

Effectiveness Of Cognitive Behaviour Play Therapy On Level Of Self Esteem Among Learning Disability School Age Children

Dr Cheran^{1*}, Vinayaka², S.Yamini [phd scholar]³

¹Anesthesiologist

²Mission Research Foundation, Karaikal

³Vinayaka Mission Research Foundation, Salem

*Corresponding Author:- Dr Cheran

*Anesthesiologist

DOI:10.47750/pnr.2023.14.S01.167

Abstract

A quasi experimental research design was adopted to evaluate the effectiveness of cognitive behaviour play therapy on level of self esteem among learning disability school age children were selected through probability random simple sampling technique. post test majority the experimental group was achieved 50 (83%) of learning disability students were getting adequate level of self esteem that there was a significant difference ($P < 0.05$) between experiment and control score. The mean experiment score was 74.20 and standard deviation of 5.15 significant t test level is 7.21.

Keywords:- effectiveness, cognitive behavior play therapy, self steem, learning disability)

INTRODUCTION

“It is not enough to prepare our children for the world; we must also prepare the world for our children”

❖ **Louis J Rodriguez**

Children's are the greatest gifts of God to humanity in India children from nearly 40 percentage of the total population the promotion of healthy child development has become a major focus of world. A child's academic success is often dependent on his or her ability to attend to tasks and teacher and classroom expectation with minimal distractions. (**Jayush patidar 2013**)

Caring for a child is entirely different from caring for an adult. The pediatric health care personnel have to be more gentle and sensitive to the child need and fears. Not only they need to attend the child, they also need to handle parent. Handling anxious, uncooperative child and anxious parents and sometimes the entire family can be quite challenging (**parul datta 2009**).

One such challenging task for the health care personnel and teachers are management of learning disabilities in primary school children. the researcher were decide to teach the cognitive behavior play therapy to improve the self esteem .

“My learning disabilities pushed me to discover talents that I wasn't aware of having. It has also led me to develop products to help others who struggled through school as I did.”

-Reyn Geyer

STATEMENT OF THE PROBLEM

“A Study to evaluate the effectiveness of cognitive behavior play therapy on level of self esteem among learning disability school age children ”

OBJECTIVES

- To assess the Experimental & Control Group level of level of self esteem among learning disability school age children”
- To assess the effectiveness cognitive play therapy on level of self esteem among learning disability school age children”
- To associate the Experimental & Control Group level of level of self esteem among learning disability school age children with thire demographic variables

METHODOLOGY

Quasi experimental research design was adopted for this study. This study was conducted among selected learning disability school age childrens in selected disability school, Thanjavur District, Tamilnadu, South India. Sixty childrens were recruited for this study through probability random simple sampling technique. The data were collected after

obtaining the institutional ethical clearance, and formal administrative permission. Informed consent from the subject was obtained and the confidentiality has been assured.

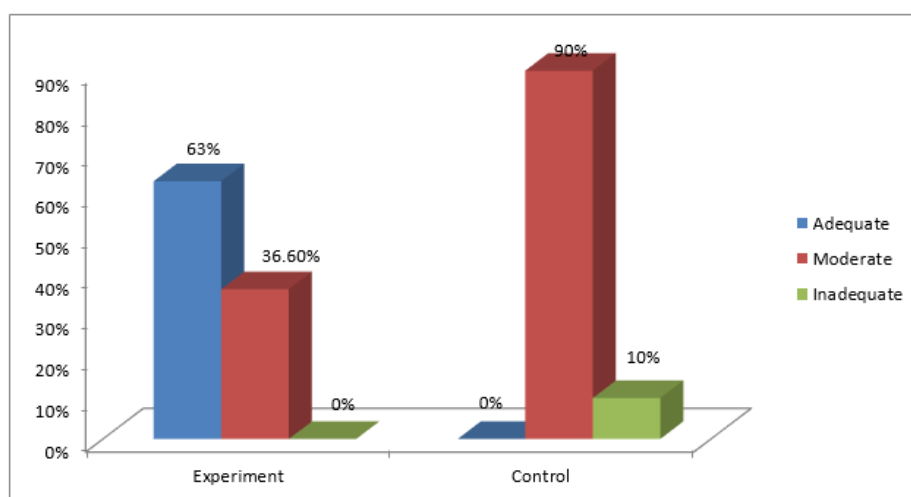
A structured Rosenberg self-esteem scale was used to evaluate the level of self-esteem. In this scale description was "Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press. Description of Measure: A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The questionnaire was translated into the vernacular language (Tamil) the appropriateness of the translation had been checked by English expert and the validity of the translation was verified by back translation. The reliability of the scale was established using test-retest method ($r = 0.7$). There were ten items each response had given the score of Agree, disagree, strongly disagree. Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Pre-test on assessment of level of self-esteem were conducted by using the self-esteem scale. Time taken by the girls to complete the self-esteem questionnaire was approximately 30 minutes. After the pre-test, the students were divided into five groups each group has 15 persons for CBPT. In this therapy having five play things to stimulate to play and the researcher was given the one play for 4 weeks. To improve every week and continue the play were divided into five groups of having 10 subjects in each. CBPT was administered for 30 minutes for each group. The post-test was conducted after seven days of intervention.

RESULTS AND DISCUSSION

• Description of demographic variables.

Majority of the students 50 (83.33%) were in the age group of 8-11 years and most of them 36 (60%) were female. Majority 46 (76.633%) students had reading disability. 30 (50%) students were living in rural area and most of them 50 (83.33%) were speaking Tamil language.



- The above diagram represents the frequency and percentage distribution of pre-test and post-test experimental and control group satisfactory level.
- In finally the post-test majority the experimental group was achieved (63%) of students were getting adequate self-esteem.
- that there was a significant difference ($P < 0.05$) between experiment and control score. The mean experiment score was 56.07 (+4.48) where as in control was 57.33 (+4.75) respectively.
- The 't' value shows that CBPT was effective on self-esteem among students in selected school in Kumbakonam.

Association

- In experimental group there is significance association occur in all the demographic variables except gender.
- In control group there is significance association occur in all the demographic variables except area of living.

Nursing implication

The findings of the study have significant implication for nursing practice. The nurse involved in child health care should actively participate in planning and implementation of strategies to increase awareness of learning disability to the school-age children. CBPT can be used as a tool to teach the adolescents on various topics related to important habits of children.

CONCLUSION

This study evaluated the effectiveness of CBPT to increase the SELF ESTEEM among learning disability children. The finding of the study showed that CBPT was effective in increasing self-esteem among learning disability children.

REFERENCES

TEXT BOOKS

1. Adele pillitteri, (1999) Child Health Nursing. (1st edition). Philadelphia. Lippincott Company.
2. Agarwal. K.N., (2005). Pediatrics and Neonatology. (1st edition). Delhi. Modern Publishers.
3. Barbara Kozier, (2008) Fundamentals of Nursing. (7th edition). Philadelphia. Mosby year book.
4. Basavanthappa. B. t., (2007). Nursing Research. (2nd edition). New Delhi. Jaypee Brothers Publications.
5. Best John. W., (1999). Research and Educating. (7th edition). New Delhi. Prentice Hall of India Private limited.
6. Burns Nancy. (2002). Understanding Nursing Research. (2nd edition). New Delhi. Harcourt Private Limited.

Journal Reference

1. Ms.Anjana Williams (2013) competency of school teacher regarding learning disability journal of nursing and health science Vol2 20-23
2. Mr. Akil dhanda e.t.al., (2013) prevalence and pattern of learning disability in school children delhi psychiatric journal voll6 386-389
3. Barbara R. foorman (2010) case control study conduct in learning disability journal of educatinal psychology vol 2 77-79.
4. Berniger and Wagener (2008) essential of dyslexia assessment & intervention journal of pediatric vol 3 67-68
5. Frolied & smith (2014) awareness regarding attention deficit hyperactivity the journal of nursing in India vol44 54-57