



**A QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURE
TEACHING PROGRAMME ON KNOWLEDGE REGARDING IMPORTANCE OF PLAY
THERAPY IN GROWTH AND DEVELOPMENT OF CHILDREN AMONG UNDER FIVE
MOTHERS IN SELECTED RURAL AREAS OF MEHSANA DISTRICT**

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ABSTRACT

INTRODUCTION: Play is considered a key facilitator for learning and development across domain, and reflects the Social and cultural contexts in which children live. Play therapy is a method of meeting and responding to children's mental health needs and is widely accepted by experts as an effective and appropriate intervention in tackling children's brain development. It is typically used in children ages 3 to 11 and provides a way for them to express their experiences and emotions through a natural, self-directed, self-healing process. As children's experiences and knowledge are often transferred through play, self-knowledge and acceptance becomes an important tool. **OBJECTIVE:** The aim of the study was to assess the existing knowledge of under five mothers on importance of play therapy in children to evaluate the effectiveness of Structured teaching programme on importance of play therapy in children, to find the association between post-test knowledge score and their selected demographic variables. **DESIGN:** Quantitative research approach and the quasi experimental one group pre-test post-test research design was used in this study. **PARTICIPANTS** :A total 60 sample were included in a study who met the sampling criteria and probability simple random sampling technique used. **TOOL:** The researcher used self structured questionnaire for collect the data. **INTERVENTIONS:** Structured teaching programme was given to the under five mothers. **RESULT:** The data collection tools contain demographic variables, to assess the knowledge. The result shows that the highest (82%) of mothers belong to the age group 24-26years, majority (50%) of mother were educated till primary education, majority (90%) of mothers were non working, equally (50%) of mothers were having income from 10,000-15,000/- and (50%) of mothers were having income above 15,000/-, majority (74%) of mothers belong to joint family. **CONCLUSION:** The findings of the study revealed that structured teaching programme helps in improving knowledge regarding importance of play therapy among under five mothers.

Keywords: Assess, Effectiveness, Structured teaching Programme, Knowledge, Play therapy and Under five mothers.

INTRODUCTION

“You can discover more about a person in an hour of play than in a year of Conversation” Plato, Greek Philosopher

Play is considered a key facilitator for learning and development across domain, and reflects the social and cultural contexts in which children live. Through play children learn about themselves and the world in which they live. Play is essential to the child's development and it is the way that youngsters learn the skills they will need for a happy and capable childhood. ^[1]

Play therapy is a method of meeting and responding to children's mental health needs and is widely accepted by experts as an effective and appropriate intervention in tackling children's brain development. It is typically used in children ages 3 to 11 and provides a way for them to express their experiences and emotions through a natural, self-directed, self-healing process. As children's experiences and knowledge are often transferred through play, self-knowledge and acceptance becomes an important tool. ^[2]

Play is important in early childhood because it helps to prepare child for school. Engaging in Play activities helps to nurture social and language skills. When a child engages himself in a play activities, it helps to refine his learning and reasoning skills. There are many multisensory play activities that teach a child to understand and learn through touch, sight and sound. There are strong association among learning skills, classroom behaviour and play ^[3].

According to Jean Piaget, “play provides the child with a lively, dynamic, individual language indispensable for the expression of his subjective feelings, for which only collective language is insufficient.” It helps a child develop a sense of worth and ability and mastery over their innate abilities. During play, children are guided to explore their environment and meet their specialization needs. Play also contributes to the advancement of creative thinking. It also allows children to relax to release strong emotions. During plays, children play by breaking down unwanted life experiences into smaller pieces, emptying the emotional states or frames of mind that come with each piece, integrating each experience back into their own understanding, and gaining a higher level and greater degree. ^[4]

Play is an important medium for children for several reasons. Play is a natural language from which children express themselves. Developmentally, play bridges the gap between concrete experience and abstract thought. Play offers children the opportunity to organize their real-life experiences that are often complicated and abstract in nature. Child gains a sense of control through play and also learns coping skills. Play therapy utilizes this understanding of children by offering children a therapeutic environment for their play. ^[5-8]

Play allows children to use their creativity while developing their imagination, dexterity and physical, cognitive and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them play allows children to create and explore a world they can master, conquer their fears while practicing adult roles, sometimes in conjunction with other children or adult care givers. ^[9-12]

Play is an important mechanism through which integration occurs. Play is a valuable tool that enhances growth and aids in the development of motor skills and sensory and perceptual capabilities. Play enhances coping

strategies, release tension and allows the child to react and reconstruct the events and interaction that occur in daily life. Through play the child safely experiments, evaluates and moral and ethical questions right of right and wrong.^[13]

Play can also make the hospital stay a learning experience and can results in more constructive patient – child interactions and more realistic perceptions of events related to the illness or injury. Play provides the freedom to express the emotions and allows the child a sanctuary from stress, because play help the child cope with unpleasant experience.^[14]

Play is so important to optimal child development that it has been recognized by the United Nations High Commissions for Human Rights as a right of every child. It is through play that children at an early age engage and interact in the world around them. it allows children to learn how to work in groups, to share, to negotiate, to resolve conflicts, and to learn self –advocacy skills. Perhaps above all, play is a simple joy that is cherished part of childhood.^[15]

Despite the benefits derived from play for both children’s and parents, time for free play has been markedly reduced for some children due to some causes^[16]

- 1) Lack of knowledge of parents regarding to play material and its uses.
- 2) Hurried life style and urbanization
- 3) Changes in family structure
- 4) Increased attention to academics.

Recent literature encourages the use of play therapy as a counselling medium for elementary school counsellors. In addition, play therapy helps school counsellors in the implementation of the National Standards developed by the American School Counsellor Association (ASCA).

Since the turn of the present century, there has been radical shift in attitudes towards the play in a result of scientific studies what play can do for the child growth and development. Instead of regarding play of as a waste of time, scientist have pointed out that it is a valuable learning experience.^[17]

DIAGNOSTIC TOOL

Play therapy can also be used as a tool for diagnosis. A play therapist observes a client playing with toys (play-houses, soft toys, dolls, etc.) to determine the cause of the disturbed behaviour.^[18] the objects and patterns of play, as well as the willingness to interact with the therapist, can be used to understand the underlying rationale for behaviour both inside and outside of therapy session. Caution, however, should be taken when using play therapy for assessment and/or diagnostic purposes.^{[19][20]}

Play therapy can be divided into two basic types: non-directive and directive. Non-directive play therapy is a non-intrusive method in which children are encouraged to play in the expectation that this will alleviate their problems as perceived by their care-givers and other adults. It is often classified as a psychodynamic therapy.

Directive play therapy:

In contrast, directed play therapy is a method that includes more structure and guidance by the therapist As children work through emotional and behavioural difficulties through play. It often contains a behavioural

component and the process includes more prompting by the therapist.^[21] Both types of play Therapy have received at least some empirical support.^[22] On average, play therapy treatment groups, When compared to control groups, improve by .8 standard deviations.^[23]

Nondirective play therapy:

Non-directive play therapy, may encompass child psychotherapy and unstructured play therapy. It is Guided by the notion that if given the chance to speak and play freely in appropriate therapeutic Conditions, troubled children and young people will be helped towards resolving their difficulties. Non-Directive play therapy is generally regarded as mainly non-intrusive.^[24]

The hallmark of non-directive play therapy is that it has minimal constraints apart from the frame and Thus can be used at any age.^[25] “Attachment is an emotional bond between the child and the primary caregiver, usually the parent” (Lin, 2003).^[26] A child having attachment issues is significant because a child can have either a good or bad Attachment to their primary caregiver. Which can lead to development and behavioral issues as the age Depending on the type of attachment. When using play therapy for attachment issues it is essential to Ease into it because the child could have emotional isolating and the therapy benefits both the parent And child due to being connected on a deeper level. It allows the parent and the child to build their Relationship and the child to feel more secure with the parent.

NEED OF THE STUDY

Play therapy is a systematic use of theoretic model to establish an interpersonal process to achieve optimal growth and development. According to the psychodynamic view people engage in a play behaviour in order to relieve anxieties and stress. In this way play therapy can be used as a self-mechanism. From the developmental point of view play has been determined to be an essential component of healthy child development.^[27]

A study conducted among 100 children with behaviour disturbances to assess the effectiveness of play therapy has revealed that after providing 30 sessions of non-directive play therapy there is a decrease in the behaviour disturbances among the group. The study concluded that the play therapy is effective to decrease the behavioural disturbance.^[28] Anecdotally, play therapy has been use full for multiple populations included adoptive mothers, foster mothers, mother of mentally retarded children, and teacher referred mothers of acting out or with draw child. Play therapy used for 16 weeks with 6 children in the program. Positive results were reported and the 4 parents conducted play therapy can be practically applied in agency and community mental health setting and this is supported by research.^[29]

Play therapy as a form of intervention for children has attracted the interest of modern researchers, who have tried in their studies to highlight the value and effectiveness of this method.

In a study of Danger and Landreth (2005),^[30] which was aimed to determine the effectiveness of child-centered group play therapy in children with speech difficulties, it was found that children were greatly helped in the improvement of both their expressive and perceptual skills related to their speech, while it seemed to have a mixed effect on their anxiety.

In another study that was aimed at examining the effect of child-centered play therapy on the stress of the teacher-

student relationship, in which 58 pre-school and school age students were involved, it was found that the sessions of this treatment significantly improved the stress of both teachers and students.^[31]

Play therapy intervention for children with chronic illnesses was also an important field of action for researchers. Thus, in a study of 15 children with Type 1 diabetes mellitus (IMMD), in which the aim was the reduction of anxiety symptoms, the decrease of overall behavioral difficulties and the adaptation and compliance with the instructions of doctors after an intensive individual play therapy program, it appeared that this intervention had a positive effect on the overall objectives originally set.^[32]

The effect of play therapy on the development of emotional and communicative skills of 372 pre-school children was at the heart of another study. The results showed that children's socio-emotional skills, in particular, communication and problem-solving skills were greatly enhanced.^[33]

Another field of research that attracted the scholars' interest is that of the relationship between play therapy and problematic behaviors of children. In a study conducted in Iran that concerned the effect of play therapy on children with attention deficit hyperactivity disorder (ADHD), it was found that the application of the above-mentioned therapy resulted in a reduction of disobedience in the experimental group.^[34]

The application of Adler's group-based play therapy to children, who could not complete their Homework (off-task behavior) and they had disruptive behavior, has also resulted in a reduction of Problematic behaviors.^[35] In a third survey of 60 displaced orphaned children from Uganda in which The effect of GAPT (Group Activity Play Therapy) on them was investigating, it was found that there Was a significant reduction in behavioral problems of the experimental group compared with the Control group.^[36]

Parents of children who had undergone liver transplantation were included in the research population of A study, in which their views about the effect of play therapy on coping strategies of problems arising From transplantation were examined. The findings suggest that the children were substantially helped During their hospitalization in the expression of their concerns and fears, fact that led them to reduce Stress and increase their self-esteem.^[37]

Another interesting survey was aimed at studying the effect of pre-operative play therapy on 203 Children undergoing surgery. The results showed that there were no significant differences between the Two groups in the perception of postoperative pain, but the children of the experimental group Experienced less stress both preoperatively and postoperatively.^[38] Similar were the results of a study In which after the intervention of a clown preoperatively, a significant reduction in children's and Parents' concerns was observed.^[39] a reduction in anxiety, fear and other negative emotions resulting From the hospitalization, was also confirmed by a recent survey conducted in 304 children in Hong Kong.^[40]

Play therapy when applied within a family therapy framework has proven to be particularly important For both adults and children, because it helps in a better communication with each other, especially in Difficult situations such as parental divorce.^[41] A study in school counselors has shown that just a 12-Hour workshop was enough for them to understand and realize that they can easily apply the basic CCPT (Child Centered Play therapy) principles.^[42]

Finally, in a survey that studied nurses' opinions on play therapy, it was found that although nurses Agreed that the use of play therapy might have positive results, they mentioned that they don't use it in Everyday practice,

mainly due to lack of time and knowledge. ^[43]

PROBLEM STATEMENT

“A QUASI EXPERIMENTAL STUDY TO ASSESS THE ASSESS THE EFFECTIVENESS OF STRUCTURE TEACHING PROGRAM ON KNOWLEDGE REGARDING IMPORTANCE OF PLAY THERAPY IN GROWTH AND DEVELOPMENT OF CHILDREN AMONG THE UNDER FIVE MOTHERS OF SELECTED RURAL AREAS OF MEHSANA DISTRICT.”

OBJECTIVES OF THE STUDY

- To assess the knowledge regarding importance of play therapy among mother’s of under five children Of selected rural areas of mehsana district.
- To assess the effectiveness of structure teaching programme on knowledge regarding importance of play
- Therapy among mother’s of under five children of selected rural areas of mehsana district.
- To find out the association of the post-test knowledge score with their selected demographic Variables.

HYPOTHESIS

H0: There will be significant level of knowledge of mothers of under five children regarding play Therapy before and after structured teaching programme.

H1: There will be positive relationship between post test knowledge score and post test practice score Among mothers of under five children regarding play therapy.

H2: There will be association between knowledge among mothers of under five children and their Selected demographic variable.

MATERIAL AND METHOD

Quasi-experimental one pre-test and one post-test research design and Quantitative Approach. Effectiveness of structured teaching programme on knowledge regarding importance of play therapy in growth and development of children among under five mothers in selected rural areas of Mehsana district. The data was collected from 60 under five mothers. “probability simple random ” sampling technique were used. A structured knowledge questionnaire was selected to assess the knowledge regarding importance of play therapy.

RESULT

Demographic data was analysed using frequency and percentage. Frequencies, percentage, mean, Mean percentage (%) and standard deviation was used to determine the knowledge score. The “t” Value was computed to show the effectiveness of structured teaching programme and chi-square Test was done to determine the association between the pre-test knowledge of office employees with selected demographic variables.

Finding related to demographic data

In the study among the 60 under five mothers , the Highest percentage (90%)54 mothers were having no job of mothers , the percentages (82%) 49 mothers in the age group of above 24-26 year ,The percentage (74%) 44

people belongs to joint family, the percentage (50%) 30 mothers were having primary education, and the percentage (50%) 30 mothers belong to more than 15, 000/-, and as well (50%) 30mothers belong to 10,000-15,000/-.

Finding related to pre and post knowledge score:

Pre-test prior to the administration of structured teaching programme,92% of under five mothers had poor knowledge (score: 0 – 7) and 8% office under five mothers had average knowledge (score 8 – 15) regarding importance of play therapy in growth and development of children among under five mothers.

Post-test that was marked improvement in the knowledge of adolescents with majority (66%) of Under five mothers gained good knowledge (score 16-23) and (32%) gained average knowledge (score 8-15) regarding importance of play therapy in growth and development of children among under five mothers.

It was inferred from the below table that the structured teaching programme was effectiveness in Improving knowledge on importance of play therapy in growth and development of children among under five mothers.

Finding related to effectiveness of structured teaching programme:

Table 1: Distribution of subject on paired‘t’ test between pre-test and post-test knowledge score Regarding importance of play therapy

PARAMETER	MEAN	SD	MEAN %	t value
Pre test	6.82	2.38	11.36	20.57
Post test	16.87	2.48	28.11	

Finding related to association between pre-test knowledge score of office employees with Their selected demographic variables:

To find out the pre-test knowledge score with selected demographic variables were found by using chi-square test. The results of the present study showed that there is no any significant Association found between pre-test knowledge score and selected demographic variables like Age, education, occupation, family income and type of family, and evaluate the knowledge regarding importance of play therapy in growth and development of children. So, the Research fulfills study objective.

CONCLUSION

The present study aims to evaluate the effectiveness of structured teaching programme on knowledge about regarding importance of play therapy in growth and development of children among the under five mothers at selected rural areas. The study Conducted by using a quasi-experimental one pre-test and post-test Research Design. Selected area is there in study for sample collection at Mehsana. The sample size was 60 under five mothers. The Tool used for the study is self structured knowledge questionnaire. The response was reanalysed Through descriptive (mean, frequency, percentage distribution, standard deviation) and Inferential statistics (t test, Chi square). The findings was completed on the objective of the Study.

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