Critical Factors in the Selection of Educational Toys for Generation Alpha

Ann Rose E,

PhD Research Scholar,Christ Deemed to be University, Bengaluru, email id:annrose.e@res.christuniversity.in

Dr. Mary Rani Thomas,

Assistant Professor, School of Commerce, Finance and Accountancy, Christ Deemed to be University, Bengaluru, email id: maryrani.thomas@christuniversity.in

Abstract

Purpose- The purpose of this paper is to identify the various factors that influence Generation Alpha parents in purchasing educational toys for their children especially during the Covid-19 pandemic.

Design/methodology/approach- 206 samples were received for final data analysis which were acquired through a structured questionnaire circulated through google form. The responses were elicited from parents based in India. Principal Component Analysis was used to derive the results.

Findings- 18 research items were studied, analysed and clubbed into three factors namely Brand Recognition, Brand Attributes and Product Appeal. Generation Alpha parents give due importance to these factors while purchasing educational toys for their children.

Practical implications- The findings of this study will be useful for toy marketers and manufacturers to introduce toys with features that are preferred by parents. It helps to understand the various features that are preferred in an educational toy which help in the overall development of a child.

Originality/value- This is the first paper which studies the various toy features that are preferred by Generation Alpha parents prior to its purchase.

Keywords- Educational toys, Factors, Generation Alpha, Parents, Children

Paper type- Descriptive paper

1. INTRODUCTION

The children of today are widely benefitting from the unending scope of internet revolution and technological advancements. They are highly exposed to digitisation and technology from a very young age itself. The digital environment which is very familiar with the contemporary children determines their way of life and worldview (Dimitrova, 2020). Relianceon technology has led to enhanced learning and skill inculcation in these children as compared to the previous generations. Children instill a range of competencies and skills through their constant interactions with technology albeit there is little discussion of what these might be (Marsh, 2016). Young children have easy access to various digital platforms. This aids them in learning, entertainment and edutainment. These children are often referred to as "digitods"- the first generation of children to be completely online since birth (Edwards et al., 2016).

Children often have great influence over the purchase decisions of their parents. Parents are observed to be making purchases by keeping in mind the interests of their children. Parents and children are seen to be constantly engaging in a series of mutual interactions, negotiations and bargaining which lead to purchase decision- making (Anitha P & Mohan, 2016). Children of the current generation are highly exposed to information which make them empowered to influence family purchase decisions (Malik & Shah, 2016).

The current generation of children belongs to Generation Alpha, a term coined by Australian sociologist Mark McCrindle. He opines that every week an estimated 2.5 million alphas are born globally. Alpha kids are inclined to use more technology for education and entertainment (Thomas et al., 2020).Engaging Generation Alpha amidst the unprecedented pandemic of Covid-19 has posed a serious challenge to their parents. Various models of online learning have been used to ensure children's learning needs during these difficult times (Hu et al., 2021). Appropriate action is required to reduce the risk of educational losses among children. During these strenuous times, children need authentic reliance on technology, a good learning atmosphere and parents with the requisite time and skills to support their children for remote learning (Masonbrink & Hurley, 2020). Parents can engage their children with the right type of toy for learning, skill inculcation and much more. The proper usage of educational toys is seen as a good learning facility for children amidst the pandemic. In the present scenario, children have been identified as the future market for many companies. The market targeted at children is observed to have immense potential (Nazneen et al., 2019).

The framework of the toy industry in India has radically changed post the advent of liberalization and globalization in the nineties. As per industry statistics, the toy sector has a potential growth ratio of 8 percent. The growth in the organized sector is witnessed against a negative growth in the unorganized sector (Siddiqui & Farooque, 2019). As the toy industry includes a substantial number of tiny and small players from the unorganized sector, it is difficult to bring a precision on the estimated market size (Mitha & Pandey, 2015). The Indian toy industry has witnessed a series of changes with regard to toy categories such as innovation, alluring designs and much more (Chawla & Mehta, 2020). Toys occupy an integral part of a child's initial years. These toys hold a relevant role in the growth and development of a child.Toys are pivotal in early child development by aiding in cognitive development, problem-solving, social interactions, language interactions, physical activity, symbolic and pretend play while the kids are transitioning from the phases of infancy to toddlerhood (Healey et al., 2018). There are various toys which have an educational side to it too apart from being merely entertaining. These toys evidently have a key role in holistically developing a child. Educational toys can include various types such as handmade, machine-made or robotics (Quang et al., 2015).

A certain category of toys can prove to be detrimental to the kids. Thus, parents should exercise due diligence while purchasing toys for their children by ensuring complete safety. Various regulations are enforced globally to control and limit the usage of harmful additives and toxic chemicals in plastic toys (Aurisano et al., 2021). The pandemic of Covid-19 has significantly confined parents and children to their homes than before. Schools and other learning centres have been shut to curb the rampant spread of this pandemic. Due to the current uncertain scenario, parents tend to rely on educational toys for constantly engaging their kids for better learning and skill enhancement. Thus, the aim of the study was to identify, investigate, measure and classify factors which influence Generation Alpha parents in purchasing educational toys and their awareness level on the same.

1.1 Research Question

What features of educational toys Generation Alpha parents consider while purchasing them for their children?

2. LITERATURE REVIEW

2.1 Generation Alpha as a target market

From toys and apparel to cell phones, computers, and even financial services, children have become a pivotal and exclusive market sector for nearly every product category (Lopez & Rodriguez, 2018). Marketers are drawn to this influential group because of their capacity to persuade their familial

environment (Šramová, 2015). Children often influence their parents to a large extent while purchasing products. Their interests and decisions are widely considered by parents today. (Ali & Kerpčarová, 2019) mentions that children are becoming one of the most powerful influencers in family buying behaviour. (Bertol et al., 2017) identifies that young children seem to be better informed on what to request and when.Companies can identify their target market and develop better marketing strategies by considering that children have an influence on a family's purchasing decisions (Carrillo et al., 2018). (Krajnović et al., 2019) states that marketers are considering children not only as existing consumers but also as future, potential consumers. Children are becoming more involved in consumerism at an earlier age, and a variety of events and factors impact their shopping habits and behaviour (Shabbir, 2016). Children are susceptible to a variety of marketing techniques, and they frequently do not recognise the legitimacy of these. According to (Aitken & Watkins, 2016), children must develop two crucial information processing skills in order to have a mature grasp of advertising messages. They must be able to distinguish commercial from non-commercial content on a perceptual level, as well as assign persuasive intent to advertising, and then utilise that knowledge as a cognitive filter to moderate commercial influence.

2.2 Generation Alpha and Toys

Toddlers engage in pretend play and imitate others. They are aware of the functions of ordinary objects and frequently employ them in play. They may utilize the objects alone, with others, or in combination with other items such as home items and toys in their pretend play (Dauch et al., 2018). Plays and toys contribute significantly to the value and morality instruction, in addition to other aspects of development (Onder, 2018).Toys and children can engage physically in a toy-based learning setting (Yilmaz, 2016). With the rise in popularity of applications (apps), more toy companies are adding app technology into their goods to create a more convenient and enjoyable playing environment (Zhang et al., 2020). In the field of toy manufacturing, there are typically four players. These include worldwide brand owner companies, production contract companies, distributors, and toy stores. Contract manufacturing is primarily done in China, as well as Italy, Spain, England, and especially Germany, due to low labour costs and an integrated side industry (Kara et al., 2018). According to (Kara & Cagiltay, 2020), smart toys are new types of play activities that combine physical toys with virtual environments. As play activities are so important in preschool education, smart toys have the ability to complement and enrich these activities by including not just physical toys but also the diversity of virtual mediums. (Berriman & Mascheroni, 2018) states that smart toys have drastically changed how children and toys interact, resulting in new types of play that blur the lines between the physical and digital worlds. (Honauer et al., 2019)

opines thatfor appropriate development, children should play with interactive toys that have a connection to their real-life experiences and rituals, such as finding a dog in a book that looks like the family dog or creating an alert siren noise upon seeing an emergency car in the book.Unlike earlier generations, the Internet of Toys (IoToys) will let this generation's children interact with seamless interactive technologies focused toward amusement and education. These smart, hybrid toys, which most often feature anthropomorphized figures, imply that player's link to online settings in order to participate in diversionary activities (Heljakka & Ihamäki, 2018). There is literature which emphasised the relevance of education toys in STEM (Science, Technology, Engineering and Mathematics) learning. Cubetto is a commercial STEM education toy that is marketed as a tool for teaching computer programming and problem-solving skills.(Hamilton et al., 2019). According to the findings from the study conducted by (Inman & Cardella), gender bias in the purchase of STEM-related toys is clearly demonstrated. These science, engineering, and math-based toys were primarily purchased for male children by parents, grandparents, and other adults, indicating that there is a significant opportunity to promote gender balance in engineering. (LEUNG & HU, 2019) states that teachers can use digital toys as cognitive tools since they provide different learning opportunities. Participation in spatial toys and activities is unquestionably beneficial. It appears to be improving spatial ability. When, for example, a child constructs a Lego structure using a diagram, one-to-one correspondence and spatial scaling are practised (Jirout & Newcombe, 2015).

While there are several studies that highlight the advantages of toys, there is also literature that describes their drawbacks. Lead in paint can result in higher lead concentrations in toys, degraded paint chips, dusts, and soils, exposing children at home and on playgrounds to lead (Shen et al., 2018). Toys can have strong disagreeable odours, which could signal the presence of additional odourless harmful compounds in the object (Wiedmer et al., 2017). A cyber predator could speak with or obtain sensitive data about children without being physically present if IoT toys are infected (Chu et al., 2019).Young children are more vulnerable because they frequently put plastic things in their mouths, such as baby bottles, sippy cups, teething rings, and toys (Andaluri et al., 2018).

2.3 Factors influencing parents' toy purchasing decisions

Toys have the ability to define the learning and development curve of a child. A toy should be chosen initially with respect to various child considerations such as abilities, development, safety, age and gender (Al Kurdi, 2017). Parents and their caregivers have given greater relevance to toys due to various factors such as better brain recognition, child development, enhancement of child experiences and self-regulation (Healey et al., 2018). Appropriate toys are pivotal for child growth

and development. Parents, elders and caregivers need to ensure that children are exposed to the right toy at the right age. There are various factors which urge a parent or caregiver to purchase toys for their children. It is ideal for every parent to weigh out the pros and cons of a toy prior to its purchase. Toys, imagination and the setting are relevant factors in play children initiate and engage in (Møller, 2015). There is literature which highlights how gender is considered as a factor in purchasing toys. Parents' gender schemata, experience with childhood toys and attitude about toys majorly influence them to purchase gender-typed toys for their own children (Weisgram & Bruun, 2018). Parents find gender typed and gender neutral toys more desirable for their children as compared to cross-gender typed toys irrespective of the parents' gender, age or education level (Kollmayer et al., 2018). (Ulfa & Djamaludin, 2016) identified that the perception of parents on toys was based on product quality, emotional value and the suitability of price.

2.4 Covid-19 and challenges in Generation Alpha Engagement

As a result of the COVID-19 virus pandemic, schools in many nations experienced unprecedented obstacles (Bubb & Jones, 2020). We are only beginning to comprehend COVID-19's economic implications, but many other concerns have surfaced that must be addressed immediately, such as school closures and their influence on learning, as well as the educational burden placed on children, parents, and instructors (Bhamani et al., 2020). The COVID-19 pandemic forced the closure of early children education and care centres in numerous nations. In this example, the parents went through a particularly trying time, with the majority of them losing their employment(Duran, 2021).The ability of children to satisfy physical activity guidelines has been harmed as a result of school closures. In contrast, with children spending more time indoors and parents juggling school, home, and work obligations, leisure screen time (e.g., using mobile devices, watching television, etc.) is likely to rise(Jáuregui et al., 2021).Although the influence of COVID-19 on sleep habits was determined to be minor in the early stages of the pandemic in Japan, total sleep time and the percentage of outdoor play time declined dramatically, while media usage time increased significantly among infants who stayed at home during the day (Shinomiya et al., 2021). Learning at home with younger children necessitates parental involvement (Lau & Lee, 2020). The COVID-19 pandemic prompted purchases of mobile phones, computers and laptops, gardening and lawn maintenance, and video games. Toys, video games, and television/home theatre systems, among other products, topped the list of items that would not have been purchased in the next six months if it hadn't been for COVID-19 (Chauhan & Shah, 2020).Coronavirus has had a significant impact on global e-commerce and has altered the nature of business. According to studies, 52 percent of shoppers avoid going to physical stores and congested places. Furthermore,

36% said they won't go shopping until they obtain the coronavirus vaccine(Bhatti et al., 2020).In some ways, the Covid-19 pandemic has altered the way we work, shop, and interact with others more than any other recent upheaval (including technical ones). As more people begin to work from home, they are keeping to the essentials, only venturing out to buy necessities, and are constantly concerned about the possibility of contracting an infection in busy venues such as malls and supermarkets (Chauhan & Shah, 2020).Parents' reliance on educational toys for their children appears to be really crucial in this scenario in terms of keeping them engaged. Studying the many reasons that encourage parents to buy educational toys during this pandemic is therefore critical and provides a larger research area.

3. METHODOLOGY

The major goal of this article was to discover the most essential factors considered by Generation Alpha parents while choosing educational toys for their children. Brand of the toy, adjustable features of the toy, promotions related to the toy, packaging of the toy, instructions given about the toy, texture of the toy, self-assembling of toy, materials used in the toy, durability of the toy, quality of the components used in the toy, safety of the toy, price of the toy, multiple functions of the toy, accessibility of the toy, colour of the toy, shape of the toy, design of the toy and size of the toy are the various variables considered by parents prior to purchasing educational toys. Primary data was used to collect data in the study. A structured questionnaire was used to obtain the primary data.

A systematic questionnaire was circulated to 206 people through a google form. Responses were elicited from all of them. As a result, the response rate is 100 percent. The respondents in the survey were of various ages, professions, income levels etc.

The most critical factor loadings, which are important underlying factors that have an impact on the toy purchasing behaviour of Generation Alpha parents, was determined using factor analysis. Factor analysis is a method for condensing a large number of variables into a smaller number of factors. It combines the highest common variance of all variables into a single score. The analytic software SPSS and Excel were used to analyse the data.

4. DATA PRESENTATION AND ANALYSIS

This part presents results from the study on various educational toy features that influence purchasing decisions of Generation Alpha parents systematically.

4.1 Descriptive Statistics

The tables below describe the frequency of the respondents based on their gender, age of their child, birth year, marital status, occupation, education, number of children, annual income level, the age gap between their children, and price range of the toy they are willing to buy for their children.

Table 1: Respondents' distribution based on their gender

Gender	Frequency	Percentage (%)
Male	**158**	**77**
Female	**48**	**23**
Total	**206**	**100**

Table 1 displays the frequency distribution and percentage of questionnaire responses based on the age distribution of Generation Alpha parents. According to the statistics in table 1, 77 percent of participants are males, while 23 percent are females.

Table 2: Respondents' distribution based on age of their children

Age	Frequency	Percentage (%)
Less than 1	**40**	**19.4**
1	**22**	**11**
2	**17**	**8.2**
3	**21**	**10**
4	**16**	**8**
5	**21**	**10.1**
6	**14**	**7**
7	**11**	**5.3**
8	**15**	**7**
9	**13**	**6**
10	**16**	**8**
Total	**206**	**100**

Table 2 displays the frequency distribution and percentage of questionnaire responses based on the age distribution of Generation Alpha. According to the statistics in table 2, 19.4% of the children are aged less than 1, 11% of the children are aged 1, 8.2% of the children are aged 2, 10% of the children are aged 3, 8% of the children are aged 4, 10.1% of the children are aged 5, 7% of the children are aged 6, 5.3 % of the children are aged 7, 7% of the children are aged 8, 6% of the children are aged 9, and 8% of the children are aged 10.

Table 3: Respondents' distribution based on their birth year

Birth year	Frequency	Percentage (%)
1981-1997	**173**	**84**
1965-1980	**20**	**10**
After 1997	**13**	**6**
Total	**206**	**100**

Table 3 displays the frequency distribution and percentage of questionnaire responses based on the birth year of Generation Alpha parents. According to the statistics in table 3, 84% of the respondents belong to the birth year 1981-1997. 10% of respondents belong to the birth year 1965-1980. 6% of the respondents belong to the birth year after 1997.

Table 4: Respondents' distribution based on their marital status

Marital Status	Frequency	Percentage (%)
Married	**200**	**97**
Single parent	**2**	**1**
Don't want to reveal	**4**	**2**
Total	**206**	**100**

Table 4 displays the frequency distribution and percentage of questionnaire responses based on the marital status of Generation Alpha parents. According to the statistics in table 4, 97% of respondents are married. 1% of respondents are single parents. 2% of respondents did not want to reveal their marital status.

Table 5: Respondents' distribution based on their occupation

Occupation	Frequency	Percentage (%)
Private Sector	**124**	**60**
Public Sector	**21**	**10**
Others	**61**	**30**
Total	**206**	**100**

Table 5 displays the frequency distribution and percentage of questionnaire responses based on the occupation of Generation Alpha parents. According to the statistics in table 5, 60% of the respondents belong to the private sector. 10% of the respondents belong to the public sector. 30% of the respondents belong to the others category.

Table 6: Respondents' distribution based on their educational qualification

Educational qualification	Frequency	Percentage (%)
Above post-graduation	**16**	**8**
Post-graduation	**136**	**66**
Under graduation	**54**	**26**
Total	**206**	**100**

Table 6 displays the frequency distribution and percentage of questionnaire responses based on the educational qualification of Generation Alpha parents. According to the statistics in table 6, 8% of the respondents have educational qualifications above post-graduation. 66% of the respondents are postgraduates. 26% of the respondents are undergraduates.

Table 7: Respondents' distribution based on the number of their children

Number of children	Frequency	Percentage (%)
1	**122**	**59**
2	**56**	**27**
3	**26**	**13**

4	**1**	**0.5**
More than 4	**1**	**0.5**
Total	**206**	**100**

Table 7 displays the frequency distribution and percentage of questionnaire responses based on the number of children for Generation Alpha parents. According to the statistics in table 7, 122 respondents have only 1 child, 56 respondents have 2 children, 26 respondents have 3 children, 1 respondent has 4 children and 1 respondent has more than 4 children.

Table 8: Respondents' distribution based on their annual income levels

Annual income level	Frequency	Percentage (%)
Less than 6,00,000	**79**	**38**
6,00,000-6,99,999	**26**	**13**
7,00,000-7,99,999	**22**	**11**
8,00,000-8,99,999	**16**	**8**
9,00,000-9,99,999	**14**	**7**
More than 9,99,999	**49**	**23**
Total	**206**	**100**

Table 8 displays the frequency distribution and percentage of questionnaire responses based on the annual income level of Generation Alpha parents. According to the statistics in table 8, 38% of the respondents have an annual income of less than 6,00,000, and 13 % of the respondents have annual income within the range of 6,00,000 and 6,99,999. 11% of the respondents have annual income within the range of 7, 00,000 and 7, 99,999. 8% of the respondents have annual income within the range of 8, 00,000 and 8, 99,999. 7% of the respondents have annual income within the range of 9, 00,000 and 9, 99,999. 23% of the respondents have annual income above 9, 99,999.

Table 9: Respondents' distribution based on the age gap between their children

Age gap	Frequency	Percentage (%)
0	**100**	**49**

1	**9**	**4**
2	**27**	**13**
3	**29**	**14**
4	**15**	**7**
5	**18**	**9**
6	**1**	**0.5**
7	**2**	**1**
8	**3**	**1.5**
9	**1**	**0.5**
10	**1**	**0.5**
Total	**206**	**100**

Table 9 displays the frequency distribution and percentage of questionnaire responses based on the age gap between the children of Generation Alpha parents. According to the statistics in table 9, 49 % of the respondent have 0 , 4 % have 1, 13% have 2, 14% have 3, 7% have 4, 9% have 5, 0.5 % have 6, 1 % have 7, 1.5 % have 8, 0.5 % have 9 and 0.5 % s have 10 years of age gap between their children respectively.

Table 10: Respondents' distribution based on the price range they are willing to spend for the toy

Price range	**Frequency**	**Percentage(%)**
Less than 1,000	**92**	**45**
1,000-1,999	**66**	**32**
2,000-2,999	**23**	**11**
3,000-3,999	**12**	**6**
4,000-4,999	**5**	**2**
More than 4,999	**8**	**4**
Total	**206**	**100**

Table 10 displays the frequency distribution and percentage of questionnaire responses based on the price range Generation Alpha parents are willing to spend for the toys. According to the statistics in table 10, 45% of the respondents are willing to spend less than 1000, 32 % within the range of 1,000-1,999, 11 % within the range of 2,000 and 2,999, 6 % within the range of 3,000, and 3,999, 2% within the range of 4,000 and 4,999 and 4 % are willing to spend more than 4,999 respectively.

4.2 Factor Analysis

Factor analysis is a method for condensing a large number of variables into a smaller number of factors. Eigenvalues determine the number of factors. We should consider Eigenvalues to be a factor if they are more than one, and we should not consider Eigenvalues to be a factor if they are less than one. It should be more than 0.7, according to the variance extraction criteria. We should not evaluate a factor if the variance is smaller than 0.7.

To begin, KMO and Bartlett's Tests were employed to determine whether factor analysis was appropriate for the investigation. The reliability results should be more than 0.7. Also, Bartlett's Test of Sphericity findings should be less than 0.05 (Hasani & Zeqiri, 2015).

Table 11. KMO and Bartlett's Test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.941
Bartlett's Test of Sphericity	Approx. Chi-Square	3411.960
	df	190
	Sig.	.000

Table X shows that the KMO is. 941, which is higher than the permissible limit, indicating that this analysis is adequate for the study.

Table 12 Total Variance

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.405	57.024	57.024	11.405	57.024	57.024
2	1.661	8.304	65.327	1.661	8.304	65.327
3	1.040	5.200	70.527	1.040	5.200	70.527
4	.775	3.877	74.404			
5	.612	3.059	77.464			
6	.536	2.678	80.141			
7	.493	2.463	82.604			
8	.422	2.111	84.715			
9	.418	2.092	86.807			

10	.372	1.862	88.670			
11	.339	1.697	90.367			
12	.326	1.630	91.997			
13	.298	1.490	93.487			
14	.284	1.418	94.905			
15	.230	1.149	96.054			
16	.203	1.015	97.069			
17	.174	.872	97.941			
18	.157	.786	98.726			
19	.131	.656	99.383			
20	.123	.617	100.000			

Table 13 Rotated Component Matrix

Rotated Component Matrix[a]

	Component		
	1	2	3
[Brand of the toy]	.791		
[Adjustable features of the toy]	.743		
[Promotions related to the toy]	.717		
[Packaging of the toy]	.699		
[Instructions given about the toy]	.648		
[Texture of the toy]	.637		
[Self-assembling of toys]	.620		
[Materials used in the toy]	.598		
	.		
[Durability of the toy]		.761	
[Quality of the components used in the toy]		.753	
[Safety of the toy]		.735	
[Price of the toy]		.714	
[Multiple functions of the toy]		. . .706	
[Accessibility of the toy]		.706	
[Colour of the toy]			.835
[Shape of the toy]			.819
[Design of the toy]			.749
[Size of the toy]			.742

The most relevant factors which urge Generation Alpha parents in purchasing toys are shown in Total Variance and the Rotated Component Matrix from tables X and Y. The importance of particular elements for parents during the buying decision process is represented by loading factors. The eigenvalues of a factor reveal how much of the overall variance is explained by that factor.

We can observe that three factors are identified after the analysis. The first factor measured is "Brand Recognition" which accounted for 57.024% of the total variance consisting of eight items. These items describe the various attributes which recognize and describe the brand of the specific toy. The factor loadings ranged from 0.598 to 0.791.

The second factor labeled is "Brand Attributes" which accounted for 65.327 % of the total variance clustering six items. The items loading under this factor reflect the durability and safety of the toys purchased. The factor loadings ranged from 0.706 to 0.761.

The third factor extracted is "Product Appeal" which amounted to 70.527% of the total variance encompassing four items. The items loading in this factor describe the various external features of the product. The factor loadings ranged from 0.742 to 0.835

This indicates that all of these characteristics play a pivotal role in the toy purchasing behavior of Generation Alpha parents. The most crucial aspects are presented. As a result of the findings, the loading factors demonstrated the relevance of a certain element for customers during the decision-making process. From the results obtained, all the relevant components can be separately classified under three major factors namely Brand Recognition, Brand Attributes, and Product Appeal.

5. LIMITATIONS AND FUTURE RESEARCH

The main limitation of this study was only the features of educational toys were taken into consideration. There are various aspects such as the different skills that an educational toy can instill in a child. Research can be done in this area and interesting results can be obtained. The toy manufacturers and industries should focus more on promoting and marketing educational toys which focus on STEM(Science, Engineering, Technology, and Math), Montessori touch and feel toys, multiple functional toys, etc. which in turn help in the holistic development of the child.

6. CONCLUSION

According to the research findings, all of the components discussed in this study appear to be essential, with some of them being highly important as a factor in determining whether or not to purchase educational toys. It is found that Generation Alpha parents give importance to mainly three factors: "Brand Recognition", "Brand Attributes" and "Product Appeal" before purchasing educational toys for their children. Post the analysis, brand of the toy, adjustable features of the toy, promotions related to the toy, packaging of the toy, instructions given about the toy, texture of the toy, self-assembling of toys, and materials used in the toy were clustered under the factor "Brand Recognition". The durability of the toy, quality of the components used in the toy, safety of the toy, price of the toy, multiple functions of the toy, and accessibility of the toy was condensed under the

factor "Brand Attributes". The colour, shape, design, and size of the toy were clubbed under the factor "Product Appeal". These three factors need to be given high relevance by toy manufacturers and marketers while marketing their products. Generation Alpha parents are highly considerate about their children and the toys they interact with. These toys shape the learning and development of children at various levels. It is pivotal to delve more into the marketing aspects of such toys in the future.

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