

## THE EFFECTIVENESS OF JOYFUL LEARNING BY PLAY-WAY METHOD IN THE CLASSROOM

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### Abstract

*The root of Play-way method of joyful learning, when children enjoy several activities merged with happiness, curiosity and satisfaction. This idiom was first introduced by H. Caldwell Cook. A German educator, Friedrich Wilhelm August Froebel, is well known as the father of Kindergarten concept. The concept of play-way learning is used by him in his integration school and turn out to be very popular*



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### Introduction

A play-way learning method is an impeller which consists of pleasure, satisfaction and amusement. Playing is the nature of every child. If they actively get involved in playing, they will enjoy by themselves. In this method, learning should be done in the essence of play. It is a subjective and emotional development of a child, in terms of intellect, skills and feelings. It makes learning easy and enjoyable. It creates not only knowledge but also skills. It develops satisfaction at the cognitive level.

#### 1. Principles of Play-way Learning:

Principals of play way methods can be describes as mention bellow:

##### i. Learning by Doing:

Learning through some play way child adopts new fundamentals more effectively. It is very good for child sensory training which also helps them in their self-decision, self-expression and knowledge construction.

##### ii. Related to Life:

Education is the key to success in life, and teachers make a lasting impact in the lives of their students. Teacher should use

play in his teaching that really help to achieve their formal objective of goals.

**iii. Sympathetic Attitude:**

It is observed that for efficient learning in children sympathetic attitude is a key factor. If teachers adopt this sympathetic attitude toward children then children also start follows their instruction or suggestions without any fear or hesitation.

**iv. Free Expression:**

Each and every child has a different interest like painting, singing, dancing etc. free expression is basically a open environment in which child can express their interest.

**Objectives:**

- To study the effectiveness of traditional method of EVS subject in primary school.
- To study the effectiveness of joyful learning by Play-way method of EVS subject in primary school.
- To study the comparison of traditional method and joyful learning by play-way method in primary school.

**Research hypothesis:**

Ho<sub>1</sub> There is no significant difference between the pre-test mean score of control group and experimental group.

Ho<sub>2</sub> There is no significant difference between the pre-test and post-test mean score of control group.

Ho<sub>3</sub> There is no significant difference between the pre-test and post-test mean score of experimental group.

**Sample:**

Sampling is a selection of definite units from a certain group according to the pre decided structure. It is a small group selective according to a definite method from a big population which presents the whole population.

**School Name:** Mahi Bal Mandir School, Mahi Dam, Banswara

**Statistics used in the study:**

This is an experimental research

- A. Result Score
- B. Mean (Arithmetic Mean)
- C. Standard Deviation
- D. t-Test

**Tools:**

For data collection and measurement researcher has used self-made tool which is Questionnaire.

**Delimitation:**

- Researcher will be doing the research in Banswara district only.
- Researcher will be researching on only third-class student and the amount of student would be 80.
- Researcher will be taking only social science subject for her research.

**Data Analysis**

**1.1 Statistics of mean score of pre-test of Control Group and Experimental Group Students**

Group	N	Mean	SD	SEd	T	Remarks
Control Group	40	24.42	4.58	1.052	0.0238	Not Significant
Experiment Group	40	24.40	4.60			

**Degree of Freedom (df) = 39 t-value at 0.01 level of significance = 2.708**

**t-value at 0.05 level of significance = 2.023**

**1.2 Statistics of mean score of Pre-test and Post-test of Control Group Students**

Control Group	N	Mean	SD	SEd	T	Remarks
Pre-Test	40	24.42	4.58	1.09	0.7795	Not Significant
Post-Test	40	25.27	4.70			

**Degree of Freedom (df) = 39 t-value at 0.01 level of significance = 2.708**

**t-value at 0.05 level of significance = 2.023**

### 1.3 Statistics of mean score of Pre-test and Post-test of Experimental Group Students

Experimental Group	N	Mean	SD	SEd	t	Remarks
Pre-Test	40	24.4	4.6	1.24	9.0377	Significant
Post-Test	40	35.67	5.47			

**Degree of Freedom (df) = 39 t-value at 0.01 level of significance = 2.708**

**t-value at 0.05 level of significance = 2.023**

#### Findings:

1. Table-1.1 shows the mean score of pre-test of control group is 24.42 and pre-test of experimental group is 24.40. Calculated t-value is 0.0238 which is lesser than critical t-value in t-table which is at 0.05 level (2.023). It means the null hypothesis is accepted.
2. Table-1.2 shows the mean score of pre-test of control group is 24.42 and post-test of control group is 25.27. Calculated t-value is 0.7795 which is lesser than critical t-value in t-table which is at 0.05 level (2.023). It means the null hypothesis is accepted.
3. Table-1.3 shows the mean score of pre-test of experimental group is 24.4 and post-test of experimental group is 25.67. Calculated t-value is 9.0377 which is lesser than critical t-value in t-table which is at 0.05 level (2.023). It means the null hypothesis is rejected.

#### Summary:

- The Play-way method of joyful learning will encourage the students to engage in learning activities with maximum passion and this will help them to understand the subject matter more effectively.
- The Play-way method of joyful learning also helps to correlate the theoretical concepts and its application, which is not so effective in the traditional method.
- The Play-way method of joyful learning will help the students to learn the subject and apply the newly acquired knowledge cumulatively.

#### References:

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