

Teachers' Perception on Play Based Learning for Early Primary Grade Children

By

Farah Tuba
19155014

A thesis submitted to Brac Institute of Educational Development in partial fulfillment of the requirements for the degree of
Master of Science in Early Childhood Development

Brac Institute of Educational Development
Brac University
December 2021

© 2021. Farah Tuba
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Farah Tuba
19155014

Approval

The thesis titled Teachers' perception on play based learning for Early Primary Grade Children submitted by Farah Tuba, 19155014

of fall, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of masters on 15.12.21.

Examining Committee:

Supervisor:

(Member)

Ferdousi Khanom

Senior Lecturer, ECD Academic Program

Brac Institute of Educational Development, Brac University

Program Coordinator:

(Member)

Ferdousi Khanom

Senior Lecturer, ECD Academic Program

Brac Institute of Educational Development, Brac University

External Expert Examiner:

(Member)

Sabira Sultana

Lecturer, MEd Academic Program

Brac Institute of Educational Development, Brac University

Departmental Head:

(Chair)

Dr. Erum Mariam

Executive Director

Brac Institute of Educational Development, Brac University

Ethics Statement

Title of Thesis Topic: Teachers' perception on play based learning for Early Primary Grade Children

Student Name: Farah Tuba

1. Source of population: Primary school teachers from Government Primary schools of Dhaka City
2. Does the study involve (yes or no)
 - a) Physical risk to the subjects (no)
 - b) Social risk (no)
 - c) Psychological risk to subjects (no)
 - d) discomfort to subjects (no)
 - e) Invasion of privacy (no)
3. Will subjects be clearly informed about (yes or no)
 - a) Nature and purpose of the study (yes)
 - b) Procedures to be followed (yes)
 - c) Physical risk (n/a)
 - d) Sensitive questions (yes)
 - e) Benefits to be derived (yes)
 - f) Right to refuse to participate or to withdraw from the study (yes)
 - g) Confidential handling of data (yes)
 - h) Compensation and/or treatment where there are risks or privacy is involved (yes)
4. Will Signed verbal consent for be required (yes or no)
 - a) from study participants (yes)
 - b) from parents or guardian (n/a)
 - c) Will precautions be taken to protect anonymity of subjects? (Yes)
5. Check documents being submitted herewith to Committee:
 - a) Proposal (yes)
 - b) Consent Form (yes)
 - c) Questionnaire or interview schedule (yes)

Ethical Review Committee:

Authorized by:
(chair/co-chair/other)

Dr. Erum Mariam
Executive Director
Brac Institute of Educational Development, Brac University

Abstract

Play based learning is considered very important for early primary grade children. Many developing and under developed countries are struggling to implement this play based learning method. This study aims to explore teachers' perception on play based learning. The findings of this research indicated that teachers are generally know about play based learning in early primary grade children but they prefer conventional learning method. In terms of practice play based learning, it was found that teachers think that it will be time consuming. The research further revealed that teachers need more training and guidance to know about play based learning. As they have a very little idea about fully functioning play based learning curriculum, therefore they think it will increase their work load. This study recommended that teachers' training on play based learning for early primary grade children is needed. Also existing curriculum and policies need to be reviewed to incorporate the play based learning pedagogy. Lastly, further research needs to be carried out on a larger scale to see a nationwide perspective.

Key Words: Teachers; Play based Learning; Early Primary

Acknowledgement

Firstly, I would like to express my sincere gratitude to my supervisor Ms. Ferdousi Knanom for her constant support and guidance during my thesis research and write up. Over the past few months, she has shown me immeasurable patience, motivation, enthusiasm and immense knowledge. I could not have imagined having a better supervisor and mentor for my thesis.

Besides my supervisor, I would like to thank the ECD faculty members Mr. Mostak Imran and Ms. Syeda Sazia Zaman for helping me by reviewing my In-depth Interview and Focus Group Discussion guidelines. I would like to thank the ECD faculty members, Ms. Sakila Yesmin, Ms. Syeda Fareha Islam, Ms. Ashfi Mehnaz, and Ms. Areefa Zafar, for their encouragement, insightful comments and constructive feedback. I would also like to thank Mr. Mujahidul Islam for his continuous support from the beginning of the ECD course.

I am very grateful to the research participants who shared their valuable time and experiences for my study.

I would also like to express my gratitude to my beloved family especially my mother whose continuous support meant a lot to me. I want to thank my friends from ECD sector, whose passion for working in this area has been a continuous source of inspiration to me. I would not have been here without you all.

Finally, I would like to express my heartfelt gratitude to every person from my family and friends who supported me unconditionally without which it would never be possible to complete this thesis.

Table of Contents

Declaration.....	I
Approval.....	II
Ethics Statement.....	III
Abstract.....	IV
Acknowledgement.....	V
Table of Contents.....	VI
Chapter I Introduction & Background.....	1
Introduction.....	1
Statement of the Problem.....	3
Purpose of the Study.....	4
Significance and justification of the Study.....	4
Research Questions.....	5
Definition of key terms.....	6
Chapter II Literature Review.....	8
Chapter III Methodology.....	12
Study Design.....	12
Research Site.....	12
Participants and Participants Selection Procedure.....	13
Data Collection Tool.....	13
Data Collection Procedure.....	13
Data Analysis.....	14
Validity & Reliability.....	14
Limitations of the study.....	14
Ethical Issues.....	15
Chapter IV Findings and Discussions.....	16
Findings.....	16
Discussion.....	28
Conclusion.....	36
Recommendations.....	37

References.....	38
Annex 1: In-Depth Interview Questionnaire: English.....	44
Annex 2: In-Depth Interview Questionnaire: Bangla.....	47
Annex 3: Focus Group Discussion Questionnaire: English.....	50
Annex 4: Focus Group Discussion Questionnaire: Bangla.....	52
Annex 5: Consent form for teachers.....	53

CHAPTER I:

INTRODUCTION & BACKGROUND

Introduction

Learning via play has been shown to benefit a child's growth. Playing can only be educational if it is enjoyable, meaningful, energetic, and socially involved (Parker & Thomson, 2019). In education, playing allows for initiative, engagement, creativity, and sociability (IPA, 2014). Play-based learning aids in the development of social skills, increases motivation to study, and enhances language and numeracy abilities in youngsters. Playing entails taking initiative, concentration, and being interested about the world (Wonder school, 2017). It also helps children with problem-solving skills, emotion regulation, creativity, decision-making, teamwork, resilience, sharing, and socializing in small and large groups, all of which help children make better life choices and teach them lasting skills (UKEssays, 2020).

Early primary grades are defined as children aged 6 to 8. (UNICEF, 2018). Children's educational experiences in the early primary grades can be transformed by play-based learning techniques, which can improve learning motivation and outcomes (The Lego Foundation, 2018).

Teachers' attitudes about the use of play-based approaches are shaped by their knowledge of, comprehension of, and interpretation of how play-based approaches help children's learning (Puteh & Ali, 2013). Aside from their parents, teachers play a critical role in the lives of children. Teachers serve as a protector, caregiver and companion to children as early as kindergarten. The attitude and conduct of a person's early childhood teacher has a significant impact on his lifelong learning. They absorb whatever they can from the environment in which they are placed. With good direction, they obtain information and education. Without a

teacher, none of this would be possible. Teachers have an important role in influencing the lives of youngsters in this way (The Asian School, 2019).

Primary education is the breeding ground for tomorrow's leaders, intellectuals, and inventors (Local Assignments, n.d). It is here that youngsters begin their academic careers. A child's life, which had previously centered solely on family and kindergarten, has abruptly shifted. He begins elementary school with both anxiety and joy, and his teachers become an important part of his life. At a young age, a kid meets his teachers and recognizes them as his guardians, which is why primary school teachers have such a strong influence on children. Children are influenced by their ideas, attitudes, and perceptions.

Teachers' attitudes about the use of play-based approaches are shaped by their knowledge of, comprehension of, and interpretation of how play-based approaches help children's learning (Puteh & Ali, 2013).

Teachers must be extremely efficient when it comes to establishing a correct learning style. A youngster enjoys playing from an early age. They are unprepared to listen to a lecture. They seek enjoyment in all aspects of their existence. When the instructor blends learning and playing, play and learning may be on the same page. They must comprehend the value of play and child-centered pedagogy in early childhood education, as well as possess the requisite abilities and dispositions to implement play-based learning (UNICEF, 2018).

Teachers' perspectives, experiences, and beliefs about play-based learning as a core issue in the field of early childhood education are important and relevant for a wide range of policy agents, including national policy stakeholders, teachers, ECE practitioners, parents, and, most importantly, children themselves (Moan, Hjetland & Wollscheid, 2019).

Statement of the Problem

Bangladeshi education policymakers, like those in many other developing nations, have been focused on increasing access to school and increasing educational achievement rates (Trines, 2019), which can only be achieved when students like their learning experience. It is dependent on the teacher's charisma in terms of increasing children's attention to the classroom and education. Bangladesh has one of the world's largest primary education systems, so it is not be simple (ADB, 2011). The government elementary school is attended by 51.32 percent of the youngsters. These are students from low-income or disadvantaged backgrounds. Traditional pen-paper pedagogies create barriers between students and teachers, and they frequently fail to address the developmental requirements of all kids, especially underprivileged pupils who are frequently overlooked in standardized curriculum (Irizarry, 2019). It is proposed in the policy to provide a creative, beneficial, and enjoyable atmosphere for students in primary and secondary schools in order to assure their adequate protection and development (MOPME, 2010). In its last revised curriculum in 2012, the National Curriculum and Textbook Board began incorporating internationally updated teaching-learning methods and techniques, interactive instructional strategies, and formative assessment procedures in each grade and subject to address the 21st century teaching-learning needs (Alam & Shengquan, 2019). Teachers that are capable of pushing pupils to accomplish are in charge of classrooms. Teachers must enhance areas of teaching such as instructional procedures and teacher attitude in order to achieve the goal (Palardy & Rumberger, 2008).

So, here is some proof that policy supports play-based learning, but it is up to the teachers to decide whether or not they are ready to implement it. Teachers cannot expect students to stay in a chair all day and attend all of their classes. They have to have fun and play. However, a teacher's primary obligation is to ensure that students learn. They are the ones who will be in

charge of the classes. This is why it is necessary to explore teachers' attitudes toward play-based learning in the early elementary grades.

Purpose of the Study

The purpose of this study is to find out how teachers feel about play-based learning. The study's major goal is to understand more about teachers' thought processes when it comes to play-based learning. This research was look at a circumstance when teachers are willing to embrace a unique yet highly successful learning method.

Significance and Justification

Opportunities to play in the early elementary grades help youngsters comprehend academic ideas and develop a desire to study (The Lego Foundation, 2018). Play-based learning aids a child's overall development by including socio-emotional learning, as well as building confidence, increasing motivation, and instilling cognitive abilities. The academic or conventional approach to early childhood education focuses on instilling cognitive abilities and knowledge in young children via structure and routine (Wonderschool, 2017). Play-based learning has been shown to improve children's academic and developmental results. It can also help your child succeed in the twenty-first century by teaching them useful skills (Robertson, Morrissey & Rouse, 2018). Early childhood is a crucial period in a child's life since it is not only when they learn to connect with others, such as peers, teachers, and parents, but it is also when they begin to establish hobbies that will last a lifetime (Alvodro, n.d.).

Play-based learning is vital in early elementary school for increasing a child's academic career as well as fundamental abilities. Teachers in the early elementary grades do more than just facilitate. In the classroom, their ideas and views are important. Teachers' attitudes toward play-based learning are reflected in their classes, allowing children to acquire important social, emotional, physical, and motor abilities (Onditi, Otengah & Odongo, 2018).

As a result, it's critical to investigate teachers' attitudes toward play-based learning. This study provides insight into the present state of school teachers' ideas and attitudes concerning the use of play-based learning in the classroom. It can help teachers who desire to employ play-based learning improve their understanding. The findings of this study can help policymakers and program implementers create a play-based learning method for early primary school students. It's past time to hear what primary school teachers think about play-based learning in the early primary grades.

Research Questions

- How do school teachers perceive the play-based learning for early primary grade?
- What are their views on “How play-based learning can be implemented in early primary grades”?
- What is their opinion on the challenges of implementing play-based learning approaches for early primary graders?

Definitions of the Key Terms

Play Based Learning

Play-based learning allows young children to play with objects, explore concepts, and articulate new understandings. Playing alone, quietly, and reflectively is possible. It may, on the other hand, be sociable, lively, and engaging (Edward, 2017). This research focuses on early primary school students' play-based learning. Play-based learning is defined as a technique of learning in which children play and learn in a collaborative and successful manner.

Teacher

Teachers are, without a doubt, the most important people in our society. According to the University of People, they provide children a sense of purpose, prepare them for success as global citizens, and inculcate in them a desire to perform well and thrive in life (University of People, 2020). Teachers' attitudes about the use of play-based approaches are shaped by their knowledge of, comprehension of, and interpretation of how play-based approaches help children's learning (Puteh & Ali, 2013). This research discusses at how primary school teachers feel about play based learning approach. Including their thoughts, practices and experiences everything is discussed here.

Perception

Perception is a more complicated process in which an individual selectively absorbs or assimilates stimuli in the environment, cognitively organizes the perceived information in a certain manner, and then interprets the information to make a judgment about what is going on in the environment. It's a subjective process in which people see the same world in various

ways (Kahyap, n.d). The term 'perception' is used in this study to refer to the primary school teachers' understanding, viewpoint, and knowledge. Their 'perspective' reflects their comprehension and opinion of play-based learning as well as their knowledge of it.

Early Primary Grade

Children in the early grades of elementary school range in age from six to eight years old. 6-8 years considered the early grades of primary school (UNICEF, 2018). In this period, active, play-based learning approaches can transform the educational experiences and strengthen learning motivation and outcomes. (UNICEF, 2018).

CHAPTER II:

LITERATURE REVIEW

Many research have looked at teachers' perspectives on play-based learning for early primary school students. For early primary grades, this section will seek to emphasize literature on various elements of play-based learning as well as teachers' perspectives on it.

Importance of Play Based Learning in Early Primary Grade

Play-based learning is defined by the Early Years Learning Framework as a framework for learning in which children organize and make sense of their social realities by actively engaging with people, things, and representations (Aktova, 2017). Play-based learning is beneficial to primary kids' cognitive, physical, social, and emotional development (Arrow, 2019). Children have found that using play as a pedagogical strategy has resulted in a pleasant learning experience (Kobylak & Klyan, 2017). The kids were ecstatic to have the opportunity to learn about other planets via play. Playing made sense to them, and as their curriculum developed, so did their level of participation. In our lunar investigation, they asked confident questions, contributed to their own knowledge, and socialized with their peers (Kobylak & Klyan, 2017). Playing gives possibilities for self-discovery and social relationships, as well as allowing children to test out new ideas and apply what they've learned in school in a less stressful environment. Playing helps children develop their imagination, speaking and listening abilities, as well as their understanding of math and scientific ideas. Because children are organically eager to restore bonds and construct structures, playing is a time where mistakes may be thoroughly investigated (Rogin, 2020).

According to research conducted by the Lego Foundation on play-based learning, children's playful experiences are more likely to lead to deeper learning when they are joyful, actively engaging, meaningful, iterative, and socially involved (The Lego Foundation, 2021).

According to the data, "combining joyful child-directed activities with teacher or adult supported or led learning objectives" is what play-based learning at school is all about

(Weisberg, Pasek & Golinkoff, 2013). Teachers, according to Nicole Michelle Coots, are placing children at danger of failing in school if they don't let them to play (Coots, 2019).

Children learn 'naturally' via play, with the support of teachers who facilitate chances for play in the environment in which they are immersed (Ali et al., 2018). Many studies have shown that play-based learning has a true and positive influence on student learning and development (Pasek, n.d.).

Teachers' Perception on Play Based Learning

Teachers are still unsure about the relationship between play, learning, and growth (Zhulamanova & Raisor, 2020). Some teachers said that play and learning are two distinct conceptions, and that adopting play-based learning to satisfy academic goals was difficult. They also believed that play-based learning would stifle play or, worse, teaching (Pyle & Danniels, 2017). Play-based learning was favoured by the majority of teachers. Classroom observations, however, revealed a discrepancy, since the teachers' declared learning approach is not followed in the classes (Bantwini, 2015). Teachers' perceptions of play's impact on learning in the classroom will influence how they use it in their classrooms (Pyle, Prioletta, & Poliszczuk, 2018). If a teacher feels that play can assist and deepen academic learning, he or she will become more invested in their position to integrate play in the classroom and use various forms of play to acquire various reading and writing abilities.

Play, according to many ECE teachers, helps to children's overall development as well as specific development areas including social, emotional, cognitive, and language development (Moan, Hjetland & Wollscheid, 2019). Play-based learning is the concept of teachers and students working together to co-create knowledge. Learning environments are purposefully created to encourage creativity, social interaction, experimentation, and a passion for learning (The Lego Foundation, 2020). Many teachers are worried, yet others are limiting playtime in the classroom (Onditi, Otengah & Odongo, 2018). Teachers are reconsidering how they teach young children to maximize their learning potential (UNICEF, 2018). Teachers' opinions about the importance of play in the classroom will impact how they include it into their lessons (Pyle, Prioletta, & Poliszczuk, 2018).

Global and Bangladesh's Context Regarding Play Based Learning in Early Primary Grade

Play-based learning is difficult in any environment, and culture plays an important role in influencing how individuals in various countries interpret playing. People from various cultural backgrounds tend to focus on different aspects of the same phenomenon (Azuma, 1986); because teachers' opinions on play are shaped by their own cultures, these viewpoints range greatly. Children's classroom experiences are influenced by teachers' ideas of play (Taylor, Samuelsson & Rogers, 1999).

In Malaysia, the importance of a play-based approach to teaching and learning has been highlighted (Ali, 2013). The majority of teachers in the United States believe in the benefits of play (Zhulamanova, 2019). When it comes to play-based learning, Japanese teachers see it as a way of life, whereas American teachers see it as a way of learning and growth (Taylor, Samuelsson & Rogers, 1999).

Bangladesh Education Policy illustrates how play, playfulness, and structure may be used to create a learning environment (Hasan & Obaydullah, 2020). Teachers' perceptions of play-based learning in Bangladesh differed from those in the West. It is not practiced in the same way as it is in other nations (Chowdhury & Rivalland, 2012). Twenty-six studies on play conducted in 18 countries, including Bangladesh, discovered that play-based learning encouraged children to excel in a variety of learning areas, including language and literacy, social emotional abilities, and numeracy (Maeder, 2021). In the context of worldwide education reforms that highlight the relevance of skills for 21st century learning, play-based learning in schools is critical (Parker, 2021).

CHAPTER III:

METHODOLOGY

Study Design

This is a qualitative study since it examines primary school teachers' attitudes on play-based learning. The qualitative research design was adopted in this study. Qualitative research is an iterative process in which the scientific community improves its understanding by establishing new meaningful distinctions as a result of getting closer to the topic being examined (Aspers & Corte, 2019). Qualitative research may assist in gaining access to study participants' ideas and feelings, allowing for the creation of a better understanding of how individuals characterize their experiences (Stutton & Austin, 2015).

Because this is a qualitative study, two data gathering approaches were employed. "In Depth Interview" (IDI) and "Focus Group Discussion" were two of them (FGD). These procedures entail lengthy interviews in which participants describe a variety of topics that aid in the study's goal. The perceptions of primary school teachers toward play-based learning were investigated in this study. Through these data gathering approaches, a variety of opposing thoughts and perspectives regarding play-based learning evolved, based on varied life experiences. This research looked into their habits and obstacles when it came to play-based learning.

Research Site

The research site for this study was three government primary schools in Dhaka city.

Participants and Participation Selection Procedure

In this study purposive sampling was used.

- Six teachers from grade one and two participated in the In-Depth Interview.
- Twelve teachers from grade one and two participated in two Focus Group Discussion. Each group consisted six members.

Data Collection Tool

1. In-Depth Interviews (IDI)
2. Focus Group Discussion (FGD)

Data Collection Procedure

Two approaches were employed in this investigation. A questionnaire was created for IDI to gather information on teachers' perceptions on play-based learning in the early elementary grades. It was addressed with the teachers in order for them to offer their perspectives and experiences.

There was also a series of questions for the focus group discussion that would assist to understand the views and problems of teachers as a whole. An audio recorder was utilized to capture all of the data. During the data gathering phase, detailed and informative notes were taken. Each IDI and focus group discussion lasted about 45-60 minutes.

Data Analysis

In this study data analysis was carried out in the following ways.

Initially, transcripts were arranged immediately following data collection. Various anecdotes and experiences acquired from respondents (teachers) with the context of the research were analyzed in an organized manner during this procedure. The transcriptions were then read aloud many times. This was a narrative analysis.

The information was then divided into numerous themes and sub themes. Interpretation was then summed up under the theme results. Then the outcome of this interpretation was decided. There was a summary of the findings, which served to clarify the study. Finally, findings of the study was done which included a compilation of articles and literature which was contextual and represented in an unambiguous way.

Validity & Reliability

The data collection guidelines of IDIs and FGDs were reviewed by experts from BRAC Institute of Educational Development (BIED).

Limitations

- There was no chance to observe the practices in the classroom.
- Teachers' perceptions of a few government primary schools in Dhaka city was considered, therefore, it was not possible to capture the whole scenario.
- Small sample size, hence, it was not possible to generalize over a larger population.

Ethical Issues

The study followed all ethical principles of research and the proposal of the study had been submitted for ethical approval from BRAC University ethical review committee. Following that multiple facets of ethics were integrated in this study. The participants' willingness to participate was guaranteed. None of their personal data will be utilized for anything other than this study, and all data references will be kept anonymous.

CHAPTER IV:

FINDINGS AND DISCUSSIONS

This chapter is divided into two parts. The first part, 'Findings,' will provide data acquired using two separate tools, IDI and FGD. The examined data will be reviewed in light of literature and the researcher's reflection in the second part, 'Discussion.' This section will conclude with a conclusion and some suggestions based on the study's findings and information.

Findings

Themes identified and presented in this section are important and interlinked either directly or indirectly. Categories were identified by examining IDI transcripts and FGD transcripts. Subsequently, data were organized into following themes and sub themes.

Demographic Information

A total of 18 government primary school teachers of grade one and two were interviewed. All of them were female between the ages of 24 to 47. Four participants have a bachelor's degree and the other fourteen have a master's degree. The teachers selected for this research are currently appointed at government primary schools in Dhaka. All teachers have experience working with play-based learning. Three teachers have eighteen months of experience in this field. Fourteen teachers have experiences between three to seven years. One teacher is working for a long time and has fifteen years of experience.

Theme 1: Teachers' knowledge about play-based learning for early primary grade children

This section is in compliance with the first objective of this study which is to explore primary school teachers' perception on play-based learning of early primary graders. The findings for this section are presented under sub themes which will, in turn, describe the understanding of teachers about play, opinions about importance of play in school, play based learning, conventional method versus play based learning, opinions about play based learning in early primary graders and essential strategies for learning and teaching in early primary grades.

Teachers' understandings about play

This sub-theme reflects certain common factors which constitute very similar thoughts of most of the respondents about play. In aspects of play, most of the teachers had the idea that playing is compulsory in a child's life. In two of the interviews, the respondents explained their understanding about play in a similar pattern, "*The activity children do is play*" (IDI-3, 9.11.21, IDI-4 10.11.21).

Including this statement, the other participants said that playing reminds them of the playground, childhood and the noises made by children while playing. Some teachers even mentioned playing in the classroom. A respondent from the FGD mentioned never getting the chance to play in the field. However, the description was reflected in a different manner. She said,

"When I hear the word play, indoor games come to mind in the first place. It reminds me that I am playing with my cousins in a room. I never got the chance to explore the playground. After started working here I saw another kind of play" (FGD-2, 10.11.21).

Opinion about importance of play

Most of the respondents did not consider play to have a role in development. Respondents who had a negative attitude towards play, did not think it was important for a child's physical development. One teacher shared that,

“Many people say that play helps physical development. But I do not think so because I have seen many other people who are physically developed without playing. I also didn't play that much in childhood. I do not think moving around is important” (IDI-4, 10.11.21).

Very few of the respondents possessed the knowledge about the importance of play in a child's life. They talked about physical and mental development. Some of them even use play as a learning tool in the classroom. One of the respondents mentioned,

“Children will play anyway. Playing is very good for their health and development. It will help their physical and socio emotional development. We even use play for learning. Otherwise, it is not easy to ask children to sit all over the day” (IDI-1, 9.11.21).

One respondent talked about the consequences of not playing. She said, *“Without playing children watch mobile or tab or play video games. These are not good for mind, body and harmful for eyes”* (IDI-6, 11.11.21).

Importance of play in school

Data revealed that some teachers thought that children would sit for a whole day with proper classroom management. One of them said, *“We are able to manage the class without play based learning. If we teach properly then we can use conventional methods easily. We do not need play based learning every day in school”* (IDI-5, 10.11.210). One teacher shared her

opinion in a negative tone which went, *“Teachers do not want them to play. It is not about what anyone wants but children will play anyway”* (IDI-4, 10.11.12).

The other respondents were aware of the fact that it is not possible for teachers to ask children of this age group to sit all day. As, in government schools they stay for a longer time.

“Our students stay in school for the whole day. They come in the morning and leave school in the afternoon. Of course, they will play. They play outdoors and we also facilitate them to play in the classroom. Otherwise, these children will not sit for whole day” (IDI-5, 10.11.210).

Play based learning

It was observed from the data that all teachers knew the term play-based learning from different types of training. However, they still do not have knowledge about a fully functioning play-based learning curriculum.

One response was, *“We receive a lot of training regularly. In some previous training we got the idea about play based learning in different ways. Also, we came to know about ways to convert our regular textbooks to incorporate play-based learning”* (IDI-2, 9.11.21).

Some respondents were found to have a negative views to play based learning who thought play-based learning is harmful for children as it creates a disturbance in pre-existing discipline, *“We do not have the strength to use play-based learning method. Also, it will create chaos in the classroom”* (IDI-4, 10.11.21). Another respondent said, *“We have heard about play based learning. We were asked to use it in the classrooms but with this huge*

number of students we do not have the strength to do that. Also, it will wreak havoc in the classrooms” (IDI-4, 10.11.21).

The rest of the responses supported play-based learning as an important learning tool for children.

Conventional method versus play-based learning

Data revealed that almost all the teachers are fine with conventional methods. They think a conventional approach is good and inclusion play based learning will make no difference in a child's education. Regarding this, one participant shared that,

“Actually, in conventional methods children learn through play. We do not state directly what we will teach but we use some play and then at last we say that you have learned it through play. That is why I do not think we need play-based learning for that. Also, children will get bored with too much play” (FGD-1, 9.11.21).

Another respondent voiced her worries that play based learning would not give the idea about moral development. She explained,

“Playing is important. But play based learning will not aid moral development. Moral development, too, is important. So, conventional method is better” (FGD-1, 9.11.21).

Another respondent thought, *“It would not be possible to use this play-based learning method with this huge number of students in classrooms” (FGD-1, 9.11.21).*

Very few respondents understood play-based learning will be better. One respondent, who was very positive about play based learning, described why the situation will be better with this method than the conventional method. She said,

“I think play based learning will be more helpful because we do both now. We give playful education and also, use lecture methods like adult education. The problem is that

a child enjoys some lessons and some are not enjoyable for them. So, it hampers their learning. If we use play all the time then children will think they are playing while actually they are actually” (IDI-2, 9.11.21).

Opinion about play-based learning in early primary grade

Most of the respondents showed their impression in a negative way about play based learning for early primary grade children. One of the respondents expressed it very clearly,

“Children like to play. That is why everybody is pushing about play based learning. But if we can manage the classroom then it is easy to use the lecture method. Play based learning is not important at all. We could only do this approach once or twice in a month” (IDI-4, 9.11.21).

Rest of the respondents agreed that play based learning is great for early primary grade children. One of the teachers explained,

“Actually, children are bound to play. It is not possible to teach them like adults. Even when classes run, they move around. Like if they want a pencil or something else and they try to move on that excuse. Gradually they understand the instruction. But in early classes playing is better option” (IDI-1, 9.11.21).

However, even with this positive vibe, one of the teachers is worried. She said, *“With this huge population it is hard to handle something new” (IDI-5, 10.11.21).*

Essential strategy for learning and teaching in early primary grades

There were some statements about the best learning method for early primary grade which is opposite of play-based learning. One of the respondent mentioned that,

“I think from childhood a child should sit properly in the class. They should know that a student is supposed to sit and let teacher talk. Actually, the lecture method is the proper

way for learning. In many training sessions we have heard about the positive sides of play but it is only easy to say. Implementation, however proves to be much hard” (IDI-4, 10.11.21).

One respondent who prefers play-based learning but even after being very positive about this method she added a negative side of it saying, *“Only play based learning can be boring. Children get bored easily. So other types of methods are also important” (IDI-1, 9.11.21).*

Data revealed that few teachers appreciated play-based learning as the best learning method. One of the teacher mentioned her sincere appreciation of play-based learning as the best learning method. She said,

“There is no other option for learning without play for early primary grade children. Playing mainly helps to increase interest in learning but it also helps to learn permanently. Sitting and reading something in a boring way is definitely not a perfect way to learn for early primary grade children. This is the perfect age of learning. We cannot wait until they learn to sit down properly and we will start our education. So, without play based learning I cannot other alternatives” (IDI-5, 10.11.12).

One of the teachers added another kind of activity along with play-based learning. She said, *“I like two methods. One is play based learning and another is project-based learning. If after the lesson we ask them to make something it will help them to memorize the whole thing easily” (IDI-2, 9.11.21).*

Theme 2: Practice of play-based learning for early primary grades

The intentions of the respondents about play based learning were understood while they were talking about the practices they were doing in the classrooms. This theme was analyzed based on some sub themes: opinion about play based learning for early primary grade, support of

the curriculum, classroom experience of the teacher, environment of the classroom and preparation of the teacher.

Supports of the curriculum

In the aspect of curriculum, most of the teachers thought that the current curriculum is not a play-based learning curriculum. But according to them, in many ways, they are told to conduct classes in a playful manner. One of the respondents pointed out that,

“If I am talking about books then it is yet not supporting this approach, not even the guide book for teachers but it is not the end. We get a lot of training, educational materials and participate in workshops. Everywhere it is advised to make classes an enjoyable environment. They ask us to play with children. So, indirectly curriculum supports play-based learning approach” (IDI-1, 9.11.21).

Another respondents said, *“The curriculum does not support play-based learning. It is quite opposite to that but only in some lessons play is necessary. Which does not make it a play-based learning curriculum”* (IDI-4, 9.11.21).

Classroom experience of the teacher

The gathered data showed that very few respondents said they do practice play based activities in their classroom. They do different kinds of activities for better learning of the children rather than regular lecture methods. One respondent elaborates how they were trying to carry out play based learning. She said,

“Songs and rhymes are common. Otherwise, we use some educational material which is sent to us by Sisimpur” (IDI-6, 11.11.21).

In the discussion about activity, one of the teachers shared what they do in their classroom to impose play based learning,

“We do group activity; educational songs and rhymes are common, and we also use educational materials in the classroom” (FGD-2, 10.11.21).

However, most of the teachers try not to do activities in the classroom. They are not fine with play-based learning. They do not want to use it in the class. Among them, one teacher said in a negative tone that, *“Actually, even if we do not want to do play based learning, it comes in the class anyway” (IDI-4, 10.11.21).*

With their experiences, teachers have some suggestions on how to convert conventional learning systems into play-based learning. One common statement was coming back and forth, *“If you want to change the whole system then we need training” (IDI-2, 9.11.21).*

Also, they added some more suggestions which are basically related to their everyday classroom experience. Here are two statements as evidence to this:

“If possible books should be changed. It will be better for us” (IDI-6, 11.11.21).

“I think we are already doing play-based learning. Now if experts want to add something more than we need guidance. Only after that would we capable to work with this” (IDI-5, 10.11.21).

Environment of the classroom

In the conversation about indoor and outdoor set up for play based learning, most of the respondents agreed that in case of play-based learning both set up are important. Some respondents said that children can get more opportunities to think and explore. Some respondents added that children will not get bored of learning if they can use some outdoor space. One of the respondents said, *“Our classrooms are well decorated and have enough space for play based learning” (IDI-2, 9.11.21).*

Some of the respondents said they need a bigger classroom for using this approach, “

In this approach I cannot scold the child, I cannot say anything. But I want discipline.

So, I need a bigger classroom where children can play easily” (FGD-1, 9.11.12).

Though very few respondents stated that outdoor space is not safe and it will create disturbance in discipline for the children.

Training of the teacher

The collected data showed some respondents wanted to know play based learning better and on this they said, *“Actually we want to what is your purpose with this play-based learning and what do you want” (IDI-2, 9.11.21).*

The other respondents thought in their classrooms, they were capable of doing everything for the children. However, according to their statements, they require training to conduct classes better through play-based learning. One respondent quoted it like,

“We are here to serve the nation. So, we have to prepare to do anything when the situation requires but we will perform better only if we get proper training” (IDI-1, 9.11.21).

Theme 3: Challenges to implement play-based learning approach for early primary grades children

It is very important to know about the challenges teachers are facing while using a play-based learning approach in early primary grade. To understand this theme better we are using the following sub themes- Challenges teachers face, extra work pressure and time commitment, and parents’ opinion on play-based learning.

Challenges faced by the teachers

During the conversation it was clearly understood that teachers face many challenges while using play-based learning. The most common factor was the number of students. Also, they were facing many problems which were mentioned by them. One of them talked about the problem of picking a game for play based learning,

“The problem is some teachers do not find any game to play with children. They do not know what to choose. Also, it is true that with this huge number of students, classroom management usually prove to be difficult” (IDI-2, 9.11.21).

Another respondent raised concern about the syllabus and time management. She said,

“Sometimes play based learning demands too much time but, nevertheless, I am obligated to finish the syllabus on time. So that is how it could be hard” (IDI-3, 9.11.21).

One of the respondents talked about the problems what they face during classroom play activity,

“If I am talking about songs then I can say that I cannot sing songs. Then while doing some games I cannot remember any. So, I use the same games which I have been taught in my training sessions. Then the same results come every time and children get bored. It would be better if I get some guidelines” (IDI-4, 9.11.21).

One teacher mentioned about turn taking by which she showed care for socio emotional development. She said,

“Sometimes when we do a play with turn taking it is hard to give everybody a chance and the problem is children who do not get to play feel sad. Then I feel bad for them” (FGD-2, 10.11.21).

Extra work pressure and time commitment

Most of the respondents thought play-based learning would be time consuming and would increase their workload. One teacher told us,

“We have a specific time for class. So, we have to plan properly before but for lesson planning, we need more time to invest. How many groups we need, which child will participate in which group and how much time do we need. These things need to be sorted before class and it will be time consuming” (IDI-1, 9.11.21).

Some of the respondents thought though it would be time consuming, but after some time a pattern would be fixed and teachers would be released from extra work load. A participant told that,

“Workload will be high for some time after that everything will be ready and we will be used to with that” (IDI-6, 11.11.21).

Teachers’ opinion about parents’ knowledge regarding play-based learning

One of the most important arguments was parents’ thoughts on play-based learning. Here data told that this fact is sensitive to the teachers. Parents usually shared their views with teachers. According to those teachers, most of the parents were not happy with play-based learning. One respondent told us some opinion of them, *“When we use play-based learning for some days in a row then parents express their dissatisfaction about that teacher” (FGD-2, 10.11.21).* This statement was supported by every teacher. Though some teachers added their thoughts with this statement that parents will only be happy when children do well.

Suggestions for starting play based learning in early primary grade

It was illustrated that most of the teachers needed training before asking them to implement play-based learning in the classroom. According to them, teacher training, increasing the number of teachers, counseling to the parents, and proper guidelines for the teachers, maintaining the student teacher ratio and training on classroom management will be helpful. One respondent told with an enthusiastic note that,

“We want a proper guideline and training before starting play-based learning curriculum. We want to enjoy our profession. We do not want play-based learning be posed as a burden on us. As we take classes in early primary grade by rotation, so, we all want training for it” (IDI-6, 11.11.21).

One respondent suggested comprehensive research before starting it. She said,

“We should not jump into an approach because many other countries are using it but also, we need to do research on that” (IDI-4, 10.11.12).

Discussion

This section presents the interpretations of the study results in light of the research questions, the researcher's reflections and also provides an analysis of the findings with reference evidence to the existing literature. The discussion has been presented under different themes.

Teachers' knowledge on play based learning for early primary grade children

The first research question sought to find out from all the teachers their understanding of play based learning in early primary children. The study found that whenever teachers heard the

word play it reminds them about the children's activity, playground and mostly how much children love to play. In aspects of playing most of the teachers describe it as an activity of the children.

Some teachers are aware that children will play anyway. They are unable to stop them.

Playing and learning are both natural parts of a child's daily routine. They think children will play always but most children's schooling is designed to encourage study rather than play (Samuelsson & Carlsson, 2008). According to most of the respondents of this study it was found that school is usually considered as a place for learning and not for playing. In the research findings of Pramling, Klerfelt and Granelid (1995) it was revealed that actually teachers think school is a place for study. The majority of respondents, however, believe that they are using correct learning tool in their classroom.

According to this research, most teachers believe that playing is not required for development. According to one of them, play has no impact on physical development. As a result, it was concluded that the majority of them lack a comprehensive understanding of the relationship between play-based learning and optimal development. A study conducted by Edick (2012) found the similar kind of findings.

The other responders, on the other hand, hold a different viewpoint. They believe that play has an impact on development. This responses had alignment with the article "Role of Play in Child Development" which was written by Ananda Majumdar (2020). They believe that children's physical, mental, and social development occurs when they are playing. In the context of education teachers think that with play based learning their development are two types: developmental learning and academic learning (Pyle et al. 2020). Furthermore, it was noted that numerous times during their discussion about the value of play, the topic of playing in the classroom came up. There was also a claim that if children are not allowed to

play, they will spend their time on digital gadgets, which is harmful to their physical and mental development. Two researcher Anderson-McNamee and Bailey strongly supported this in their study (2010).

According to the findings of this study, almost all the responses were familiar with the term "play-based learning." They do not, however, have a clear idea about fully functional play-based learning curriculum. Essentially, they are familiar with this phrase via training sessions. Only a small percentage of responders say they utilize it in the classroom for a specific lesson. Despite understanding how to utilize this strategy, the majority of the respondents claimed they would not use it in their class.

Majority of the respondents chose conventional learning method over play-based learning as the most effective approach for child education. They think that play-based learning is very time-consuming for teachers. Some of them believe that conventional method provides sufficient opportunities for play-based learning. They do not believe they require anything more. One respondent stressed the lecture method is very impactful, and she believes that students should study in the same way from elementary to higher school. Contradictory to that in many researches it was shown that teachers from the other countries feel that play is essential because it prepares children for future learning (Hunter and Walsh 2014; Pui-Wah and Stimpson 2004). However, few teachers agreed that play-based learning practices are important for children which is supported by the research findings of Walsh and Gardner's research (2006).

Some respondents opined that the teacher can regulate the class at this age when it comes to play-based learning in early primary school. They favor the lecture method since it is how they have always learned. They believe it will assist children in succeeding later in life.

According to the findings of the study, if a teacher is capable, one teacher mentioned she can

make children to sit and educate them for day-long courses in early primary school. Study of Elicker and Mathur carried out the same findings in their research paper (1997).

Other respondents believe that forcing children to sit and attend courses is impossible.

According to the data, most teachers believe that early primary school students are not mature enough to obey directions in the same way that adults do which is strongly supported by the study of Finn and Pannozzo (2004). One responder stated that if children are allowed to play correctly during the learning process at a young age, they would appreciate their education later in life. Furthermore, teachers stated that children are not sure about what they should do. At this age, they merely want to play. As a result, play might be a simple technique to educate them.

The components of play-based learning is summarized after studying the extensive replies of the teachers, which are: classroom management training, educational content, teachers' desire and motivation, students' engagement, suitable book with supervision, and lesson preparation (Morrow, Strickland and Woo, 1999).

Some respondents said that supporting this method is only mindless as it is not easy to apply in the classroom with this huge number of students. One literature reviewed during the study report which is written by Rogers stated the same thing that without proper student teacher ratio it is hard to manage the classroom with play based learning (2010).

During the discussion, those who promote play-based learning discussed their techniques. It is assumed that kids learn through songs, rhymes, materials, and games. They see it as a form of play-based learning. In addition, it was found in this study that one of the respondents believes that each child is unique, and that we should teach them according to their personalities. McInnes, Howard, Miles and Crowley supported that in their study (2011). They should not be forced to learn via play. Teachers must also understand the variety of

their pupils and adapt their teaching methods to meet the needs of the students. As a result, teachers must be knowledgeable about the teaching strategies that should be used in class for effective learning. Malik and Altaf documented it as a true statement in their study (2021).

Practice of play-based learning for early primary grades

Analysis of the second theme revealed that every teacher knows about play based learning in early primary grade. Though teachers acknowledge this method in different names. However, by the findings it is seen that in many training this learning approach is called quality education. Though responses are repetitively showing that most of the primary school teachers do not think it is appropriate enough for their classrooms. This statement is supported by Wood and Bennett who thoughts are similar to the respondents (1997).

Very few respondents are practicing this method in their classroom. When the conversations turned to the topic of learning, some teachers hesitated and chose their words diplomatically. They did not talk about learning in formal terms but reflected on how learning and child development occur through play in planned and spontaneous activities. It is supported by Nilsen (2021).

Almost all the respondents think the curriculum does not support play-based learning however it was found that workshops and training ask teachers to make the learning enjoyable. With it, it was a little contradictory with the statement where responses thought the curriculum does not support play-based learning.

Teachers talked about their experiences with play-based learning in early primary school, and it was clear that they do not utilize it very often because it adds to their burden. One teacher

conveyed her worry in a variety of ways about the need for more teachers due to the large number of classes. Another unfavorable aspect of play-based learning was the activities that took place throughout the learning process. Martlew, Stephen and Ellis (2011) supported this data by their statement which is teachers do not know what to do for play based learning.

The other teachers who use this method also shared their approaches. They engage in a variety of learning activities, such as singing a song with alphabets and numbers, rhymes, and using flash cards that are often used in their courses. Oral games, according to some data, are used to improve class management. This helps to prevent indiscipline, and kids love to play. This findings is supported by Leggett and Ford (2013) which suggested that oral games stop indiscipline the classroom in early grades for children.

It was found that, the result reflected that teacher are worried about the extra workload. According to the responses they need guidance in some areas and they definitely need them before converting the curriculum fully in this learning approach. The same result reflected in a study on primary school teachers which was done by Broström et al. (2015).

In this study respondents told that children love to play outside. According to an outcome of a study which is done by Bennett and Deluca and Allen (1997) supported this data where they described children love to play in the school playground. It was seen that, respondents value the fact that children like playing. As a result, some respondents stress the need of both indoor and outdoor contexts for play-based learning. They believe it will significantly improve their learning ability. In addition, comments reveal that teachers want educational play instruments in the playground. Cooney and Margaret (2004) shared similar thoughts in their article “Is Play Important” and told that playground needs some material to learn.

There is also an opposite reaction in this regard. Some respondents are concerned about the safety of the outside environment as the fields are not always safe or clean. Children can get hurt. Instead of all types of thoughts it was seen that all the teachers appreciate both indoor and outdoor environments very much for play based learning. This statement is supported by Lynch in his report “More Play Please” (2015).

According to the findings of the study, the majority of teachers are extremely committed to their jobs. They are prepared to make an impact on the educational system. The majority of participants stated that students are their priority. Whatever they do, they want the children's learning to be as easy as possible. These participants requested specific training on playing and play-based learning if they were to begin play-based learning. It was found out that in a research of Martlew, Stephen, and Ellis the same thing was narrated which was before play based learning, training is always needed (2011). It was also necessary to plan out the lessons properly.

On the other hand, some teachers are not mentally ready to start over with the new approach. They think it will only be an extra burden. So, their expectation goes beyond. It was understood that along with training programs they also want new text books, guidance books and lesson planning for this new approach.

Challenges to implement play-based learning approach for early primary grades children

The last theme discussed in the study are challenges to implement play based learning to early primary grade children. Based on the findings, it was identified that the huge number of students is the main problem. It gives teachers a hard time to manage a classroom with many students (Baker, 2015). As per the present study, in our country, the teacher student ratio

cannot be maintained because of the ever-increasing population and this poses the main challenge.

Some respondents indicated that though they have enough training on play-based learning, many schools, especially those in rural areas, do not have all types of training programs. Pyle (2018) did a research on teachers' perspective and found out the same findings.

During the discussion on increased work pressure, respondents mentioned that would occur as a result of the introduction of play-based learning. In addition, in this subject, the time commitment will determine whether or not this strategy is appropriate for everyone. Baker (2015) was also worked to understand the increased work pressure of the teacher regarding this learning approach. In this debate, teachers have a variety of viewpoints. Most of the respondents believe that this strategy will need more engagement, not just during class hours, but also after class for lesson planning. Another viewpoint said that while this strategy might be time demanding in the near term, it would be worthwhile in the long run. After then, the work pressure will be reduced. Teachers encountered a number of difficulties, including a lack of age-appropriate play infrastructure that supported learning, a lack of implementation guidelines, and a glut of curriculum which was supported by the study of Matafwali (2020).

Parents' opinion according to the respondents of this study revealed that most of the parents are not appreciating this method. Parents complain about the teachers who took classes with play-based learning in a row. Surprisingly it is found out in some other researches like Pui-Wah and Stimpson's (2004) study where their findings are same like this study.

The present study found out some suggestions from the respondents to start play based learning in early primary grades. Primarily, it was found that everybody wants a training

before starting anything new. Additionally, modified books and guidance are needed which is stated by the participants. On a positive note it was seen that teachers want to enjoy their profession by doing some more impact on education. In order to enjoying profession, similar findings found out in Hegde and Cassidy's (2009) article.

Conclusion

The purpose of the study was to explore primary school teachers' perspectives on play-based learning, as well as their methods and obstacles. The study found that, while teachers favored conventional curriculum, they were usually aware of play-based learning among early primary school students. In terms of practice play based learning, teachers believe it will be time demanding and add to their burden.

It was found out that respondents consider play as a child's activity. Basically they stated that children will play anyway but in terms of learning, conventional methods are more effective. The majority of participants agreed that this play-based learning strategy will not produce the best outcome in the children. It was shown in the study that the majority of teachers do not engage in play-based learning. Though few teachers are firm believers in and use play-based learning in the classroom.

The study found out that employing play-based learning has several obstacles, including a large number of pupils in the classroom, additional time commitment, and increased work pressure.

Recommendations

A number of recommendations proposed on the basis of the findings of the present study:

- Teachers' training on play-based learning for early primary grade children is required.
- Existing curriculum needs to be reviewed to incorporate play-based learning.
- Policies need to be reviewed to ensure implementation of inclusion of play-based pedagogy.
- Further research needs to be carried out on a larger scale to see a nationwide perspective.

References

- Alam, A., & Shengquan, L. (2019). Primary School Teachers in 21st Century in Bangladesh: Some Potential Aspects for Professional Development Identified from Relevant Literatures. *International Journal Of Education*, 11(4), 48. doi: 10.5296/ije.v11i4.15433
- Ali, A. (2013). Teachers' perceptions towards play-based approach in language and literacy development at preschool. *Teachers' perceptions towards play-based approach in language and literacy development at preschool*. Siem Riep, Cambodia: Open University Malaysia.
- Anderson-McNamee, J. K., & Bailey, S. J. (2010). The importance of play in early childhood development. *Montana State University Extension*, 4(10), 1-4.
- Arrow, J. (2019), How to use play for learning. Retrieved form <https://www.edutopia.org/article/how-use-play-learning>.
- Baker, F. S. (2015). Challenges presented to personal theories, beliefs and practices of play in Abu Dhabi kindergartens: The English medium teacher perspective. *Early Years*, 35(1), 22-35.
- Bantwini, D. B. (2017), *The Teachers' Learning styles influence their classroom practies? A case of primary school natural science teachers from south africa*. Retrieved form <https://www.tandfonline.com/doi/abs/10.1080/09751122.2015.11890369>
- Broström, Stig, Anette Sandberg, Inge Johansson, Kay Margetts, Berenice Nyland, Thorleif Frøkjær, Christa Kieferle, 2015. "Preschool Teachers' Views on Children's Learning: An International Perspective." *Early Child Development and Care* 185 (5): 824–847.
- Bubikova-Moan, J., Næss Hjetland, H., & Wollscheid, S. (2019). ECE teachers' views on play-based learning: a systematic review. *European Early Childhood Education Research Journal*, 27(6), 776-800. doi: 10.1080/1350293x.2019.1678717
- Cdadmin (2019), Role of the Teacher in our life. Retrieved form <https://www.theasianschool.net/blog/role-of-teacher-in-our-life/?fbclid=IwAR1GBq6NUEAYJr8Zj18cVZhkUeTI6Kfwp6kwR8QFGUPnYEoD0Mf6pwKSb2M>
- Chowdhury, N.N. & Rivalland. C. (2012), In *Early Childhood Education*. Vol. 37 issue: 4, page(s): 115-122 <https://journals.sagepub.com/doi/abs/10.1177/183693911203700416>

- Cole, D. (2012). *Play Based Learning*. Retrieved from <https://ascotkindergarten.vic.edu.au/wp-content/uploads/2012/05/Play-based-learning.pdf>
- Cooney, M. H. (2004). Is play important? Guatemalan kindergartners' classroom experiences and their parents' and teachers' perceptions of learning through play. *Journal of Research in Childhood Education*, 18(4), 261-277.
- Education, U.P. *Role of Primary Education in Development*, Retrieved from https://www.locusassignments.com/role-of-primary-education-in-development/?fbclid=IwAR0R8Sp_PU89DKKyyYak6o7NuKLyZRi20wKAjZOUhESGOcJf4y76Ufda_y_c
- Educator, R. (2019), *The Importance of Play-Based Learning*. Retrieved from <https://resilienteducator.com/classroom-resources/play-based-learning/>
- Edwards, S (2017), *Play-based Learning and Intentional Teaching: Forever Different?* Learning Sciences Institute, Australian Catholic University. [Volume: 42 issue: 2](#), page(s): 4-11. Retrieved from <https://journals.sagepub.com/doi/abs/10.23965/AJEC.42.2.01?journalCode=aeca>
- Elicker, J., & Mathur, S. (1997). What do they do all day? Comprehensive evaluation of a full-day kindergarten. *Early childhood research quarterly*, 12(4), 459-480.
- Finn, J. D., & Pannozzo, G. M. (2004). Classroom organization and student behavior in kindergarten. *The Journal of Educational Research*, 98(2), 79-92.
- Hegde, A. V., & Cassidy, D. J. (2009). Kindergarten teachers' perspectives on developmentally appropriate practices (DAP): A study conducted in Mumbai (India). *Journal of Research in Childhood Education*, 23(3), 367-381.
- Hughes B (2006) *Play Types – Speculations and Possibilities* London: London Centre for Playwork Education and Training. Retrieved from <https://ipaworld.org/childs-right-to-play/the-childs-right-to-play/>
- Hunter, T., & Walsh, G. (2014). From policy to practice?: the reality of play in primary school classes in Northern Ireland. *International Journal of Early Years Education*, 22(1), 19-36.

- Irizarry, G. (2019). *Teachers' Perspectives and play-based learning in kindergarten classrooms*. Retrieved from https://repository.library.northeastern.edu/files/neu:m044_wv462/fulltext.pdf
- Kashyap, D. Perception: Meaning, Definition, Nature and Importance. Retrieved from <https://www.yourarticlelibrary.com/organization/perception/perception-meaning-definition-nature-and-importance/63796>
- Leggett, N., & Ford, M. (2013). A fine balance: Understanding the roles educators and children play as intentional teachers and intentional learners within the Early Years Learning Framework. *Australasian Journal of Early Childhood*, 38(4), 42-50.
- Lester S and Russell W (2010) *Children's right to play: An examination of the importance of play in the lives of children worldwide* Working Paper No 57 The Hague NL: Bernard van Leer Foundation. Retrieved from <https://ipaworld.org/chilids-right-to-play/the-chilids-right-to-play/>
- Lynch, M. (2015). More play, please: The perspective of kindergarten teachers on play in the classroom. *American Journal of Play*, 7(3), 347-370.
- Mader J. (2021), *Twenty-six studies point to more play for young children*. Retrieved from <https://hechingerreport.org/twenty-six-studies-point-to-more-play-for-young-children/>
- Martlew, J., Stephen, C., & Ellis, J. (2011). Play in the primary school classroom? The experience of teachers supporting children's learning through a new pedagogy. *Early Years*, 31(1), 71-83.
- Matas, J. (2018), *Learning through play*. Published, UNICEF. Retrieved from https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf?fbclid=IwAR0hS3IFCIUyX3wncOaC9bQ7LSFWO5sHlcHKLizrpfvz8etnqM_5RUvFkXk
- McInnes, K., Howard, J., Miles, G., & Crowley, K. (2011). Differences in practitioners' understanding of play and how this influences pedagogy and children's perceptions of play. *Early Years*, 31(2), 121-133.
- Moan, B.J. & Hjetland, N.H & Wollscheid, S. (2019), *ECE teachers' views on play-based learning: a systematic review*. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/1350293X.2019.1678717>

- Morrow, L. M., Strickland, D. S., & Woo, D. G. (1999). *Literacy Instruction in Half-and Whole-Day Kindergarten: Research to Practice. Literacy Studies Series*. Order Department, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139.
- Onditi, S. & Odongo, O.W (2018) *Influence of Classroom Environmental Characteristics on Play-Based Activities in Pre-School Curriculum Implementation in Homabay County*. Retrieved from https://www.semanticscholar.org/paper/Influence-of-Classroom-Environmental-on-Play-Based-Onditi_tengah/5c376e334863e1cbeff0bdc2dbd51f1d957_b73f6
- Onditi, S., Otengah. W & Odongo, B. (2018). *Influence of classroom environmental characteristics on play- based activities in pre- school curriculum implementation in Homabay county*. SEMANTIC SCHOLAR.
- Palardy, J. Gregory & Rumberger, W.R (2008), *Education Evaluation and Policy Analysis*. Volume: 30 issue: 2, page(s): 111-140. Retrieved from <http://dx.doi.org/10.3102/0162373708317680>.
- Parker, R. (2019), *Learning through play at school*. Retrieved from <https://www.legofoundation.com/media/1740/learning-through-play-school.pdf>
- Partners. FHI. (2021), *LEGO foundation research looks at play and learning through children's eyes*. Retrieved from <https://www.fhi360.org/news/lego-foundation-research-looks-play-and-learning-through-childrens-eyes>
- Pui-Wah, D. C., & Stimpson, P. (2004). Articulating contrasts in kindergarten teachers' implicit knowledge on play-based learning. *International Journal of Educational Research*, 41(4-5), 339-352.
- Puteh, S.R, (2013), *Use of Play-Based Approach in Language and Literacy Development for Preschool*. Retrieved from https://www.researchgate.net/publication/289772196_Preschool_Teachers'_Perceptions_Towards_the_Use_of_Play-_Based_Approach_in_Language_and_Literacy_Development_for_Preschool
- Puteh. R.S (2013). *Preschool Teachers' Perceptions Towards the Use of Play- Based Approach in Language and Literacy Development for Preschool*. Retrieved from https://www.researchgate.net/publication/289772196_Preschool_Teachers'_Perceptions_Towards_the_Use_of_Play-_Based_Approach_in_Language_and_Literacy_Development_for_Preschool

- Pyle, A., Poliszczuk, D., & Danniels, E. (2018). The challenges of promoting literacy integration within a play-based learning kindergarten program: Teacher perspectives and implementation. *Journal of research in childhood education*, 32(2), 219-233.
- Pyle, A. & Pyle, A. M. (2018), *Portrayals of Play-Based Learning*. Retrieved from <https://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/13-1-Article-4-Portrayals-of-Play-Based-Learning.pdf>
- Resources. P. (2017). *What is play-based learning*. Retrieved from <https://www.wonderschool.com/p/parent-resources/what-is-play-based-learning/>
- Rogers, S. (Ed.). (2010). *Rethinking play and pedagogy in early childhood education: Concepts, contexts and cultures*. Routledge.
- Shows. R. (2018), *Play-based learning*. Retrieved from <https://theconversation.com/play-based-learning-can-set-your-child-up-for-success-at-school-and-beyond-91393>
- Sophie. (2020), *Learning Through Play*. Retrieved from <file:///C:/Users/User/Downloads/16885-Article%20Text-16031-1-10-20170531.pdf>
- Taylor. I. S (2020), *Perspectives of play in three nations: A comparative study in Japan, the United States, and Sweden*, Retrieved from [ehttps://files.eric.ed.gov/fulltext/EJ889717.pdf](https://files.eric.ed.gov/fulltext/EJ889717.pdf)
- Tips, B. C. *Why Teachers Are Important in Society- Why Teachers Matter*. Retrieved for <https://www.uopeople.edu/blog/the-importance-of-teachers/?fbclid=IwAR2aH8yEy5MbRCcsLJt68zkxrf-X3ewIJs0wtI2Xj-0fc09e4JSWMTMDvQ>
- Trines, S. (2019), *Education in Bangladesh*, <https://wenr.wes.org/2019/08/education-in-bangladesh>. Retrieved from <https://wenr.wes.org/2019/08/education-in-bangladesh>
- UK Essays. (November 2018). *Importance of Play-based Learning in Early Childhood Education and Care*. Retrieved from <https://www.ukessays.com/essays/childcare/importance-of-play-based-learning-in-early-childhood-education-and-care.php?vref=1>
- University, N. (2021). *Why is Early Childhood Education Important?* Retrieved from <https://www.nu.edu/resources/why-is-early-childhood-education-important/>

Walsh, G., & Gardner, J. (2006). Teachers' readiness to embrace change in the early years of schooling: A Northern Ireland perspective. *European Early Childhood Education Research Journal*, 14(2), 127-140.

Wilson, J. (2020). *A review of the Evidence supporting play-based learning for children with autism spectrum disorder*. Retrieved from <https://digitalcommons.humboldt.edu/cgi/viewcontent.cgi?article=1405&context=etd>

Wood, L., & Bennett, N. (1997). The rhetoric and reality of play: Teachers' thinking and classroom practice. *Early Years*, 17(2), 22-27.

Annex-1: In Depth Interview Guideline- English

In-Depth Interview Guideline

Research Topic: Teachers' perception on play-based learning for early primary grade children

Date of interview:

Start time:

End time:

Section A: Demographic information

Name of interviewee:

Age:

Sex:

Educational qualification:

Teaching experience:

Name of school:

Address:

Section B: Knowledge of teacher about play based learning for early primary grade children

1. When you hear the word 'Play' what comes to your mind first?
2. Do you think playing is important for a child? If yes, why?
3. Do you think children should play in school? If yes, why? If not, why not?
4. Is playing an effective way for children to learn? How so?
5. Have you ever heard the word "Play based learning"? If so, could you tell me what your idea of play-based learning is?

6. Do you think a play-based learning approach is more effective than the conventional learning approach? If yes, why?
7. Have you ever heard about play based pedagogy? What are they? Please share your opinion.
8. Are you familiar with the word “early primary grade”? Please explain.
9. According to you, what is the importance of play-based learning in early primary grade?
10. What are the essential components of play-based learning?
11. What is your opinion about play based learning for early primary grades one and two? Please elaborate on your thoughts.
12. What is the best way to help children (grade one and two) learn? Please share.
13. Do you think play is an essential strategy for learning and teaching? If yes, why. If not, why not?

Section C: Practice of play-based learning for early primary grades

1. Do you think teachers of early primary grade are familiar with play-based learning approaches? If so, how? If not, why?
2. Do you think you need a whole new set up to implement play-based learning? If yes, why? If not, why not?
3. Does your present curriculum which you are using for the class support the play-based learning?
4. What do you usually do for implementing play-based learning for grade one and grade two classes? Please share your experiences.
5. What is your suggestion in making the grade one and two curriculum play based?
6. How important is both indoor and outdoor facilities in play-based pedagogy?
7. What is your opinion about the design of the indoor and outdoor environment of the early primary grades to implement this approach? What types of indoor and outdoor environments do you have in mind?
8. What types of preparation and training do teachers need to implement play-based learning in their classrooms? Please share your opinion.

Section D: Challenges of implementing play-based learning approach for early primary grades children

1. Do you think teachers may face challenges while using play-based learning? Explain in detail what kind of challenges they are likely to face while using this approach?
2. Does the implementation of play-based pedagogy demand better time commitment of teachers and increase workload? If yes, why. If not, why not?
3. What do you know about the parents' thoughts about this approach?

Concluding question

1. How do you think playful learning can be integrated into the early primary grades? Please explain.

Annex-2: In Depth Interview Guideline- Bangla

ক) জনমিতিক তথ্য:

Name of Interviewee:

Age:

Sex:

Educational qualification:

Teaching experience:

Name of school:

Address:

খ) শিক্ষকদের প্রাথমিক স্কুলের শিশুদের জন্য “খেলার মাধ্যমে শিক্ষা” বিষয়ক জ্ঞান

১। খেলা শব্দটি শুনলে সর্বপ্রথম আপনার মাথায় কি চিন্তা আসে?

২। আপনার কি মনে হয় খেলা শিশুর জন্য গুরুত্বপূর্ণ? যদি উত্তর হ্যাঁ হয় তাহলে কেন এবং না হলে কেন?

৩। আপনি কি মনে করেন স্কুলে শিশুদের খেলা উচিত? যদি উত্তর হ্যাঁ হয় তাহলে কেন এবং না হলে কেন?

৪। খেলাকে কি আপনি শেখার একটি মাধ্যম মনে করেন? মনে করলে তা কিভাবে সম্ভব হবে বলে ভাবেন?

৫। আপনি কি কখনো খেলার মাধ্যমে শেখা সম্পর্কে শুনেছেন? যদি শুনে থাকেন তাহলে আপনার এ সম্পর্কে কি ধারণা?

৬। আপনার কাছে কি মনে হয় যে চলমান শিক্ষা ব্যবস্থার তুলনায় খেলার মাধ্যমে শেখা বেশি প্রভাব বিস্তার করবে শিশু শিক্ষায়? যদি উত্তর হ্যাঁ হয় তাহলে কেন?

৭। খেলার মাধ্যমে শিক্ষা এই শিক্ষা বিজ্ঞান সম্পর্কে কি আপনার ধারণা আছে? আপনার এ ব্যাপারে কি মতামত?

- ৮। আপনি কি “প্রারম্ভিক প্রাথমিক শ্রেণী” সম্পর্কে জানেন? দয়া করে ব্যাখ্যা করুন।
- ৯। আপনার মতে কিভাবে খেলার মাধ্যমে শিক্ষা প্রারম্ভিক প্রাথমিক শ্রেণির জন্য জরুরী?
- ১০। খেলার মাধ্যমে শেখার জন্য জরুরী উপাদানগুলো কি?
- ১১। প্রথম ও দ্বিতীয় শ্রেণীর শিশুদের খেলার মাধ্যমে শেখা বিষয়ে আপনার কি মনে হয়?
- ১২। প্রারম্ভিক প্রাথমিক শ্রেণী (প্রথম ও দ্বিতীয় শ্রেণী) র শিশুদের শিখতে সাহায্য করার জন্য সর্বোত্তম পন্থা কি? দয়া করে ব্যাখ্যা করুন।
- ১৩। আপনার কাছে কি মনে হয় খেলা একটি ভালো মাধ্যম শিশুদের শেখানো ও শেখার জন্য?

গ) প্রারম্ভিক প্রাথমিক শ্রেণীতে খেলার মাধ্যমে শেখার চর্চা

- ১। আপনি কি মনে করেন প্রারম্ভিক প্রাথমিক শ্রেণীর শিক্ষকেরা খেলার মাধ্যমে শেখা এই শিক্ষা পদ্ধতির সাথে পরিচিত? যদি উত্তর হ্যাঁ হয় তাহলে কিভাবে এবং না হলে কেন জানতে পারেনি?
- ২। আপনি কি মনে করেন খেলার মাধ্যমে শিক্ষার জন্য সম্পূর্ণ আলাদা ধরনের শ্রেণীকক্ষ বা পরিবেশ প্রয়োজন? যদি উত্তর না হয় সেক্ষেত্রে কেন?
- ৩। বর্তমান শিক্ষাক্রম যা আপনি শ্রেণীকক্ষে ব্যবহার করছেন সেইটা কি খেলার মাধ্যমে শেখাকে সমর্থন করে?
- ৪। প্রথম ও দ্বিতীয় শ্রেণীতে খেলার মাধ্যমে শেখা বাস্তবায়নের জন্য আপনি কি করে থাকেন? আপনার বিস্তারিত অভিজ্ঞতা শুনতে চাচ্ছি।
- ৫। প্রথম ও দ্বিতীয় শ্রেণীর শিক্ষাক্রমকে খেলার মাধ্যমে শেখাতে রূপান্তরিত করতে আপনার পরামর্শ কি?
- ৬। খেলার মাধ্যমে শেখা এই শিক্ষাবিদ্যার ক্ষেত্রে শিশুদের জন্য শ্রেণীকক্ষের ভেতরে ও বাইরে দুই ধরনের সুযোগ সুবিধা থাকা কতখানি জরুরি?
- ৭। শিশুদের জন্য এই শিক্ষা ব্যবস্থাটি চালু করার ক্ষেত্রে শ্রেণীকক্ষের ভেতরে ও বাইরে কি ধরনের পরিবেশ থাকা উচিত বলে আপনি মনে করেন? এক্ষেত্রে আপনি কি ধরনের পরিবেশ আশা করছেন?
- ৮। শ্রেণীকক্ষে এই পদ্ধতি চালু করার পূর্বে শিক্ষকদের কি ধরনের প্রস্তুতি ও প্রশিক্ষণ প্রয়োজন বলে আপনি মনে করেন? দয়া করে আপনার মন্তব্য পেশ করুন।

ঘ) প্রারম্ভিক প্রাথমিক শ্রেণীতে খেলার মাধ্যমে শেখা বাস্তবায়নে প্রতিকূলতা

১। আপনার কাছে কি মনে হয় খেলার মাধ্যমে শেখা ব্যবহারের সময় প্রারম্ভিক প্রাথমিক শ্রেণির শিক্ষকেরা প্রতিকূলতার মুখোমুখি হয়? কি ধরণের প্রতিকূলতা সেগুলো ব্যাখ্যা সহ বিস্তারিত বলুন।

২। উক্ত শিক্ষা পদ্ধতিটি বাস্তবায়ন করার ক্ষেত্রে কি শিক্ষকের বেশি সময় প্রয়োজন হয় এবং কাজের চাপ বেড়ে যায়? যদি উত্তর হ্যাঁ হয় তাহলে কেন এবং না হলে কেন?

৩। উক্ত শিক্ষা পদ্ধতিটি সম্পর্কে পিতামাতাদের চিন্তা ভাবনা সম্পর্কে আপনি কি জানেন?

সমাপ্তি প্রশ্ন:

আপনার মতে কিভাবে প্রারম্ভিক প্রাথমিক শ্রেণীতে খেলাধুলাময় আনন্দদায়ক শেখার সূচনা করা যায়? ব্যাখ্যাসহ বলুন।

Annex 3: Focus Group Discussion guideline - English

Focus Group Discussion (FGD) Guideline

Research Topic: Teachers' perception on play-based learning for Early Primary Grade Children

Introductory questions:

How are you?

How is everyone at your home?

Guiding Question:

1. When you hear the word 'play' what comes first to your mind?
2. Do you think children should play in school? If yes, why? If not, why not?
3. Have you ever heard the word "play-based learning"? If so, then can you tell me what your idea of play-based learning is?
4. What is your opinion about play based learning for early primary grades one and two? Please explain your thoughts.
5. What is the best way to help children (grade one and two) learn? Please share.
6. Do you think a play-based learning approach is more effective than the conventional learning approach? If yes, why? If not, why not?
7. What do you usually do for implementing play-based learning for grade one and grade two classes? Please share your experiences.
8. Do you think you need a whole new set up to implement play-based learning? If yes, why? If not, why not?
9. How important is both indoor and outdoor facilities to implement play-based pedagogy?
10. Do you think teachers may face challenges while using play-based learning? Explain in detail what kind of challenges they are likely encounter while using this approach?
11. What types of preparation and training do teachers need to implement play-based learning in their classrooms? Please share your opinion.

12. What do you think? How can playful learning be integrated into the early primary grades? Please explain.

Annex 4: Focus Group Discussion Guideline - Bangla

- ১। খেলা শব্দটি শুনলে সর্বপ্রথম কি মনের মাঝে কি চিন্তা আসে?
- ২। আপনি কি মনে করেন স্কুলে শিশুর খেলা উচিত? যদি উত্তর হ্যাঁ হয় তাহলে কেন এবং না হলে কেন?
- ৩। আপনি কি কখনো খেলার মাধ্যমে শিক্ষা সম্পর্কে শুনেছেন? যদি শুনে থাকেন তাহলে আপনার এ সম্পর্কে কি ধারণা?
- ৪। প্রথম ও দ্বিতীয় শ্রেণীর শিশুদের খেলার মাধ্যমে শিক্ষা বিষয়ে আপনার কি মনে হয়?
- ৫। প্রারম্ভিক প্রাথমিক শ্রেণী (প্রথম ও দ্বিতীয় শ্রেণী)র শিশুদের শিখতে সাহায্য করার জন্য সর্বোত্তম পন্থা কি? দয়া করে ব্যাখ্যা করুন।
- ৬। আপনার কাছে কি মনে হয় যে চলমান শিক্ষা ব্যবস্থার তুলনায় খেলার মাধ্যমে শিক্ষা বেশি প্রভাব বিস্তার করবে শিশু শিক্ষায়? যদি উত্তর হ্যাঁ হয় তাহলে কেন?
- ৭। প্রথম ও দ্বিতীয় শ্রেণীতে খেলার মাধ্যমে শেখা বাস্তবায়নের জন্য আপনি কি করে থাকেন? আপনার বিস্তারিত অভিজ্ঞতা শুনতে চাচ্ছি।
- ৮। আপনি কি মনে করেন খেলার মাধ্যমে শিক্ষার জন্য সম্পূর্ণ আলাদা ধরনের শ্রেণীকক্ষ বা পরিবেশ প্রয়োজন? যদি উত্তর না হয় সেক্ষেত্রে কেন?
- ৯। খেলার মাধ্যমে শেখা এই শিক্ষাবিদ্যার ক্ষেত্রে শিশুদের জন্য শ্রেণীকক্ষের ভেতরে ও বাইরে দুই ধরনের সুযোগ সুবিধা থাকা কতখানি জরুরি?
- ১০। আপনার কাছে কি মনে হয় খেলার মাধ্যমে শেখা ব্যবহারের সময় প্রারম্ভিক প্রাথমিক শ্রেণীর শিক্ষকেরা প্রতিকূলতার মুখোমুখি হয়? কি ধরনের প্রতিকূলতা সেগুলো ব্যাখ্যা সহ বিস্তারিত বলুন।
- ১১। শ্রেণীকক্ষে এই পদ্ধতি চালু করার পূর্বে শিক্ষকদের কি ধরনের প্রস্তুতি ও প্রশিক্ষণ প্রয়োজন বলে আপনি মনে করেন? দয়া করে আপনার মন্তব্য পেশ করুন।
- ১২। আপনার মতে কিভাবে প্রারম্ভিক প্রাথমিক শ্রেণীতে খেলাধুলাময় আনন্দদায়ক শেখার সূচনা করা যায়? ব্যাখ্যাসহ বলুন।

Annex-5: Consent Form for Teachers

Title of the Research: Teachers' Perception on Play Based Learning for Early Primary Grade Children

Researcher: Farah Tuba

Purpose of the research

I am conducting this research as a part of my Master's Degree requirement from the Brac Institute of Educational Development, Brac University. The aim of this study is to explore and understand the perception, practices and challenges of primary School teachers' on play based learning of early Primary Grade Children.

Expectation from you

You will be interviewed as part of the above research project. This consent form is necessary for me to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information and then sign this form to certify that you approve the following:

- The interview will be recorded, and a transcript will be produced.
- The transcript of the interview will be analyzed by Farah Tuba.
- Access to the interview transcript will be limited to Farah Tuba, Ms. Ferdousi Khanom, and academic colleagues and researchers with whom there is collaborate as part of the research process.
- Any summary interview content, or direct quotations from the interview that are used will be anonymous so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.
- The actual recording will be deleted after the being analyzed and transcribed.

Risks

This is a minimal risk study, which means the harms or discomforts that you may experience are not greater than you would ordinarily encounter during a regular professional life. However, there are some risks to consider. You might feel embarrassed to discuss problems that you experienced in worry to be judged. You do not have to answer any questions or share anything you do not want to talk about. You can stop participating in the study at any time without penalty. You might feel concerned that things you say might get back to your supervisor. Your information will be kept confidential.

Privacy, anonymity and confidentiality

All information collected from you will remain strictly confidential. I would be happy to answer any of your queries about the study and you are welcome to contact me.

Consent for audio recording

Audio recording is part of this research study. You can choose whether to give permission to be recorded. If you decide that you don't wish to be recorded, you will not be able to participate in this research study.

Future use of information

Some of the information collected from this study may be kept for future use. However, in such cases information and data supplied to other researchers, will not conflict with or violate the maintenance of privacy, anonymity and confidentiality of information identifying participants in any way.

Right not to participate and withdraw

Your and your child’s participation in the study is voluntary, and you are the sole authority to decide for and against your participation in this study. Refusal to take part in the study will involve no penalty.

If you agree to my proposal of participating in my study, please indicate that by putting your signature in the specified space below.

Name of the Teacher

Name of the Researcher

Signature of the Teacher

Signature of the Researcher

Thank you very much for your cooperation. For any further query, you may contact me. My contact no is, 01911959833, or you can email at farahtuba18@gmail.com.

