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PLAY THERAPY ON THE SOCIAL ADJUSTMENT
OF GRADE I PUPILS AT INDANG EAST
ELEMENTARY SCHOOL SY 2005-2006

THESIS

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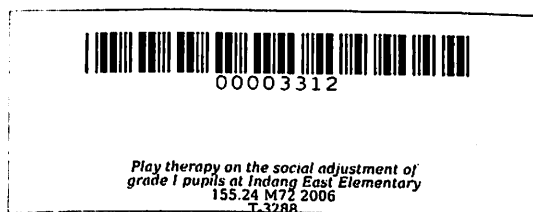
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**PLAY THERAPY ON THE SOCIAL ADJUSTMENT OF GRADE 1 PUPILS AT
INDANG EAST ELEMENTARY SCHOOL
SY 2005-2006**

**Undergraduate Thesis
Submitted to the Faculty of
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**In partial fulfillment
of the requirements for the degree of
Bachelor of Science in Psychology**



**JURIZ JEAN A. MOJICA
April 2006**

ABSTRACT

JURIZ JEAN A. MOJICA, Experimental Study, Bachelor of Science in Psychology, Cavite State University, April 2006. **“PLAY THERAPY ON THE SOCIAL ADJUSTMENT OF GRADE 1 PUPILS AT INDANG EAST ELEMENTARY SCHOOL SY 2005-2006”**. Adviser: Ms. Shirley P. Suarez

The study entitled “PLAY THERAPY ON THE SOCIAL ADJUSTMENT OF GRADE 1 PUPILS AT INDANG EAST ELEMENTARY SCHOOL SY 2005-2006”, was conducted in November 2005 to December 2005 at Indang East Elementary School, Indang Cavite.

The main goal of this study was to answer the main problem: Does play therapy affect the social adjustment of Grade 1 pupils at Indang East Elementary School. To answer the foregoing problem, the following specific problems were deduced: (1) to determine the level of Grade I pupils social adjustment during the pretest, (2) to determine the significant difference of the respondents' sociability when grouped according to gender, (3) to determine the activity/activities of play therapy is/are best to develop social adjustment, and (4) to determine the difference of social adjustment of Grade 1 pupils who underwent play therapy on those who will not.

This study employed the Untreated Comparison-Group Design with Pretest and Posttest. The experimental and the control groups were determined by the tossing of a coin. Respondents were the pupils who got an average score during the pretest.

A validated Social Adjustment Test was administered to determine the level of the pupils' social adjustment. The test was administered twice; the pretest and the post test. The play therapy as a treatment was given only to the experimental group which includes,

make believe play, scissors activity, building a house, story telling and reading, and painting/drawing. With the use of statistical method, particularly, t-test for independent means, it was concluded that play therapy has a significant effect on the social adjustment of grade 1 pupils at Indang Easy Elementary School.

The null hypothesis stating that play therapy does not affect the social adjustment of Grade 1 pupils' was rejected which shows that the findings of the study were:

- 1. Most of the respondents had high level of social adjustment.**
- 2. There were no significant differences in the sociability of males and females who were exposed to play therapy.**
- 3. Among the five sessions of play therapy, **Make Believe Play and Building a House** were the best activities to develop social adjustment.**
- 4. There was a difference on the social adjustment between the experimental and control group.**
- 5. There was a significant effect of play therapy on the social adjustment of Grade1 pupils of Indang East Elementary School.**

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**PLAY THERAPY ON THE SOCIAL ADJUSTMENT OF GRADE 1 PUPILS
AT INDANG EAST ELEMENTARY SCHOOL
SY 2005-2006^{II}**

Juriz Jean A. Mojica

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INTRODUCTION

Childhood is a blessed stage to human growth, where children reveal themselves most transparently in their play life. Play is not easy to define, most of us might assume that play is an activity that children engaged in. According to Garvey (1977), play enlarges the child's understanding of the world in which he or she lives. It allows the child to explore objects, social roles, language, and feelings without serious risk. In play situations, the child is free to choose an activity without regard to its consequences or to the achievement of a particular goal.

Most psychologists agreed that play is important to child's well being as eating, breathing, and sleeping. They agreed that it is a path to learning and self-discovery, a generator of self-esteem, and a laboratory in which a youngster can test