

TOY BASED PEDAGOGY– AWARENESS AMONG PRIMARY SCHOOL TEACHERS

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Abstract:

The changing landscape of elementary education demands new and creative teaching methods to create an interactive and successful learning environment. One innovative approach gaining popularity is toy-based teaching, which combines play with educational goals. By tapping into children's natural curiosity and sense of fun, this method turns traditional classrooms into lively spaces for exploration and learning. A rising trend in this area is toy-centered teaching, which taps into children's love for play to boost their mental, social, and emotional growth. This approach not only adds fun to learning but also hones critical thinking, imagination and problem-solving abilities right from an early age.

The present study was conducted with the objectives like the Awareness of Primary School Teachers toward Toy Based Pedagogy, with the reference of Gender and Management. Null Hypothesis was tested for the objectives on the sample of 100 Primary School Teachers selected randomly. It was found that 76% sample had high awareness, 14.6% had low awareness and 9.5% had average awareness on Toy Based Pedagogy. The null Hypothesis was tested in the t-test.

Keywords: Toy based teaching, creative thinking, emotional growth, primary teachers, awareness.

INTRODUCTION

In the ever-changing field of education, using creative teaching techniques is essential to captivate young students and cultivate a passion for learning. A rising trend in this area is

toy-centered teaching, which taps into children's love for play to boost their mental, social, and emotional growth. This approach not only adds fun to learning but also hones critical thinking, imagination, and problem-solving abilities right from an early age. Despite the numerous advantages, many elementary school teachers are unsure how to integrate toys effectively into their teaching methods. This article aims to shed light on toy-based education, highlight its advantages, and offer practical advice for implementation, empowering educators to establish a more dynamic and engaging classroom atmosphere.

Toy-based pedagogy has emerged as a promising approach that captures the attention of educators and researchers alike. This method utilizes toys to tap into children's natural curiosity and imagination, facilitating deep and meaningful learning experiences. By integrating toy-based teaching strategies, primary school teachers can enhance classroom dynamics, making learning enjoyable and impactful. The core principles of toy-based pedagogy, its advantages, and practical tips for implementation.

Educational paradigms have increasingly acknowledged the importance of innovative teaching methods in creating engaging learning environments for young minds.

Toy Based Pedagogy

Toy-based Pedagogy in particular, has proven to be a powerful tool in primary education by combining play with learning to enhance cognitive, social, and emotional development. Despite the benefits it offers, many primary school teachers have yet to fully embrace and implement toy-based pedagogy.

The significance of this approach, outline its numerous advantages, and provide valuable insights to educators seeking to enhance their teaching practices. By adopting toy-based pedagogy, teachers can transform their classrooms into dynamic and interactive spaces that not only captivate students but also establish a strong foundation for lifelong learning.

In today's changing primary education landscape, it's crucial to use innovative teaching methods to create a lively productive learning environment. One emerging technique that's gaining popularity is toy-based teaching, where play is combined with educational goals. By tapping into kids' natural curiosity and playful nature, this method turns traditional classrooms into vibrant places for exploration and learning. Despite its potential, many primary school teachers are still

unfamiliar with toy-based teaching. The importance of this approach, discussing its advantages, practical uses, and the positive impact it can have on young. Teachers who adopt this method can boost student involvement, imagination, and cognitive growth, leading to a more well-rounded educational journey.

Need for the study

To bring effective improvement in the quality of pedagogy, it is necessary to focus attention on emerging toys. Now, many teachers are thinking of using toys to enrich their teaching competency. The use of toy based pedagogy at the Primary school level will support the students to enrich their learning competency. Hence, it is important to study the awareness of Toy Based Pedagogy at Primary school teachers.

Scope of the study

The investigator attempted to know the awareness of Toy Based Pedagogy at Primary school teachers. The study will be of great help for the teachers since the concept of teaching has been changing from time to time. One can teach well only when s/he has a better teaching competency. In this context, the investigator attempted to study the awareness of Toy Based Pedagogy at Primary school teachers.

OBJECTIVES

1. To find out the Awareness of Primary school Teachers on Toy Based Pedagogy.
2. To study the difference between male and female Primary school Teacher's awareness on Toy Based Pedagogy.
3. To study the difference between Government and Private Primary school Teacher's Awareness on Toy Based Pedagogy.

Research Question

Does Primary School Teachers have awareness on Toy Based Pedagogy?

HYPOTHESIS

1. There is no significant difference between male and female Primary school teachers regarding their awareness towards Toy Based Pedagogy.
2. There is no significant difference between Government and Private Primary school Teacher's awareness on Toy Based Pedagogy.

METHODOLOGY

Descriptive survey research was used in the present study. The process of description as employed in this research study goes beyond mere gathering and tabulation of data. It involves an element of population/sampling procedure, tools for collecting the data, and interpretation of the meaning or significance of what is described.

Population of the Study

The population of the study consists of all the primary school teachers of SPS Nellore District.

Sample of the Study

In the present study, 100 primary school teachers in SPS Nellore District, filled out the questionnaire and were selected through simple random sampling. Out of the total 50 were male and 50 were female respondent and 50 from Private and 50 from Government management. The data was collected through the Google platform as the scale was distributed via mail and WhatsApp groups.

Tool Used for the study

To know the awareness of primary school teachers towards Toy Based Pedagogy, a self-constructed scale was devised by the investigators to collect the information. The three point scale consisting of 20 statements was developed to check the awareness of primary school teachers towards toy based pedagogy. The response alternatives for each item were (1) Yes, (2) No and (3) Don't know.

Procedure for Data Collection:

Primary school teachers in SPS Nellore district was selected randomly. 100 Primary Teachers of both male and female and Government and Private management. The data was collected using google form. The tool was scored properly and data was analyzed using appropriate statistical techniques.

Analysis and Interpretation:

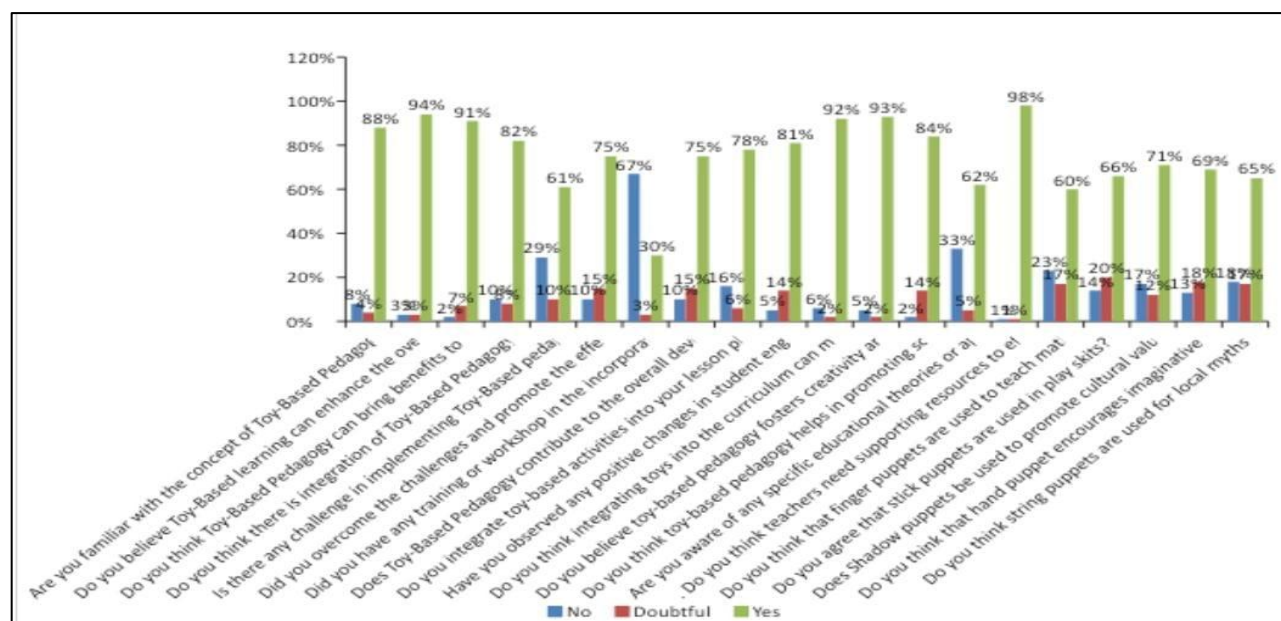
In the study the researchers used statistics like Mean, Standard Deviation, t-test for analyzing the result.

Objective 1: To study the awareness of Primary school Teachers on Toy Based Pedagogy.

Table:1 Item-wise Analysis of the awareness of primary school teachers towards toy based pedagogy

S.No	Item	Yes	No	Doubtful
1	Are you familiar with the concept of Toy-Based Pedagogy?	88 (88%)	8 (8%)	4 (4%)
2	Do you believe Toy-Based learning can enhance the overall learning experience of primary school students?	94 (94%)	3 (3%)	3 (3%)
3	Do you think Toy-Based Pedagogy can bring benefits to primary school education?	91 (91%)	2 (2%)	7 (7%)
4	Do you think there is integration of Toy-Based Pedagogy in primary school classrooms?	82 (82%)	10 (10%)	8 (8%)
5	Is there any challenge in implementing Toy-Based pedagogy in primary schools?	69 (69%)	29 (29%)	10 (10%)
6	Did you overcome the challenges and promote the effective implementation of Toy-Based Pedagogy in primary schools?	75 (75%)	10 (10%)	15 (15%)
7	Did you have any training or workshop in the incorporation of Toys in primary school teaching?	30 (30%)	67 (67%)	3 (3%)
8	Does Toy-Based Pedagogy contribute to the overall development of children?	75 (75%)	10 (10%)	15 (15%)
9	Do you integrate toy-based activities into your lesson plans?	78 (78%)	16 (16%)	6 (6%)
10	Have you observed any positive changes in student engagement or learning outcomes when using toy-based pedagogy?	81 (81%)	5 (5%)	14 (14%)
11	Do you think integrating toys into the curriculum can make learning more enjoyable for primary school students?	92 (92%)	6 (6%)	2 (2%)
12	Do you believe toy-based pedagogy fosters creativity and imagination in primary school students?	93 (93%)	5 (5%)	2 (2%)
13	Do you think toy-based pedagogy helps in promoting social skills and collaboration among primary school students?	84 (84%)	2 (2%)	14 (14%)
14	Are you aware of any specific educational theories or approaches that support the use of toys in teaching at the primary level?	62 (62%)	33 (33%)	5 (5%)

15	Do you think teachers need supporting resources to effectively implement Toy-Based pedagogy?	98(98%)	1(1%)	1(1%)
16	Do you think that finger puppets are used to teach math skills?	60(60%)	23(23%)	17(17%)
17	Do you agree that stick puppets are used in play skits?	66(66%)	14(14%)	20(20%)
18	Does Shadow puppets be used to promote cultural values?	71(71%)	17(17%)	12(12%)
19	Do you think that hand puppet encourages imaginative and creative thinking?	69(69%)	13(13%)	18(18%)
20	Do you think string puppets are used for local myths	65(65%)	18(18%)	17(17%)



The above Table (table No.1) shows the awareness level for Toy Based Pedagogy of primary school teachers. It was found that highest awareness was for question no 15, "Do you think teachers need supporting resources to effectively implement Toy-Based pedagogy?" that is, 98% of the sample, where as the least was for the question no.7, "Did you have any training or workshop in the incorporation of Toys in primary school teaching?" that is 30% of the sample. The sample expressed highest doubt with the reference to question no.19, "Do you think that hand puppet encourages imaginative and creative thinking?", that is 18% of the sample, least doubt was expressed by 1% of the sample for the question no.15, "Do you think teachers need supporting resources to effectively implement Toy-Based pedagogy?".

The data also shows that among the samples highest number shows awareness than no or doubtful awareness.

Table : 2 Awareness level of primary school teachers -whole tool

Awareness	Doubtful	Not aware
1515 (76%)	193 (9.65%)	292 (14.6%)

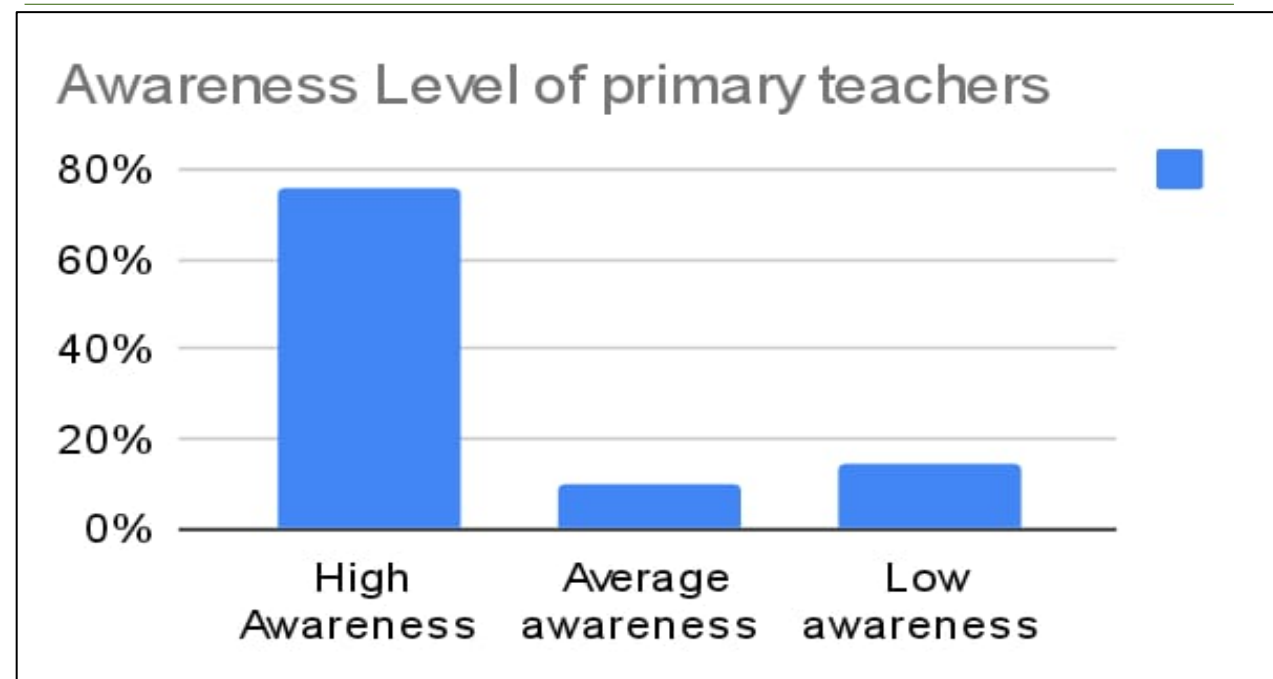
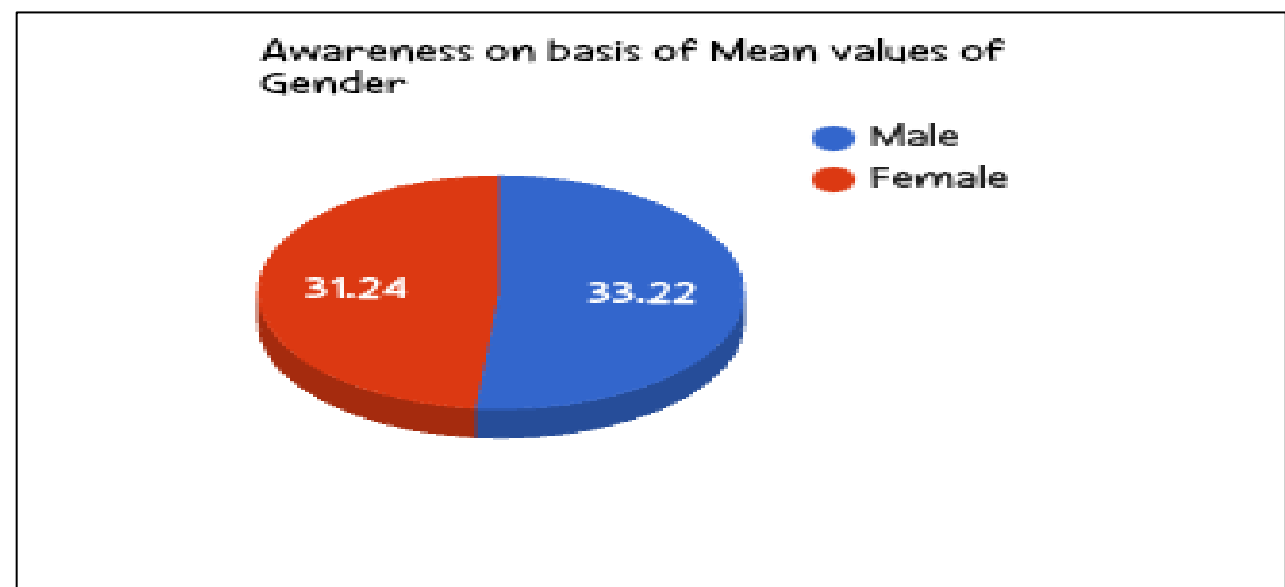


Table no.2 & fig no 2 projects the samples awareness level for the whole tool. It was observed that the number of primary school teachers who had awareness (76%), on toy based pedagogy were more than not aware (14.6%) and doubtful (9.65%) teachers. It also seems that not aware teachers were more than doubtful teachers. Hence the in-service training of Teachers on toy based pedagogy is must for the primary school teachers.

Objective 2: To study the difference between male and female Primary school Teachers awareness on Toy Based Pedagogy.

Table: 3 Difference of Awareness on the basis of gender-- Primary school Teachers

Gender	N	Mean	S.D.	p-value	Level of significance
Male	50	33.22	6.364	0.13	Not significant
Female	50	31.24	6.598		



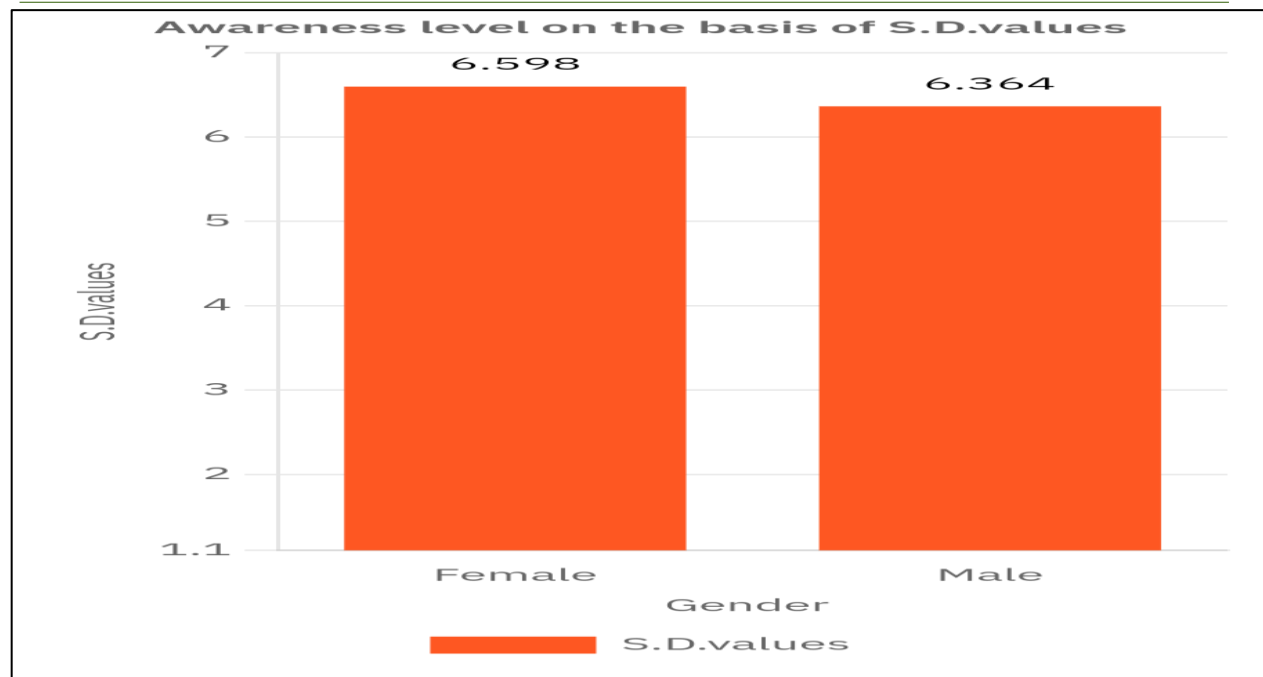


Table 3 revealed that the p-value (0.13) is greater than 0.05 and hence, not significant at 0.05 level. Hence, the null hypothesis “There is no significance difference between male and female Primary school Teachers awareness on ToyBasedPedagogy.” is retained. Result leads to infer that the awareness of male and female Primary school Teachers on Toy Based Pedagogy did not differ significantly.

Objective 3- To study the difference between Government and Private Primary school Teachers Awareness on Toy Based Pedagogy.

Table :4 Item wise Awareness on the basis of Management
Aware Table

Q.No.	Government	Private
1	43	45
2	46	48
3	46	45
4	44	38
5	27	34
6	38	37
7	14	16
8	39	36
9	40	38
10	40	41
11	47	45
12	47	46
13	44	40

14	33	29
15	49	49
16	32	28
17	37	29
18	38	33
19	39	30
20	37	28

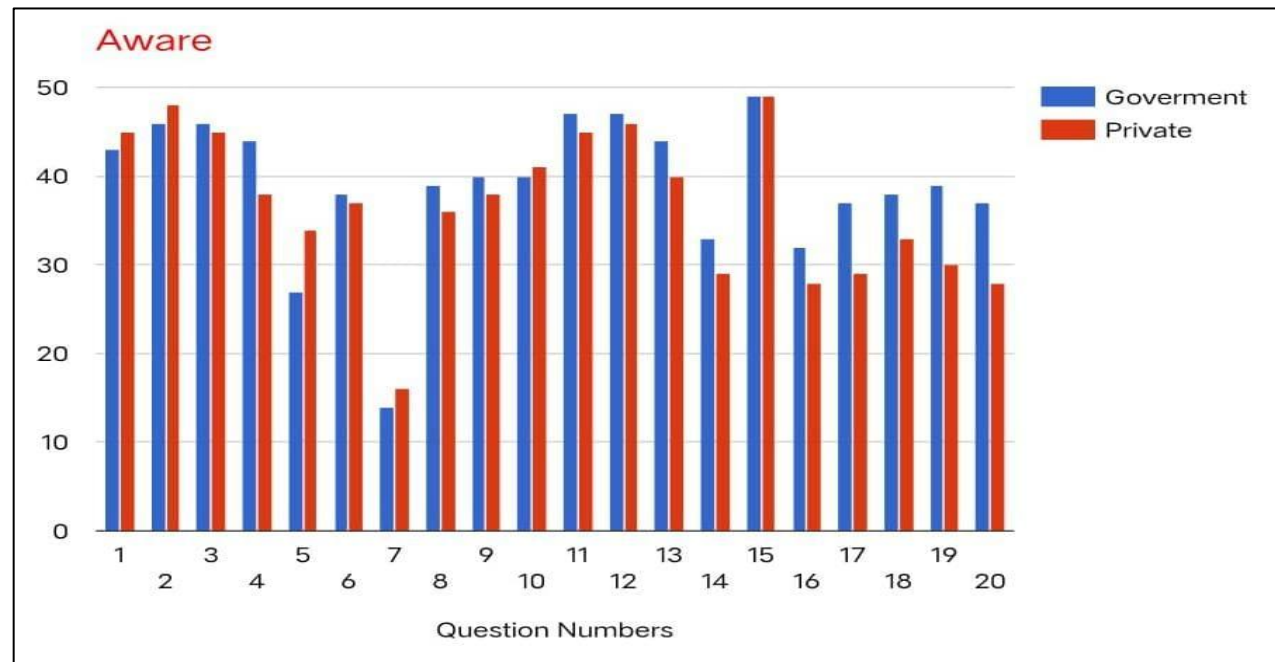


Table :5 Item wise Awareness on the basis of Management

Not Aware Table

Q.No.	Government	Private
1	5	3
2	2	1
3	1	1
4	5	5
5	19	10
6	5	5
7	35	32
8	6	4
9	8	8

10	2	3
11	2	4
12	2	3
13	1	1
14	14	19
15	0	1
16	9	14
17	5	9
18	5	12
19	4	9
20	5	13

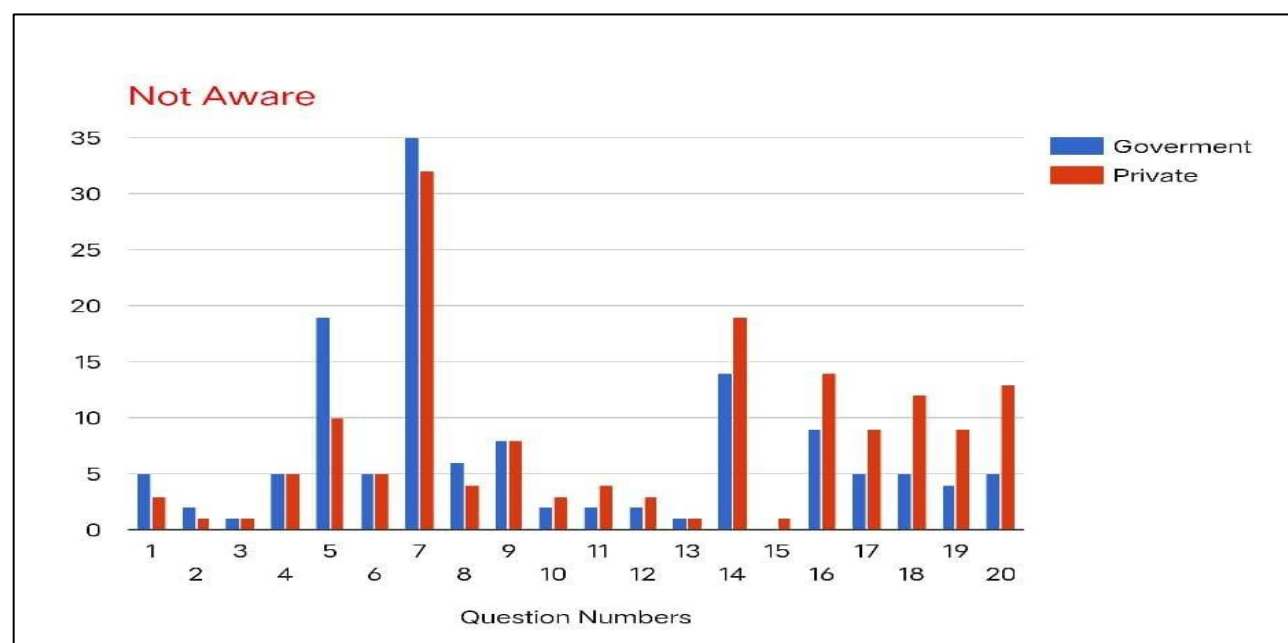


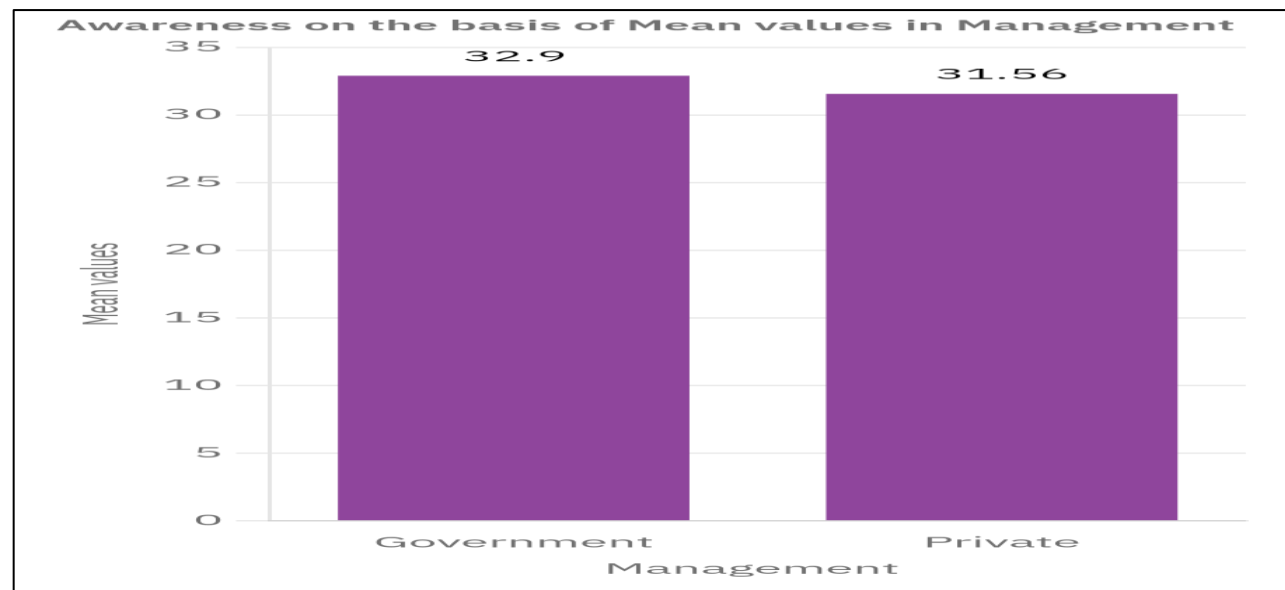
Table :6 Item wise Awareness on the basis of Management
Doubtful Table

Q.No.	Government	Private
1	2	2
2	2	1
3	3	4
4	1	7
5	4	6
6	7	8

7	1	2
8	5	10
9	2	4
10	8	6
11	1	1
12	1	1
13	5	9
14	3	2
15	1	0
16	9	8
17	8	12
18	7	5
19	7	11
20	8	9

Table:7 Difference of Awareness on the basis of Management

anagement	N	Mean	S.D.	P-value	Level of Significance
Government	50	32.9	5.740	0.307	Not significant
Private	50	31.56	7.223		



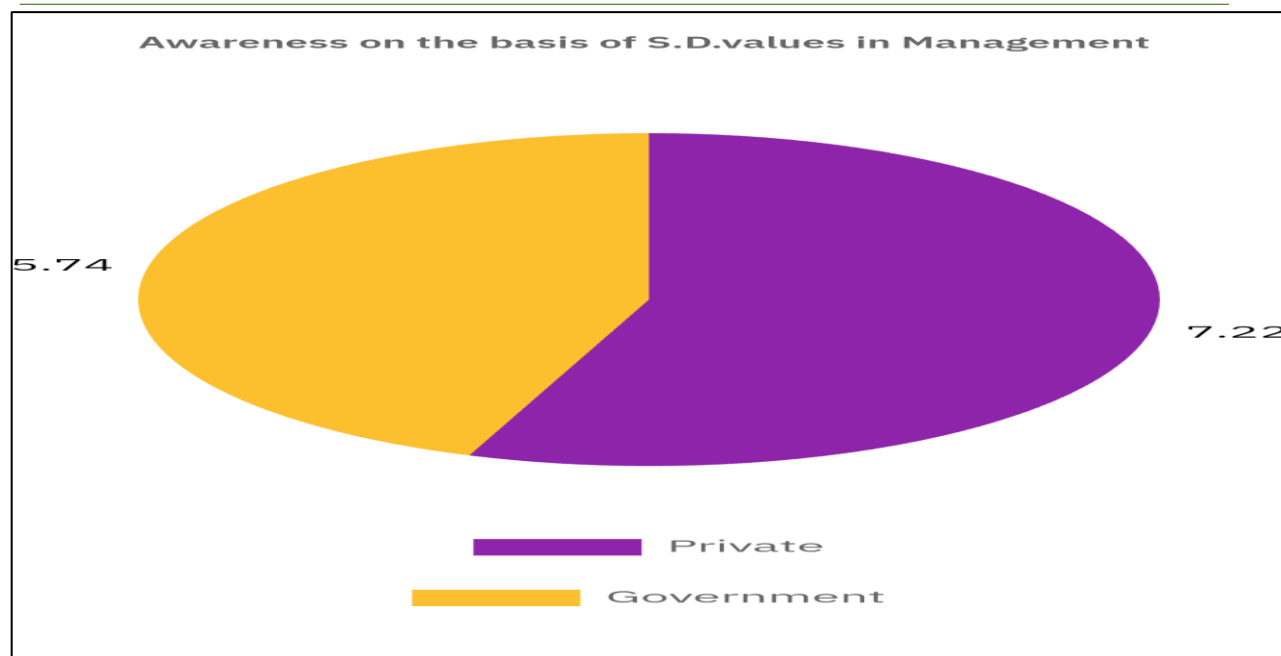


Table 7 revealed that the t-value (0.307) is greater than 0.05 and hence, not significant at 0.05 level. Hence, the null hypothesis “There is no significance difference between Government and Private management Primary school Teachers awareness on Toy Based Pedagogy.” is retained. Result shows that the awareness of Government and Private management Primary school teachers on Toy Based Pedagogy does not differ significantly.

MAJOR FINDINGS AND DISCUSSION

- It is found that majority of Primary School Teachers that is 76% have high awareness on Toy Based Pedagogy.
- The Primary School Teachers also have average awareness 9.65% on Toy Based Pedagogy.
- The Primary School Teachers also had low awareness 14.6% on Toy Based Pedagogy.
- There is no significance difference between male and female Primary School Teachers awareness on Toy Based Pedagogy.
- There is no significance difference between Government and Private management Primary School Teachers awareness on Toy Based Pedagogy.

Educational Implications:

Many researchers have projected that there is a link between awareness, attitude, implication and positive results. Hence the researchers indulged to study the awareness of Primary school Teachers on Toy Based Pedagogy. Education is the core of equality and empowerment. Thus, the positive awareness show the greatest impact on students.

The following are some of the suggested implications of the present study on the basis of the major findings. Toys are inherently engaging for young children. By incorporating toy-based pedagogy, teachers can enhance student motivation and interest in learning. This can lead to increased participation and active engagement in lessons. Toys encourage hands-on learning experiences, allowing children to manipulate objects, explore concepts, and experiment with ideas in a tangible way. This promotes experiential learning, which is effective in helping children grasp abstract concepts. Toys stimulate creativity and imagination, crucial skills in early childhood development. Teachers can leverage toys to encourage children to think outside the box, solve problems creatively, and express themselves freely.

The researcher finding project that there are still Primary School Teachers with average and low awareness on Toy Based Pedagogy. The government school management are required to bring 100% awareness among all the Teachers. Identifying and appropriating awards for effective teachers build and develop intrinsic motivation among the teachers. Workshops and creativity in teaching will help the Primary School Teachers effective teaching.

CONCLUSION

Usage of Toy Based Pedagogy is a very effective approach to educate. In order to concentrate constructivism in our classrooms, it is imperative that we place a strong emphasis on method and create suitable strategies for teaching. Toys provide opportunities for hands-on exploration and experimentation, allowing children to actively engage with concepts and construct their understanding of the world around them. Various commissions and committees recommended the importance of toy-based pedagogy at basic stages of education. By leveraging play-based

learning experiences, educators can create rich environments where children not only acquire academic knowledge but also cultivate the foundational skills necessary for lifelong success. Children can freely explore and express their creativity, which helps them develop imaginative thinking skills and the holistic development of children by targeting various domains such as cognitive, social, emotional, and physical development.

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