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EFFECTIVENESS OF CHILD CENTERED PLAY THERAPY ON ADJUSTMENT DIFFICULTIES AMONG PRIMARY SCHOOL CHILDREN IN SELECTED SCHOOLS AT VIRUDHUNAGAR DISTRICT

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ABSTRACT

Introduction: The school is one of the place for shaping the course of human development Fifteen percentages of children aged 5-14 years were reported to have problems in school adjustment. The child who makes a satisfactory initial adjustment to school is more likely to be successful in their future progress than a child who has difficulty adjusting to the school situation. Child centered Play therapy procedures provide children the opportunity to resolve adjustment difficulties.

Objectives: To assess the pre-test and post-test level of adjustment difficulties among the primary school children in experimental group and control group. To find out the effectiveness of child centered play therapy on the level of adjustment difficulties among primary school children in experimental group and control group. To compare the pre-test and post level of adjustment difficulties among primary school children in experimental group. To associate the post-test level of adjustment difficulties among primary school children with their selected demographic variables in experimental group and control group. **Methods:** A quantitative approach and pre experimental research design with two group pre-test and post-test were utilized in this study. A simple random sampling technique was utilized to get 60 primary school children studying at viruthunagar district. **Results:** The pre- test level of adjustment difficulties in experimental group, out of 30 samples, 6(20%) of them had mild adjustment difficulties, 24(80%) of them had moderate adjustment difficulties and none of them had severe adjustment difficulties as well as no adjustment difficulties. the post-test level of adjustment difficulties in experimental group, out of 30 samples 5(16.67%) of them had no adjustment difficulties, 15(50%) of them had mild adjustment difficulties, 10 (33.33%) of them had moderate adjustment difficulties and none of them were in severe adjustment difficulties. standard deviation of 4.99 and the calculated 't' value was 38.02. There was no significant association of the post-test level of adjustment difficulties among of primary school children in control group except type of family and occupation of mother with their selected demographic variables. **Conclusion:** From the findings, it can be concluded that child centered play therapy was effective in reducing adjustment difficulties among primary school children.

KEYWORDS

Adjustment difficulties, Child centered play therapy and Primary school children.

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INTRODUCTION

India is the second most populous country in the world, with over 1.21 billion people (2011 census) the children age 0-15 years constitutes about 31.1% (male 190,075,426. and female 172,799,553) about 15% consist of school children. Childhood years are

significant for intellectual growth and personality development. It is the period of maximum learning and is crucial for education of the child. It is mainly the young person to live in the community should be prepared and learns good school adjustment (Nejad, 2007).

Fifteen percentages of children aged 5-14 years were reported to have problems in school adjustment. The acquisition of social skills is an important part of the education process and a necessity for the healthy growth of a student. Some of the long term effects caused by a lack in social skills can be classroom management problems, negative effects on academic areas, delinquency, peer rejection, emotional difficulties, lack of peer acceptance, problems with interpersonal relationships, low social status and low self-esteem (Haeberlin, Shawn, Texas, and Texas, 2004).

Elementary school years help the children for developing the skills, knowledge and attitudes necessary for children to become healthy and productive adults. It is a time when students develop decision making, communication and life training skills and character values. Therefore, the critical role that school period plays in the child's social development and self concept must be recognized. (Lavoie, 2002).

The school is one of the place for shaping the course of human development. The child who makes a satisfactory initial adjustment to school is more likely to be successful in their future progress than a child who has difficulty adjusting to the school situation.

Child centered Play therapy procedures provide children the opportunity to resolve adjustment difficulties that hinder emotional and social development and assists them in gaining the maximum benefit from learning experiences, thus increasing their academic success.

Objectives

To assess the pre-test and post-test level of adjustment difficulties among the primary school children in experimental group and control group.

To find out the effectiveness of child centered play therapy on the level of adjustment difficulties among

primary school children in experimental group and control group.

To compare the pre-test and post level of adjustment difficulties among primary school children in experimental group.

To associate the post-test level of adjustment difficulties among primary school children with their selected demographic variables in experimental group and control group.

MATERIAL AND METHODS

A quantitative approach and pre experimental research design with two group pre-test and post-test were utilized in this study. A simple random sampling technique was utilized to get the samples. The samples consist of 60 primary school children available at the time of data collection.

Tools for data collection

Tool 1: Demographic variables

It consist of demographic variables such as age, sex, type of family, number of children in the family, birth order of the child, education of the father, education of the mother, occupation of the father, occupation of the mother and monthly income.

Tool 2: Standardized Stephen B. mccarney early child hood behavior scale.

it consists of Stephen B. mcreny early child hood behavior scale was used to assess the adjustment difficulties among primary school children. It consists of three components which include academic performance difficulties, social relation difficulties and emotional behavior. The tool consists of 53 questions and each question has 6 options. The options was scored as never-0, one time-1, up to one time in week-2, more time in a week-3, up to once in hour-4, and more than once in hour-5. The total score of the 53 items are 265. The scores can be interpreted as follows.

Reliability of the tool

The reliability of the tol was determined by varied methods to find out the reliability coefficient of the tools. In order to establish reliability, the tool was administered to 4 primary school children those who are 6-11 years old. To check the adjustment difficulties, Reliability of the tool was tested by test-retest method by using Karl Pearson's correlation

coefficient. The reliability score was $r=0.8$ which showed a highly positive correlation of the tool. Hence the tool were considered reliable.

Data collection

Prior to the data collection, following ethical consideration were taken

Formal permission was obtained from the Principal, Research and Ethical committee of Sri. K. Ramachandran Naidu College of Nursing and from the Head mistress of government panchayat union primary school, solaiseri at viruthunagar district and Government Aathi Thiravidar Welfare Primary School, pattiyur at viruthunagar district respectively. Data collection was done in Government Panchayat Union Primary School and Government Aathi Thiravidar Welfare Primary School

Data were collected from 01.04.2013 to 04.05.2013. On day one a pre-test was conducted by using standardized Stephen B mcarney from primary school children of experimental and control group. On second day followed by an child centered play therapy consist of first session: Introduction, second session: goal oriented, third session: creative activity, fourth session: imagination activity. Child centered play therapy intervention was given only to the experimental group for 15 days. The experimental group was subdivided into two groups and Child centered play therapy was given to the two groups, interval of two days in one hour per day for a period of 15 days at P.E.T hours. The post test was done on the end of intervention for experimental group and control group of primary school children. The data collected were analyzed. All the activities were carried out equally for the primary school children.

RESULTS AND DISCUSSION

Section 1: description of demographic data of primary school children. Experimental and control group.

Table No.1 depicts that majority of primary school children were in the age group of 14(46.67%) between the age group of 8 to 9 years were as most of the primary school children 17(56.67%) of them were females

Section 2: Frequency and percentage distribution of pre-test level of adjustment difficulties in

experimental group and control group of primary school children.

With regard to the pre-test level of adjustment difficulties in experimental group, out of 30 samples, 6(20%) of them had mild adjustment difficulties, 24(80%) of them had moderate adjustment difficulties and none of them had severe adjustment difficulties as well as no adjustment difficulties. With regard to the pre-test level of adjustment difficulties in control group, out of 30 samples, 5(16.67%) of them had mild adjustment difficulties, 25(83.33%) of them had moderate adjustment difficulties and none of them had severe adjustment difficulties as well as no adjustment difficulties

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With regard to the post test level of adjustment difficulties in experimental group, out of 30 samples 5(16.67%) of them had no adjustment difficulties, 15(50%) of them had mild adjustment difficulties, 10(33.33%) of them had moderate adjustment difficulties and none of them were having severe adjustment difficulties. With regard to the post test level of adjustment difficulties in control group, out of 30 samples, 4(13.33%) of them had mild adjustment difficulties, 26(86.67%) of them had moderate adjustment difficulties and none of them were in the category of severe adjustment difficulties as well as no adjustment difficulties.

NS–Non significant

In experimental group, the pre-test mean value was 102.73 with the Standard deviation 14.75. In control group, the pre-test mean value was 123.06 with the Standard deviation 5.61. The calculated 't' value was 6.09.

The above findings showed that there was no significant difference in the mean pre-test level of adjustment difficulties among the primary school children in experimental group and control group.

S-Significant

In experimental group the post-test mean value was 98.83 with Standard deviation of 4.92. In control group the post-test mean value was 124.03 with Standard deviation of 4.99. The calculated ‘t’ test value was 38.02.

The above findings showed that the mean post-test level of adjustment difficulties in experimental group was lower than the mean post-test level of adjustment difficulties in control group of the primary school children.

S-Significant

In experimental group, it showed a mean value of 102.73 with standard deviation 14.75 in pre-test and a mean value of 98.83 with standard deviation 4.92 in post-test. The mean difference was -3.9. The calculated ‘t’ test value was 36.61.

The findings showed that there is a significant difference between the mean pre-test and post-test level of adjustment difficulties among the primary school children in experimental group.

NS- Non Significant

In control group, it showed the mean value of 123.06 with standard deviation 5.61 in pre-test and a mean value of 124.03 with standard deviation 4.099 in post-test. The mean difference was 0.97. The calculated ‘t’ test value was 5.05.

The findings showed that there is no significant association between mean post-test level of adjustment difficulties among the primary school children in control group.

Discussion

This study was undertaken to assess the effectiveness of child centered play therapy on adjustment difficulties among primary school children in selected schools at Viruthunagar district. Among 15% of children aged 5-14 years were reported to have problems in school adjustment. The acquisition of social skills is an important part of the education process and a necessity for the healthy growth of a student. Some of the long term effects caused by a lack in social skills can be, classroom management problems, negative effects on academic areas, delinquency, peer rejection, emotional difficulties, lack of peer acceptance, problems with interpersonal relationships, low social status and low self-esteem. Children entering primary school often face special challenges in the form of loss of self-esteem, largely because children at this developmental stage begin comparing themselves for the first time to classmates in the areas of abilities, behavior, appearance, and other characteristics. Child centered Play therapy procedures provide children the opportunity to resolve adjustment difficulties that hinder emotional and social development and assists them in gaining the maximum benefit from learning experiences, thus increasing their academic success. Group play therapy is a viable intervention for addressing the needs of children in a school setting who are experiencing adjustment difficulties.

Table No.1: Frequency and percentage distribution of demographic variables of experimental and control group (N = 60)

S.No	Demographic variables	Experimental Group		Control Group	
		f	%	f	%
Age					
1	6-7 yrs	8	26.66	4	13.33
2	8-9yrs	14	46.67	15	50
3	10-11 yrs	8	26.67	11	36.67
Sex					
4	Male	13	43.33	14	46.67
5	Female	17	56.67	16	53.33

Type of family					
6	Nuclear	12	40	16	53.33
7	Joint family	18	60	14	46.67
Number of children					
8	One	6	20	4	13.33
9	Two	14	46.67	14	46.67
10	Three	10	33.33	10	33.33
11	Four and above	0	0	2	6.67
Birth order of the child					
12	First	19	63.33	10	33.33
13	Second	8	26.67	17	56.67
14	Third	3	10	3	10
15	Fourth and above	0	0	0	0
Education of father					
16	Illiterate	5	16.67	1	3.33
17	Only School education	4	13.33	12	40
18	Degree	9	30	14	46.67
19	Post graduate	7	23.33	3	10
20	Professional	5	16.67	0	0
Education of mother					
21	Illiterate	0	0	2	6.67
22	Only School education	6	20	11	36.67
23	Degree	10	33.34	13	43.33
24	Post graduate	10	33.33	4	13.33
25	Professional	4	13.33	0	0
Occupation of father					
26	Unemployed	0	0	0	0
27	Private employee	19	63.34	14	46.67
28	Self employed	7	23.33	14	46.67
29	Government employee	4	13.33	2	6.66
Occupation of mother					
30	Unemployed	12	4	18	60
31	Private employee	10	33.34	11	36.67
32	Self employed	4	13.33	1	3.33
33	Government employee	4	13.33	0	0
Monthly income					
34	Below Rs.3000	0	0	0	0
35	Rs.3001-Rs.5000	0	0	14	46.67
36	Rs.5001-Rs.10000	19	63.33	15	50
37	Rs.10001-Rs.15000	8	26.67	1	3.33
38	Above Rs.15,001	3	10	0	0

Table No.2: Frequency and percentage distribution of pre-test level of adjustment difficulties in experimental group and control group of primary school children (N = 60)

S.No	Group	Pre-test level of adjustment difficulties							
		No difficulties		Mild difficulties		Moderate difficulties		Severe difficulties	
		f	%	f	%	f	%	f	%
1	Experimental Group	-	-	6	20	24	80	-	-
2	Control Group	-	-	5	16.67	25	83.33	-	-

Table No.3: Frequency and percentage distribution of post-test level of adjustment difficulties in experimental group and control group of primary school children (N = 60)

S.No	Group	Post level of adjustment difficulties							
		No difficulties		Mild difficulties		Moderate difficulties		Severe difficulties	
		f	%	f	%	f	%	f	%
1	Experimental Group	5	16.67	15	50	10	33.33	-	-
2	Control Group	-	-	4	13.33	26	86.67	-	-

Table No.4: Mean and standard deviation of the pre-test level of adjustment difficulties among experimental group and Control group of primary school children (N= 60)

S.No	Group	Pre test		't' test value
		Mean	Standard Deviation	
1	Experimental group	102.73	14.75	6.09
2	Control group	123.06	5.61	NS

Table No.5: Mean and standard deviation of the post-test level of adjustment difficulties among experimental group and control group of primary school children (N=60)

S.No	Group	Post test		't' test value
		Mean	Standard Deviation	
1	Experimental group	98.83	4.92	38.02
2	Control group	124.03	4.99	S

Table No.6: Mean and standard deviation of pre and post-test level of adjustment difficulties among experimental group of primary school children (N=30)

S.No	Group	Pre test		Post test		Mean Difference	't' test value
		Mean	SD	Mean	SD		
1	Experimental group	102.73	14.75	98.83	4.92	-3.9	36.61 S

Table No.7: Mean and standard deviation of pre and post-test level of adjustment difficulties among control group of primary school children

S.No	Group	Pre-test		Post-test		't' test value
		Mean	SD	Mean	SD	
1	Control group	123.06	5.61	124.03	4.99	5.05 NS

CONCLUSION

From the result of the study, it was concluded that providing child centered play therapy to the primary school children was very effective in reducing adjustment difficulties. Therefore the investigator felt that more importance should be given for child centered play therapy to reduce adjustment difficulties among the primary school children.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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