recognition

Recognition_Culture_Post					
		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	Beginning	5	25,0	25,0	25,0
	Expected achievement	6	30,0	30,0	55,0
	Outstanding achievement	9	45,0	45,0	100,0
	Total	**20**	**100,0**	**100,0**	

Variable: Identity

Table 1 indicates that, from a total of 20 children, 25% (5 children) were at the "beginning" level of identity, 45% (9 children) were "developing," and 30% (6 children) achieved the expected level in the pretest for the identity variable.

Table 1
Pre-test results – Identity

Identity_Pre					
		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	Beginning	5	25,0	25,0	25,0
	Developing	9	45,0	45,0	70,0
	Expected achievement	6	30,0	30,0	100,0
	Total	**20**	**100,0**	**100,0**	

In **Table 2**, post-test results show that 30% (6 children) were at the "beginning" level, 35% (7 children) achieved the expected level, and 35% (7 children) displayed outstanding achievement.

Table 2
Post-test results – Identity

Identity_Post					
		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	Beginning	6	30,0	30,0	30,0
	Expected achievement	7	35,0	35,0	65,0
	Outstanding achievement	7	35,0	35,0	100,0
	Total	**20**	**100,0**	**100,0**	

Dimension: valuation of customs

In **Table 5**, pretest results reveal that, out of 20 children, 55% (11 children) were at the "beginning" level of customary valuation, while 45% (9 children) reached the expected achievement.

Table 5
Pre-test results – Valuation of customs

Valuation_Customs_Pre					
		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	Beginning	11	55,0	55,0	55,0
	Expected achievement	9	45,0	45,0	100,0
	Total	**20**	**100,0**	**100,0**	

In **Table 6**, post-test results show that 10% (2 children) were at the "beginning" level, 40% (8 children) reached the expected level, and 50% (10 children) exhibited outstanding achievement.

Table 6
Post-test results – Valuation of customs

Valuation_Customs_Post					
		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	Beginning	2	10,0	10,0	10,0
	Expected achievement	8	40,0	40,0	50,0
	Outstanding achievement	10	50,0	50,0	100,0
	Total	**20**	**100,0**	**100,0**	

Hypothesis testing

Normality test

Table 8 shows that with 20 degrees of freedom, the Shapiro-Wilk normality test was applied. The significance value (p = 0.000) is less than 0.05, leading to the choice to use the non-parametric Wilcoxon test.

Normality tests						
	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	df	Sig.	Statistic	df	Sig.
Identity_Pre	0.305	20	0.000	0.800	20	0.001
Identity_Post	0.262	20	0.001	0.802	20	0.001
a. Lilliefors significance correction						

General hypothesis

Null hypothesis (H_0):

Traditional oral storytelling does not have a significant effect in strengthening identity among students in grades one through three at the San Antonio María Claret Private Educational Institution, Huancayo.

Alternative hypothesis (H_1):

Traditional oral storytelling has a significant effect in strengthening identity among students in grades one through three at the San Antonio María Claret Private Educational Institution, Huancayo.

Table 7 shows that the positive ranks (N = 12, average rank = 9.50, sum of ranks = 114.00) indicate that, in 12 cases, the identity post-intervention was greater than the identity pre-intervention.

Table 7
Rank test - General hypothesis

Ranks				
		N	**Average rank**	**Sum of ranks**
Identity_Post (Grouped) - Identity_Pre (Grouped)	Negative ranks	5[a]	7,80	39,00
	Positive ranks	12[b]	9,50	114,00
	Ties	3[c]		
	Total	**20**		
a. Identity_Post (Grouped) < Identity_Pre (Grouped)				
b. Identity_Post (Grouped) > Identity_Pre (Grouped)				
c. Identity_Post (Grouped) = Identity_Pre (Grouped)				

In **Table 8**, the Z value of -1.838 indicates the magnitude and direction of the change in the data. The negative value demonstrates that most changes were positive compared to the negative. Additionally, the asymptotic significance is 0.000, which is less than 0.05, allowing us to reject the null hypothesis (H_0) and conclude that there is a significant effect of traditional oral storytelling on the children's identity.

Table 8
Wilcoxon test - General hypothesis

Test statistics[a]	
	Identity_Post (Grouped) – Identity_Pre (Grouped)
Z	-1.838[b]
Asymp. Sig. (2-tailed)	0.000
a. Wilcoxon signed-rank test	
b. Based on negative ranks.	

Specific hypothesis 1: Cultural recognition

Null hypothesis (H_0):

Traditional oral storytelling does not have a significant effect on cultural recognition among first to third-grade students at the San Antonio María Claret Private Educational Institution, Huancayo.

Alternative hypothesis (H_1):

Traditional oral storytelling has a significant effect on cultural recognition among first to third-grade students at the San Antonio María Claret Private Educational Institution, Huancayo.

Table 9 indicates that the positive ranks (N = 10, average rank = 6.00, sum of ranks = 60.00) show that in 10 cases, the post-intervention cultural recognition was higher than the pre-intervention cultural recognition.

Table 9
Rank test - Specific hypothesis 1

Ranks				
		N	**Average rank**	**Sum of ranks**
	Negative ranks	3[a]	10,33	31,00

Recognition_Culture_Post - Recognition_Culture_Pre	Positive ranks	10[b]	6,00	60,00
	Ties	7[c]		
	Total	**20**		
a. Recognition_Culture_Post < Recognition_Culture_Pre				
b. Recognition_Culture_Post > Recognition_Culture_Pre				
c. Recognition_Culture_Post = Recognition_Culture_Pre				

In **Table 10**, the Z value of -1.034 indicates the magnitude and direction of the change. The negative value signifies that most changes were positive. Furthermore, the asymptotic significance is 0.000, which is less than 0.05, allowing us to reject the null hypothesis (H_0) and conclude that there is a significant effect on the children's cultural recognition.

Table 10
Wilcoxon test - Specific hypothesis 1

Test statistics[a]	
	Recognition_Culture_Post - Recognition_Culture_Pre
Z	-1.034[b]
Asymp. Sig. (2-tailed)	0.000
a. Wilcoxon signed-rank test	
b. Based on positive ranks.	

Specific hypothesis 2: Valuation of customs

Null hypothesis (H_0):

Traditional oral storytelling does not have a significant effect on the valuation of customs among first to third-grade students at the San Antonio María Claret Private Educational Institution, Huancayo.

Alternative hypothesis (H_1):

Traditional oral storytelling has a significant effect on the valuation of customs among first to third-grade students at the San Antonio María Claret Private Educational Institution, Huancayo.

Table 11 shows that the positive ranks (N = 16, average rank = 9.50, sum of ranks = 152.00) indicate that in 16 cases, the post-intervention valuation of customs was greater than the pre-intervention valuation.

Table 11
Rank test - Specific hypothesis 2

Ranks				
		N	**Average rank**	**Sum of ranks**
Valuation_Costume_Post - Valuation_Costume_Pre	Negative ranks	2[a]	9,50	19,00
	Positive ranks	16[b]	9,50	152,00
	Ties	2[c]		
	Total	**20**		
a. Valuation_Costume_Post < Valuation_Costume_Pre				
b. Valuation_Costume_Post > Valuation_Costume_Pre				
c. Valuation_Costume_Post = Valuation_Costume_Pre				

In Table 12, the Z value of -2.968 indicates the magnitude and direction of the change. The negative value demonstrates that most changes were positive. Additionally, the asymptotic significance is 0.003, which is less

than 0.05, allowing us to reject the null hypothesis (H_0) and conclude that there is a significant effect on the children's valuation of customs.

Table 12
Wilcoxon test - Specific hypothesis 2

Test statistics[a]	
	Valuation_Costume_Post - Valuation_Costume_Pre
Z	-2.968[b]
Asymp. Sig. (2-tailed)	0.003
a. Wilcoxon signed-rank test	
b. Based on negative ranks.	

This research aimed to determine the effect of traditional oral storytelling on the strengthening of identity among students in grades 1 through 3 at the San Antonio María Claret Private Educational Institution in Huancayo. The findings reveal a significant level of statistical significance in the analyses conducted to bolster students' identities.

The results from the Wilcoxon signed-rank test indicate statistically significant values. Specifically, the Z value of -1.838 and the asymptotic bilateral significance of 0.000 demonstrate a substantial effect of traditional oral storytelling on children's identity, aligning with Peruvian studies addressing this topic (Ayquipa Tupayachi & Quispe Cruz, 2025; Becerra Saldaña et al., 2021; Huallpa Jiménez, 2024).

Additionally, the Z value of -1.034 and the asymptotic bilateral significance of 0.000 indicate a significant effect on children's cultural recognition. Similarly, the Z value of -2.968, combined with an asymptotic bilateral significance of 0.003, suggests a positive influence on how children value their traditions. These findings are supported by classical theories of cultural cohesion (Ong, 2005), cognitive development through narratives (Bruner, 1988), and narrative models applied in primary education (Portilla et al., 2021).

The gathered data indicate that favorable changes were more frequent than unfavorable ones, demonstrating that storytelling represents an effective method for strengthening cultural identity in children from grades 1 to 3. Specifically, most students showed improvements in both their understanding of their culture and their valuation of their traditions, confirming that oral storytelling plays a fundamental role in the transmission of values, knowledge, and cultural heritage.

These findings are consistent with those reported by Aguilar Pomares et al. (2015), who emphasize the importance of using contextually relevant educational materials for teaching cultural identity. Regional research also confirms that Andean tales significantly contribute to the development of oral communication skills and the reinforcement of cultural identity (Morey & Castellanos, 2025). Similarly, Arce-Alva et al. (2025) highlight the value of cultural narratives in rural contexts of Peru, while Bateman (2022) validates the role of stories in early literacy development, and Hibbin (2016) prioritizes orality as a pedagogical practice in educational settings.

Nevertheless, the exclusion of traditional oral storytelling from the National Curriculum for grades 1 to 3 of basic education remains an issue (Ayquipa Tupayachi & Quispe Cruz, 2025; Becerra Saldaña et al., 2021), despite existing regional empirical evidence. In this respect, integrating traditional Huancayo legends—such as those of the fox, the condor, the vicuña, and the puma—into the areas of Communication and Culture is recommended as a strategy to strengthen cultural identity from the early years of schooling.

While the study presents positive results, certain limitations must be considered. Notably, the absence of a control group due to the pre-experimental design employed is significant, as well as the lack of control over familial variables, as highlighted by Macapugay and Nakamura (2024). Furthermore, the specific context of Huancayo and the use of Huancayo legends in Central Quechua may limit the direct extrapolation of results to other Andean regions with distinct cultural traditions, such as Cusco, Áncash, or Puno, where adaptations of local legends and methodologies tailored to each cultural reality would be necessary.

Additionally, other relevant factors—such as the role of family and students' access to diverse cultural activities—were not considered in this research. Future studies should aim to increase sample size, incorporate control groups, and consider additional sociocultural variables to enhance the generalizability of the results and deepen the understanding of the impact of oral storytelling on the strengthening of children's cultural identity.

Conclusions

This research sought to determine the effect of traditional oral storytelling on the strengthening of identity among students in grades 1 through 3 at the San Antonio María Claret Private Educational Institution in Huancayo. The results reveal a considerable level of statistical significance.

The Wilcoxon signed-rank test yielded statistically significant results. A Z value of -1.838 and an asymptotic bilateral significance of 0.000 indicate a substantial effect of traditional oral storytelling on the students' identity, in line with previous Peruvian studies (Ayquipa Tupayachi & Quispe Cruz, 2025; Becerra Saldaña et al., 2021; Huallpa Jiménez, 2024).

Moreover, the Z value of -1.034 (p = 0.000) indicated a significant effect on cultural recognition, while the Z value of -2.968 (p = 0.003) demonstrated a positive influence on the valuation of customs. These outcomes are supported by theories regarding cultural cohesion (Ong, 2005), cognitive development through narratives (Bruner, 1988), and narrative models in primary education (Portilla et al., 2021).

The data suggest that favorable changes outnumbered unfavorable ones, demonstrating that oral storytelling is an effective method for strengthening cultural identity in children from grades 1 to 3, thereby improving their cultural understanding and the appreciation of their traditions.

These findings align with studies that underscore the use of narrative materials for strengthening cultural identity and oral competencies (Aguilar Pomares et al., 2015; Morey & Castellanos, 2025; Arce-Alva et al., 2025; Bateman, 2022; Hibbin, 2016).

However, traditional oral storytelling remains excluded from the National Curriculum for early grades of basic education, despite the existing empirical evidence (Ayquipa Tupayachi & Quispe Cruz, 2025; Becerra Saldaña et al., 2021). The integration of traditional Huancayo legends in the areas of Communication and Culture is recommended.

Among the limitations identified in this study are the absence of a control group inherent in the pre-experimental design and a lack of control over familial variables (Macapugay & Nakamura, 2024). Moreover, the specific context of Huancayo restricts the generalization of results to other Andean regions. Future research is suggested to include larger samples, control groups, and consideration of familial and cultural factors to enhance the validity of the findings.

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