

**EFFECTIVENESS OF CHILD CENTERED PLAY ON
SOCIALIZATION AMONG CHILDREN IN
SELECTED ORPHANAGE, SALEM.**

By

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**A DISSERTATION SUBMITTED TO
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(CHILD HEALTH NURSING)**

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CERTIFICATE

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ABSTRACT

A Study was done to Assess the Effectiveness of Child Centered Play on Socialization among Children in Selected Orphanage, Salem.

Pre-experimental research design one group pre test – post test was adopted for the study. The study was conducted at Nesackkarangal Orphanage, Judge Road, Salem, where 60 children were selected by simple random sampling technique. Modified Vineland Social Maturity scale was used to assess the level of socialization. Data collection was done from 14-7-11 to 7-8-11 through semi structured interview and structured observational check list. Children were made to play role play and koko game. Post test was conducted on 26th and 27th day. The data collected were analyzed by using both descriptive and inferential statistics. In pre test, none of the children had adequate level of socialization, 13(21.7%) had moderately adequate level of socialization, 47(78.3%) had inadequate level of socialization. In post test 44(73.3%) had adequate level of socialization, 16(26.7%) had moderately adequate level of socialization and none of them had inadequate level of socialization.

There was a significant difference between pre test & post test scores after intervention. The mean pre test score was 45.22 ± 9.8 , whereas in post test the score was 94.2 ± 21.8 . The estimated 't' value 17.60 at $p < 0.001$ level was greater than the table value. So the child centered play was effective in improving the level of socialization. In post test there was no significant association between the level of socialization and the selected demographic variables except their likeness to spend leisure time and type of hobbies where significant association was found. So, H_2 was rejected with post test level of socialization except their likeness to spend leisure time ($\chi^2 = 5.621$) and type of hobbies ($\chi^2 = 8.815$) where H_2 was retained. This implies that child centered play was effective in improving the socialization of orphanage children.

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CHAPTER I

INTRODUCTION

“Life, Misfortunes, Isolation, Abandonment, Poverty are battle fields which have their heroes; obscure heroes, sometimes greater than the illustrious heroes”.

-Victor Hugo

Play is based upon the fact that it is the child’s natural way of self expression. It is a chance which is given to child to play out his feelings and problems just as in certain types of adult therapy an individual talk out his difficulties. School age children still seem to possess some sort of imaginative play. Role play helps in the development of positive behavior and social characteristics of children residing in orphanage. **(Marjorie Taylor, Stephanie Charlson, 2004)**

Children who are in orphanage often demonstrate delays in emotional, social and physical development. Institutionalization places children at high risk of some diseases. Children who are in orphanage may suffer from severe behavior, emotional and social problems such as aggressive or antisocial behavior. They have less knowledge and understanding of the world and become adults with psychiatric impairments. These children are at risk for learning disabilities such as poor reading ability and have more problems with critical thinking. **(Dr.Victor Groza, 2003)**

Play is generally provided for children aged 3 to 11 and provides a way for them to express their experiences and emotions through a natural, self-guided, self-healing process. As children’s experience and feelings are often communicated through play, it becomes an important medium for them to know and accept themselves and others. Play is the systematic use of a theoretical model to establish an interpersonal relationship wherein play therapists use the therapeutic effects of play to help children prevent or resolve psychosocial challenges and achieve optimal growth

and development. He arranged the play therapy process by providing children with play materials to express themselves and emphasized use of play to analyze the child.

(Hermine Hug – Hellmuth, 2001)

Child centered play is a type of mental health, emotional or developmental intervention which helps the children to grow up as happy and well adjusted as possible. It includes the use of play to communicate with children and to help children learn to solve problems and change their bad behavior. Child centered play can be a beautiful and effective way to help children and works for children as counseling or psychotherapy does for adults. **(Rogers, 2001)**

An extensive body of literature has documented effectiveness of play, as a counseling model, in working with children and adolescents. Since the 1940's researchers have studied the effectiveness of play therapy. Research examining the effectiveness of play therapy related to conduct disorder, socialization, aggression and oppositional behavior has been undertaken. Play is generally regarded as an activity that is intrinsically motivated, engaged in and pleasurable. Play is fundamental in children's development of expressive language development, social skills, decision making skills and cognitive development. **(Johnson, McLeod. E.H, and Fall.M, 2003)**

Play is important for development because it contributes to the cognitive, physical, social and emotional well being of children in the orphanage. Play is so essential for optimal child development that has been recognized by United Nations High Commission for Human Rights of every child. This birth right is challenged by problems including child labor, abandonment and exploitation and poverty. Play allows orphanage children to create and master the world, conquering their fears while practicing adult roles. It helps children develop new skills that lead to more

confidence and the resiliency they will need to face future challenges. **(Kenneth R Ginsburg, 2007)**

Socialization refers to the process of knowing one's culture and how to live within it. The process of socialization involves the transmission of culture from one generation to the next. Through socialization the child learns the values and norms, which plays an important part in molding human behavior. Socialization provides the skills and habits essential for acting and participating within one's society. **(Virginia Axlines, Dibs, 2009)**

The mind, the self and society plays an important role in understanding the process of primary socialization. When the child reaches the age of 7 or 8, they enter the play stage. During this stage, the child knows the rules of the play. The children pass through these stages of socialization by interacting with others. **(G.H.Mead, 2001)**

Need for the Study

Socialization is an important matter for society. It is but desirable that the child's socialization should be controlled through institutional channels. What a child is going to be is more important than what he is. It is socialization which turns the child into a useful person of the society.

There are between 143 million and 210 million orphans worldwide. The total children under 0-14 years age in India is approximately 34, 01, 19,000. Out of that approximately 2, 32, 46,000 are orphanage children which are approximately 6.8% of total children. Approximately 8,3,64,000 children are maternal orphans 1, 57, 97,000 are paternal orphans, whereas according to report approximately 9, 15,000 are double orphans. **(UNICEF, 2010)**

Orphanage graduates have lack of coping ability and have low self-esteem. They are always ill equipped for life outside of an institution in addition to turn out to be less productive members of society. Most will have behavioral, emotional and social problems with an unreliable amount of bitterness. **(The Associated Press, 2002)**

Orphanage children have not that much socialization compared to a child living in family, just as a flower fails to show its sweetness in a desert and is born to blush unseen. Similarly a child fails to show his genius because there is no proper environment for it. **(Vidya Bhushan Sachdeva, 2004)**

Peer rejection in childhood often results in serious emotional difficulties. Rejected children are frequently discontent with themselves and with their relationship with other children. Many of these children experience strong feelings of loneliness and social isolation. Peer rejection results in improper socialization, which later reports lower self-esteem and may be more depressed than other children. The child's isolation may be due in part to a lack of social skills. Understanding child's strength and weakness in social interaction and behavior may be the key to building healthy and enjoyable relationship with their peers. **(Williams, G.A and Asher. R, 2001)**

Adaptive behaviors are everyday living skills such as walking, talking, getting dressed, going to school, going to work, etc. They are skills that a child learns in the process of adapting to his or her surroundings. Lack of socialization results in behavior problems such as maladaptive behaviors that interfere with everyday activities. **(Brad Hill, 2008)**

Behavior and socialization problems reported by parents on the child behavior checklist were studied in 316 children adopted from social and emotional depriving

Russian Institutions as a function of age at adoption (18-month) age at assessment (6-11 and 12-18 years). Results showed that children adopted after 18 months had higher behavior and social problems(79%). **(Hawk, McCall 2011)**

A study among 136 abandoned Romanian children from fostered homes and institution shows that 80% of children were more likely to suffer from emotional and social disorders such as anxiety and depression, lack of communication and interpersonal relationship. **(Vlad Tarko, 2006)**

Social development occurs through play with other children. At first, child is happy to be near others and then begins to play with them. The child learns to share, to take turns, to communicate, to enjoy the friendship of others, to strive to be a good sport and to relate to individuals and groups through play. In play, the child has a chance to practice the art of interacting successfully with others, thus preparing themselves for adult relationships. **(Assuma Beevi T M, 2009)**

Using role play is a special skill which makes children more fun and pleasurable. This will improve the children's socialization and communication skills. Sociodramatic play helps young orphanage children to learn and practice social skills of communicating, negotiating and practicing and they role play and learn how to take the perspective of others. **(Elizabeth. D. Johnson, 2010)**

Violent behaviors of elementary school aged students is increasing due to lack of free play and exploration. The push for higher scores on standardized tests and lack of play and socialization opportunities, leads to increased frustration and violence. **(Burgard. M, 2007)**

Study among 150 children (4-9 years old) in Africa about the relationship of play and language development shows that through play children developed increased

competence in their language and literacy skills and they also increased their management and social interaction skills. **(Courtney, 2007)**

A study on role-play and language socialization among Korean children in US examines children's role play within the framework of language socialization, as well as relations between children within the role play frame. Results indicated that children socialize themselves and jointly construct their identities through role play. **(Seongwon Yun, 2008)**

The Vineland social maturity scale measures social competence, self help skills, and adaptive behavior from infancy to adulthood. Vineland scale which can be used from birth up to the age of 30. Personal and social skills are evaluated in the following areas, daily living skills, general self help, eating, dressing, communication (listening, speaking, writing), motor skills (fine and gross), socialization (interpersonal relationships, play and leisure and coping skills), occupational skills and self direction. The test is untimed and takes 20-30 minutes. **(McCullough, Virginia, 2002)**

Lack of adequate socialization is one of the important problems of children who are residing in orphanage. Lack of play and socialization leads to increased frustration for children. For nearly 70 years, play therapy has been used to treat children who have psychological disorder or who have experienced trauma. Dramatic play can be a vehicle, not only for social and emotional development but also for physical development in young children. So the researcher felt the need of play for children who are residing in orphanage, which helps them to improve their level of socialization.

Statement of the Problem

A Study to Assess the Effectiveness of Child Centered play on Socialization among Children in selected Orphanage, Salem.

Objectives:

1. To assess the level of socialization among children in orphanage.
2. To determine the effectiveness of child centered play on socialization of children in orphanage.
3. To associate the level of socialization of children in orphanage with selected demographic variables.

Operational Definition

1. Effectiveness:

The significant improvement in the socialization of children in orphanage as determined by significant difference in the pre and post test scores of socialization, measured using Vineland Social Maturity Scale.

2. Child centered play:

It means involving the children in play activities like role play, and group play to promote socialization.

4. Socialization:

It refers to process of group formation and integration of children with each other measured using Vineland Social Maturity Scale.

4. Children:

Children in the age group of 6 – 12 years residing in orphanage.

5. Orphanage:

Orphanage is a residential institution devoted to the care of orphans-children whose parents are deceased or otherwise unable to care for them.

Assumption

1. Children residing in orphanage may have less socialization.
2. Level of socialization is unique for each child.
3. Child centered play may improve the socialization of children.

Hypotheses

H₁: There will be a significant difference in the socialization of children before and after child centered play at $P \leq 0.05$ level.

H₂: There will be a significant association between level of socialization among the children and the selected demographic variables at $P \leq 0.05$ level.

Delimitations

1. The study will be limited to only selected orphanage in Salem.
2. The study period will be limited to four weeks.
3. The study will be limited to children in the age group of 6-12 years.

Projected Outcome

This study was conducted to determine the effectiveness of child centered play on socialization. The findings of the study will help the community health nurse to improve the socialization among orphanage children by using child centered play.

Conceptual Framework

The Conceptual frame work of the study is based on Modified Imogene King's Goal Attainment theory regarding socialization among orphanage children. Imogene King explains the concept of the nurse and the patient mutually communicating information, establishing goals and taking action to attain goals.

Components

Perception:

Respondents/Participants: Has gained adequate level of socialization by role play and ko ko game.

Researcher: perceived the needs of child centered play to improve level of socialization as a result of pretest among orphanage children.

Judgment:

Participants: Accepted to participate in the study.

Researcher: Decision made to provide child centered play for orphanage children.

Interaction:

Individuals come together for a purpose. Both researcher and participants communicate verbal and non verbal action by playing game to achieve goal.

Transaction:

Two individuals mutually identify goal and means to achieve. Here the researcher identifies the goal of how to achieve adequate level of socialization. Make the children to do role play and ko ko game. The respondent must physically and mentally ready to gain adequate level of socialization.

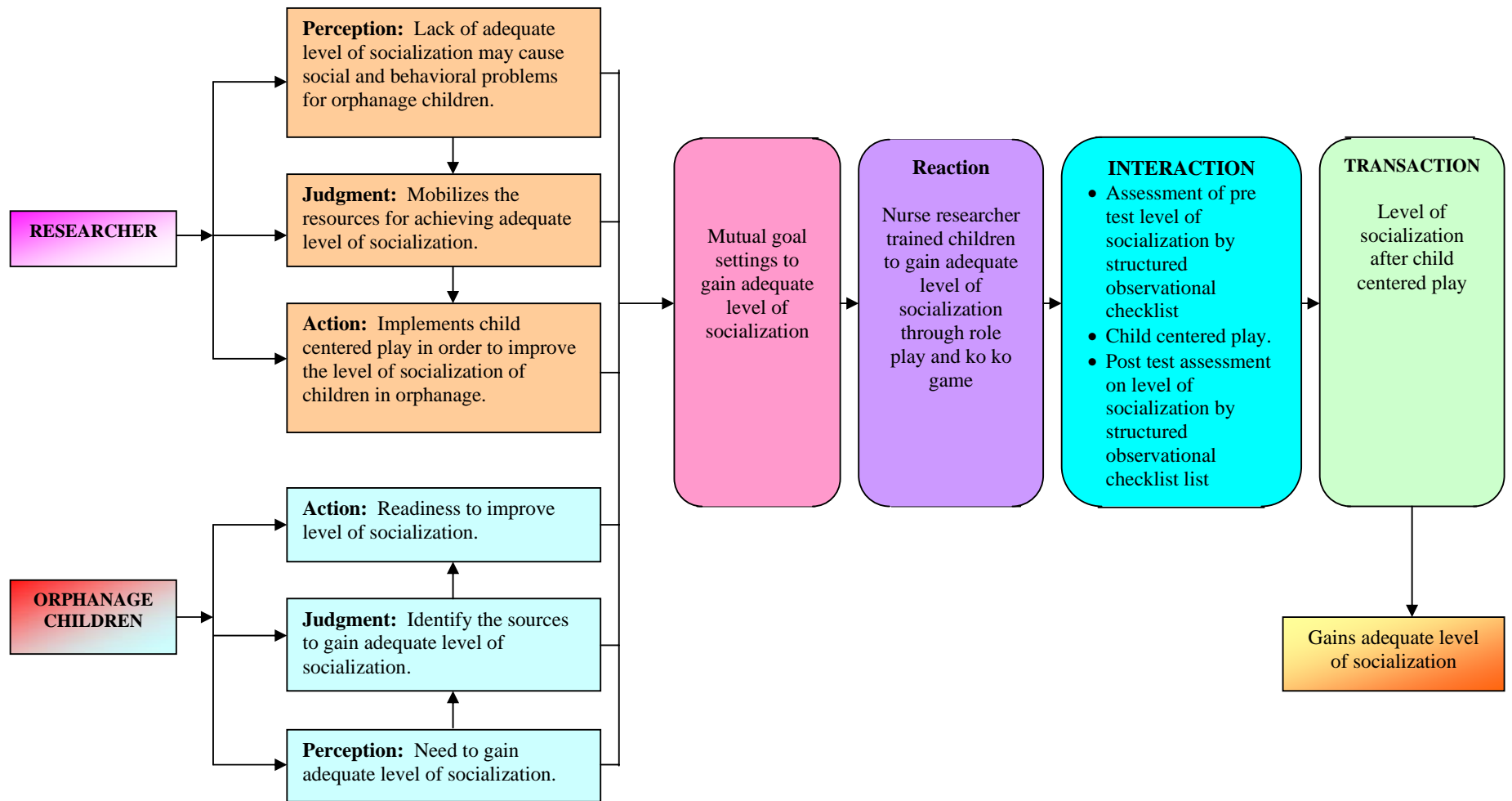


Figure- 1.1: Conceptual Frame Work Based On Modified Imogene King's Goal Attainment Theory Regarding Socialization Among Orphanage Children

Summary

This chapter dealt with introduction, need for the study, statement of the problem, objectives, operational definition, assumption, hypotheses, delimitations, projected outcome and conceptual frame work.

CHAPTER II

REVIEW OF LITERATURE

Literature review is a written summary of the state of existing knowledge on a research problem. **(Polit & Beck, 2004)**

Review of literature is a key step in research process. A researcher analyses existing knowledge before delving into a new area of study while conducting a study, when interpreting the results of the study, and when making judgments about applications of a new knowledge in nursing practice.

Literature was reviewed theoretically, empirically and organized under the following headings:

- Review related to number of orphanage children.
- Review related to problems of orphanage children.
- Review related to child centered play.
- Review related to effectiveness of child centered play.

Review related to number of Orphanage Children:

It is estimated that there are between 143 million and 210 million orphans world wide. It is estimated that there are about 44 million destitute children and about 12 million orphan and abandoned children in India. Yet there are only 0.04% adoptions in India every year. **(UNICEF, 2011)**

Orphan is a child who has lost one or both parent. The official estimated of 145 million estimated orphans worldwide, approximately 15 million are double orphans, 92 million that have a surviving mothers & another 38 million have a surviving father. **(UNICEF, 2008)**

Review related to Problems of Orphanage Children:

A descriptive study was conducted to assess the level of socialization among individuals living in an institutional setting. The objective of this study was to assess the level of socialization of individuals living in an institutional setting. 11 males & 3 females under the age group of 10-24 years residing in Indonesian residential institution were included in the study. Qualitative approach was used to analyze the interviews of 14 participants. Results showed that 90% of children residing in institutions had inadequate level of socialization with a higher post test mean score 12.8 ± 2.8 . **(Wanat.S, Whisnant.J, 2010)**

A descriptive study was conducted among children and adolescent orphans by AIDS at Sao Paulo municipality in Uttar Pradesh. The objective of this study was to estimate the level of physical activity among children and adolescent orphaned by AIDS according to socio-demographic & orphan hood related characteristics. 235 children & adolescent aged 7-14 years were classified as active and inactive. Cut off point established was 300mts of weekly physical activity. All variables were compared between both groups and sex. Results showed that an overall prevalence of 42% of inactivity was found with. For physical activity level, a significant difference was observed between sexes .Boys was more active and played outdoors more than girls. **(Barros .C.R, Zucchiem, 2010)**

A comparative study was conducted for the well being of orphans and abandoned children ages (6-12 years) in institutional and community based settings in 5 less wealthy nations. The objective of this study was to compare the cognitive, social, physical, and emotional problems of orphans. Survey analytical technique was used for comparison in this study. 1,357 institution living & 1,480 community living orphaned and abandoned children of 6-12 years were included in the study. Results

showed that children residing in institutions had more social and emotional problems than children in community $P < 0.01$. **(Whetten.K, Ostermann. J, 2009)**

A comparative study was conducted to assess the level of social and emotional problems of school age children who had lost their parents in 2003 earth quake in Iran with children from intact families who attended the same schools. 86 children under 7-13 years who had lost parents in earth quake 4 years earlier were compared with 86 matched children from intact families. Teacher and parent versions of strength and difficulties questionnaire were used to measure social and emotional problems. Results showed that social and emotional problems were significantly higher in children who had suffered from parent loss than in control group at $p < 0.01$. **(Nakasujja.N, Nakigudde.J, 2007)**

A cross sectional study was conducted among orphans and non orphans in Rakai District Uganda. 210 randomly selected primary school going orphans & 210 non orphans were selected for this study. The objective of this study was to compare the social and behavioral problems of orphans with non orphans. All children were administered Rutter's children's teacher administered behavior questionnaire to measure psychological distress & a modified version of cooper's self report measure for social adjustment. The study concluded that more orphans than non orphans had more common social and behavioral problems ($p=0.03$). Orphans social functioning rated significantly worse compared to non orphans ($p=0.05$). **(Musinguzi, Kinyada, 2007)**

A case study was conducted to examine the social well being of orphan hood in Rakai District, Uganda. 193 children who belongs to the age group of 6-12 years were selected for the study. The objective of this study was to asses the level of social

well being of orphans and abandoned children. The study concluded that 96% of children were affected with social problems. **(Sengendo.J, Nambi.J, 2007)**

Review related to Child Centered Play:

Child centered play is a psychotherapy for two individuals, the child and her care giver. The main focus of the therapy is to improve the relationship between adult and child through direct interactions between the two individuals. **(Nancy.H.Cochran, 2010)**

Child centered play allows children to participate in a wide range of activities associated with family living, society and their cultural heritage. Child centered play is essential to development because it contributes to the cognitive, social, emotional & physical development of child. Children may be able to express their views, experiences and even frustrations through child centered play. **(Donald.L.Shifrin, 2004)**

Child centered play is useful to treat various childhood problems. It has significantly reduced separation anxiety and speech disturbance in children. Child centered play helps children to gain the skill to use symbols & representations for various things in the environment, providing the basis for further use of language. **(M.C.Kimmey, 2003)**

Play time helps to fulfill two essential needs of school age children related to learning. First it provides opportunities for recreation and social games rework curricular information. The second role for child centered play is, it helps to fresh up the child's mental energy. **(Golbeck, 2001)**

Review Related to Effectiveness of Child Centered Play:

An evaluative study was conducted to assess the effectiveness of child centered play on socialization of children in selected orphanage, Australia .The

objectives of this study was to assess the level of socialization of children in selected orphanage, to determine the effectiveness of child centered play on socialization of children in orphanage. Children under the age group of 4.0-5.11 years were randomly selected, 50 experimental and 50 control and the intervention was provided under 6-sessions of play .Observation of emotion, socialization practices was checked in pre test & post test. Children who receive intervention reported 90% significant improvement than children who did not receive the intervention with a t value 16.05 at $p < 0.01$ level. **(Sophie. S.Havighurst et.al, 2010)**

An experimental study was conducted to assess the effectiveness of child centered play on behavioral problems among children in selected orphanage, Gujarat. The purpose of this study was to determine the effectiveness of child centered play on behavioral problems, and to find out the association between behavioral problems of children in orphanage and their selected demographic variables.20 children who belongs to the age group of 6-12 years were selected for the study. The finding of this study reveals that 92% of children had reduced their behavioral problems with a t value 18.67 at $p < 0.01$ level. **(Stevens.S, 2010)**

An experimental study was conducted to assess the effectiveness of child centered play among children with expression of grief at selected orphanage, Chicago. The purpose of this study was to understand the grief process of children through expressive art activities. 9 children at age group of 6-12 years participated in this study. The study concludes that the child centered play seemed to show a greater integration of their grief experiences with a higher post test mean score 13.7 ± 4.12 and the t value is 17.5 at $p < 0.01$. **(Glazer, 2008)**

A longitudinal study was conducted to assess the effectiveness of child centered play therapy on socialization of children residing in institution, Orissa. 20

school age children were included in this study. The duration of this study was 6 months. The researcher concluded that after children participated in play therapy their level of socialization was improved at $P < 0.01$. **(Reyes, Ashrand, 2005)**

An experimental study was conducted to assess the effectiveness of child centered play on speech difficulties among children, 3-5 years of age in selected institution, America. The purpose of this study was to improve specific speech problems of children in the areas of articulation, receptive language, and expressive language. The second purpose was that of determining the efficacy of child centered play in improving self esteem, positive social interaction. The experimental group consisted of 11 children who received 25 group play sessions one time a week along with speech therapy session. The findings showed that post test mean scores for the experimental group increased 7.19 points, while post test mean scores for comparative group decreased 3.21 points indicating an increase in expressive language skills for experimental groups & decrease in expressive language for the comparison group. **(Suzan Danger, 2003)**

An experimental study was conducted to assess the effectiveness of child centered play on socialization among children who are residing in selected orphanage, North America. The objective of the study was to assess the level of socialization among children in orphanage, to find out the association between level of socialization & the demographic variables. 30 children between the age group of 3-6 years old were selected for the study. 90% of children had lack of adequate level of socialization in pre test and 80% of children had adequate level of socialization in post test and 10% of children had moderate level of socialization. This study concluded that child centered play was effective in improving the socialization of orphanage children at. **(Lianne Fisher, Susan Thompson, 2002)**

An evaluative study was conducted to assess the effectiveness of group play on Chinese earth quake victims on the effects of their anxiety, adjustments & depression. 60 school age children residing in selected orphanage were included in this study. 30 children in experimental & 30 in control group. The researcher concluded that children who participated in group play scored significantly lower (10%) on the suicide risk & anxiety level than children in the control group who did not participate in group play. **(Shen, 2002)**

An experimental study was conducted to assess the effectiveness of play on the language development of orphanage preschoolers. 30 orphanage children residing in selected orphanage were divided into three equal groups. First group was provided with perceptual- motor training in the form of play, second group was provided with movement training and third group was provided with no systematic training. Result indicated that there was significant difference found among the first two groups on language measures with a higher post test mean score 11.2 ± 3.2 with a t value 15.08 at $P < 0.01$. **(Morrison D. Pothier.P, 2002)**

An evaluative study was conducted to find the effectiveness of child centered play on the communication skill acquisition of 40 orphanage children, Canada. The children were randomly assigned and experimental group received a 12 session interpersonal skill training program consist of instruction in the following areas (1) introduction and small talk (2) providing play materials (3) interacting with children during play. The social skills instructional package included variable instruction, modeling, role playing, and feedback. As a result of their training program 10% children acquired moderate level of communication skills and new social skills and 90% children acquired adequate level of communication skill and social skills as

evidenced by performance on a situation role play assessment and improved inter personal skills. **(Bates P, 2002)**

An experimental study was conducted on the effectiveness of play session on development of children in an orphanage. 15 pre school children Residing in selected orphanage, Europe were included in this study. Vineland Social Maturity scale was used to measure the level of social maturity. The scale shows the results that the motor quotient rose from 63.7 to 81.7, the mean mental quotient rose from 61.9 to 91.3 at $P < 0.001$. **(MC Cullough, Virginia, 2002)**

An experimental study was conducted to assess the effectiveness of child centered play on stress reactions of children who experienced traumatic event. The purpose of this study was to describe the level of post traumatic stress among children who experienced traumatic event. 30 children with age group of 3-6 years who were residing in selected hospital were included in this study. The study concluded that children with post traumatic stress disorder may be able to work through their issues through child centered play with a mean score of 15.25 ± 2.13 with a t value 16.24 at $P < 0.001$. **(Ryan, Needham, 2001)**

An experimental study was conducted to assess the effectiveness of child centered play on socialization of children with cerebral palsy in selected orphanage, Africa. 30 children were selected for this study .The study yielded statistically significant improvement ($p < 0.05$) in scores on the Vineland Social Maturity scale among children with cerebral palsy who had participated in group play. **(Sokoloff, 2001)**

Summary

This chapter dealt with review of literature related to number of orphanage children, problems of orphanage children, child centered play effectiveness of child centered play.

CHAPTER III

METHODOLOGY

This chapter deals with a brief description of methodology which was undertaken by the researcher for the research study.

Research Approach:

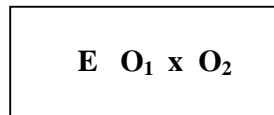
The research approach adopted for this study was **quantitative evaluative research approach**.

In quantitative evaluative research approach researcher selects a representative of population and determines size before collecting data. Researcher uses an extensive approach to collect data.

Research Design:

The overall plan for addressing a research question, including specifications for enhancing the study's integrity. **(Polit & Beck, 2004)**

The research design chosen for this study was pre experimental research design (one group pre test- post test)



- E - Experimental group
- O₁ - Pre test
- X - Intervention (Child centered play)
- O₂ - Post test

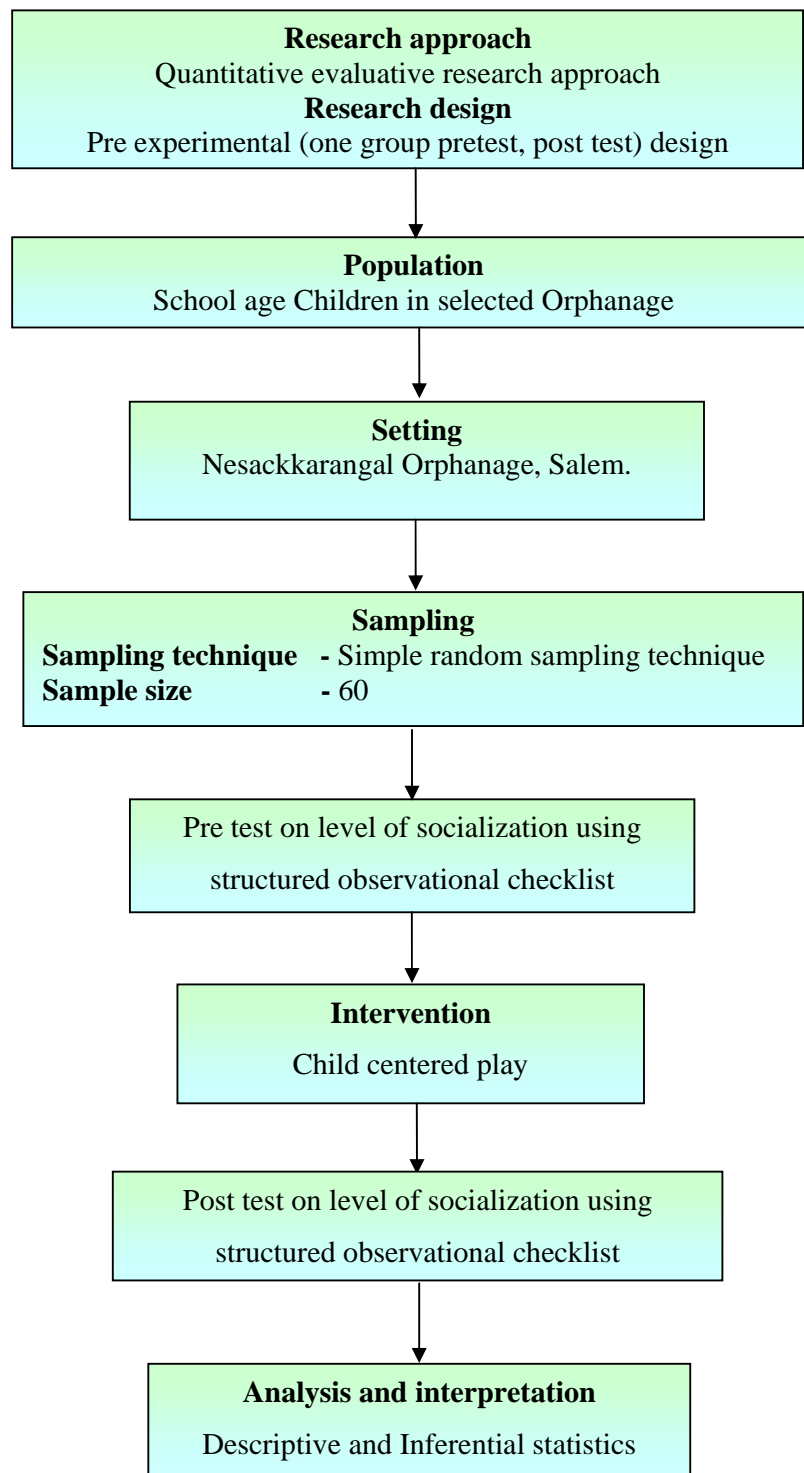


Fig –3. 1: Schematic Representation of Research Methodology

Population:

The population for the study was children residing in orphanage (N=97).

Description of setting:

The study was conducted at “Nesackkarangal Orphanage”, Salem. It was run by a private welfare trust. It was situated at 30 km away from Sri Gokulam College of Nursing, Salem. There were 70 children in the orphanage belongs to the age group of 6-12 years.

Sampling:

The process of selecting a portion of the population to represent the entire population. **(Polit & Beck 2004)**

Sample:

The samples of this study were children residing in “Nesackkarangal Orphanage, Salem who fulfills the inclusion criteria.

Sample size:

The sample size was 60 children residing in the selected orphanage

Sampling technique:

The most basic type of probability sampling, wherein a sampling frame is created by enumerating all members of a population, and then selecting a sample from the sampling frame through completely random procedures. **(Polit & Beck2004)**

The technique adopted for this study was simple random sampling (Probability sampling) in which the lottery method without replacement was used to select the samples. The researcher took 60 equal sized slips of paper and wrote numbers 1 to 60 on each slip and folded the slips into small chits. The chits were put into a global container and drawn one after another till the number 60 was reached and the children bearing the number in their register were selected as samples.

Criteria for Sample Selection

Inclusion Criteria

Children in the orphanage

- who were aged between 6 – 12 years.
- who could speak and understand Tamil.
- who were willing to participate in the study.

Exclusion Criteria

Children in the orphanage with

- physical problems.
- mental retardation.

Variables

Independent variable: Child Centered Play

Dependent variable: Level of Socialization.

Description of tool

The tool was prepared by the researcher after extensive study of the related literature and with the guidance of the experts. The tool consists of 2 sections,

Section – I: Demographic data

Semi structured interview schedule was used to assess the demographic data like age, sex, education, school, duration of stay, hobbies and specify the hobby.

Section–II: Structured Observational check list to assess the level of socialization of orphanage children.

Modified Vineland Social Maturity Scale was used to assess the level of socialization. It consists of 40 Items under 4 headings. Each item had 3 options ranging from the score of 1-3.

Scoring key

Table-3.1: Scoring procedure for level of socialization.

Positive Items	Negative Items
A – Always =3	N – Never = 3
O – Occasional =2	O- Occasional = 2
N- Never =1	A – Always =1

Total Score is 120

Negative Items: 3,7,9,10,11,12,18,24,25,27,29,33,34.

To interpret the level of socialization

Level of socialization	Scores	% of scores
In adequate	≤ 40	≤ 33
Moderately adequate	41 – 80	33.6 – 66.6
Adequate	81-120	66.7 – 100

Validity and Reliability

Validity of the tool was obtained from experts in the field of Medical and Nursing Experts (one Medical Expert, three Pediatric Nursing specialists, one psychologist). The tools were found adequate and minor suggestions given by the experts were incorporated

Reliability was established by using Inter-rater method and the score obtained was $r = 0.9$, which revealed that the tool was reliable.

Pilot Study

Pilot study was conducted to determine the feasibility of the study, to refine and modify the instrument and to establish the sample size. Pilot study was conducted at House of Peace Orphanage, Paruthikkadu; Salem from 27-6-11 to 3-7-11 with a

sample size of 6. Child centered play was given to the children for five days. Then the post test was conducted on 3-7-11. The findings of the pilot study revealed the feasibility of proceeding to the main study.

Method of Data Collection

Ethical Consideration

Written permission was obtained from the Managing Director of the Orphanage to conduct the study and informed verbal consent was taken from children who were willing to participate in this study.

Data Collection Procedure

Data collection was done from 14-7-11 to 7-8-11. The researcher personally visited the selected orphanage and introduced herself. The researcher collected the details of the children through semi structured interview and structured observational check list. Pre test was conducted on 1st & 2nd day. The intervention was started from the third day and it includes activities like role play, and ko-ko game two times a day. Before each session warm up exercise was given for 5-10 mts. The duration of each session was 20 minutes. The intervention was given for 25 days. The next 2 days Post test was conducted.

Plan for data analysis

Descriptive statistics was used for categorizing data. Paired 't' test was used to determine the effectiveness of child centered play and chi-square test was used to associate the socialization of children with the selected demographic variables.

Summary

This chapter dealt with methodology. It consist of research approach, research design, population, description of the setting, sampling, variables, description of the tools, validity and reliability, pilot study, method of data collection, and plan for data analysis.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

Research data must be processed and analyzed in an orderly fashion so that patterns and relationship can be discerned and validated, and hypotheses can be tested. Quantitative data analyzed through statistical analysis includes simple procedures as well as complex and sophisticated methods. (Polit, 2004)

This chapter deals with analysis and interpretation of data collected to evaluate the effectiveness of child centered play on level of socialization of Orphanage children, Salem.

Presentation of Data:

The findings are presented under the following sections,

Section-A:

Distribution of children according to the demographic variables.

Section-B:

Distribution of children according to the level of socialization in pre test.

Section-C:

- a) Comparison of pre and post test level of socialization of children.
- b) Comparison of area wise Mean, SD, Mean percentage, Mean difference of pre test and post test scores of socialization of children.
- c) Comparison of Mean, SD, Mean percentage and Mean difference of pre and post test scores of socialization of children with their selected demographic variables.

Section-D: Testing of hypotheses

- a) Effectiveness of child centered play on level of socialization of children in Orphanage.
- b) Association between pre and post test level of socialization of children and their selected demographic variables.

Section A

Distribution of Children According to the Demographic variables.

Table-4.1:

Frequency and Percentage Distribution of Children According to the Demographic Variables.

n=60

Sl. No	Demographic variables		Frequency (f)	Percentage (%)
1.	Age in years	6.1-8	20	33.33
		8.1-10	30	50.0
		10.1-12	10	16.67
2.	Sex	Male	28	46.67
		Female	32	53.33
3.	Education	3&4 th std	20	33.33
		5&6 th std	30	50.0
		7&8 th std	10	16.57
4.	Duration of stay in Orphanage	Below 1year	5	8.33
		1-2yrs	25	41.67
		3-4yrs	20	33.33
		5yrs and above	10	16.67
5.	School	Govt. school	30	50.0
		Private school	30	50.0
6.	Spending leisure time	Along with friends	42	70
		Alone	18	30
7.	Hobbies	Yes	60	100
7.1.	Type of hobbies	Reading books	30	50.0
		Playing specific game	12	20.0
		Gardening	18	30.0

Distribution of children according to age shows that lower percentage 10(16.67%) children belong to the age group of 10.1-12 yrs, 20(33.33%) children belong to the age group of 6 – 8 years, and a higher percentage 30(50%) children belong to the age group of 8.1-10 years(Table-4.1).

Distribution of children according to sex shows that more or less similar percentage of children 28(46.67%) are males and 32(53.33%) of them are females (Table 4.1).

Distribution of children according to their education shows that lower percentage 10(16.67%) children are in 7 & 8th standard, 20(33.33%) of them are in 3 & 4th standard, and a higher percentage 30(50%) of them are in 5&6th standard. It is similar in distribution to the age of children (Table 4.1).

Distribution of children according to their duration of stay in orphanage shows that 5(8.33%) children had stayed below 1 year, 10(16.67%) children had stayed for 5 years and above, 20(33.33%) children had stayed for 3- 4 years, and higher percentage 25(41.67%) children had stayed for 1-2 years (Table 4.1).

Distribution of children according to their school shows that similar percentage of children 30(50%) are studying in government institution and private institution (Table 4.1).

Distribution of children according to their likeness to spend leisure time shows that 18(30%) children like to spend their leisure time alone and majority of them 42(70%) like to spend their leisure time along with friends (Table 4.1).

Distribution of children according to their hobbies shows that all 60(100%) children had hobbies. (Table 4.1)

Distribution of children according to their type of hobbies shows that, 12(20%) of them had playing specific games as their hobby, 18(30%) of them had gardening as their hobby, and 30(50%) of them had reading books as their hobby (Table 4.1).

Section – B

Distribution of Children According to the Level of Socialization in Pretest

Table-4.2:

Frequency and Percentage distribution of Children According to the Level of Socialization in Pre test

n=60

S. No	Level of socialization	Pretest	
		Frequency (f)	Percentage (%)
1.	Inadequate	47	78.3
2.	Moderately adequate	13	21.7
3.	Adequate	-	-

The above table shows that during pre test none of the children had adequate level of socialization, 13(21.7%) had moderately adequate level of socialization, and majority of them 47(78.3%) had inadequate level of socialization. It reveals that children need to improve their level of socialization.

Section-C

a) Comparison of pre and post test level of socialization of children

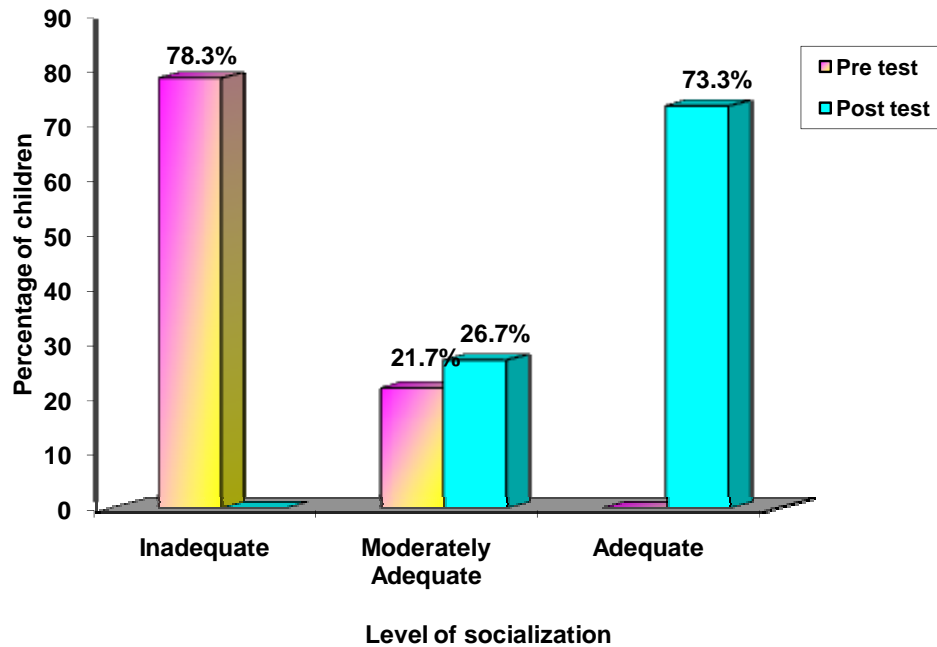


Figure-4.1: Comparison of pre and post test level of socialization of children

The above figure shows that majority 47(78.3%) of Children had inadequate level of socialization in pretest, whereas none of the children had inadequate level of socialization in post test.

Further 13(21.7%) children had moderately adequate level of socialization in pretest, whereas 16(26.7%) children had moderately adequate level of socialization in post test.

None of the children had adequate level of socialization in pretest, whereas majority of them 44(73.3%) had adequate level of socialization in post test. This reveals that child centered play had improved the level of socialization of Orphanage children.

Table-4.3

b) Comparison of mean, standard deviation, mean percentage and difference in mean percentage of children before and after child centered play.

n=60

Areas of socialization	Max score	Pre test			Posttest			Difference in mean %
		Mean	SD	Mean %	Mean	SD	Mean %	
Communication skills	33	13.61	4.95	41.24	22.62	3.63	68.54	27.3
Self care activities	18	7.1	2.07	39.44	11.97	2.36	66.5	27.06
Social skills	54	19.17	2.34	35.3	38.45	13.75	71.20	35.90
Motor skill	15	5.53	1.39	36.86	11.56	3.22	77.06	40.20
Overall	120	45.22	9.79	37.68	94.18	21.79	78.48	40.80

The above table shows that during pre test ,high mean score(13.61 ± 4.95) which is 41.24% of the maximum score is obtained in the area “Communication Skills” where the post test mean score was 22.62 ± 3.63 which is 68.54% revealing a lower difference in mean percentage(27.3%).

However, the highest difference in mean percentage (40.2%) is obtained in the area “Motor Skill” with higher post test mean score 11.6 ± 3.22 which is 77.06%.

This reveals that child centered play is more effective for the area “Motor Skill”.

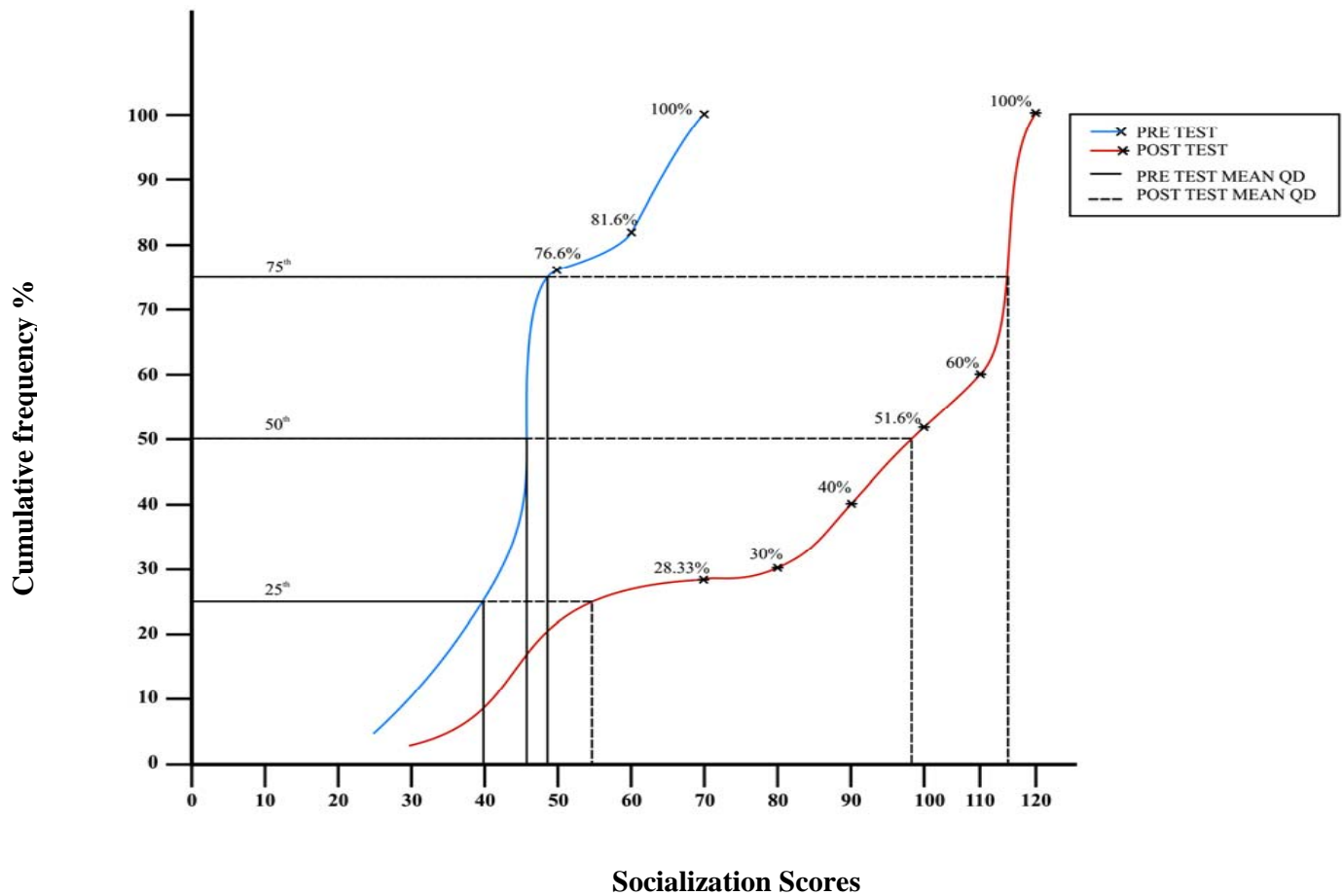


Fig. 4.2 O-Give curve showing comparison of cumulative frequency percentage scores of pre & post test of socialization of children

The O-give curve of post test lies to the right of pre test, over the entire range showing that the post test scores are consistently higher than pre test scores.

In the pre test the 25th percentile score is 40, whereas in post test it is 54 revealing a difference of 14. The 50th percentile score of pre test is 45 and in the post test it is 99, revealing a difference of 54. More or less similarly 75th percentile score is 49 in the pre test and 113 in the post test revealing a difference of 64. It shows that the difference in the 75th quartile is more when compared to 25th and 50th percentile revealing that the child centered play had improved the socialization scores of children figure (4.2).

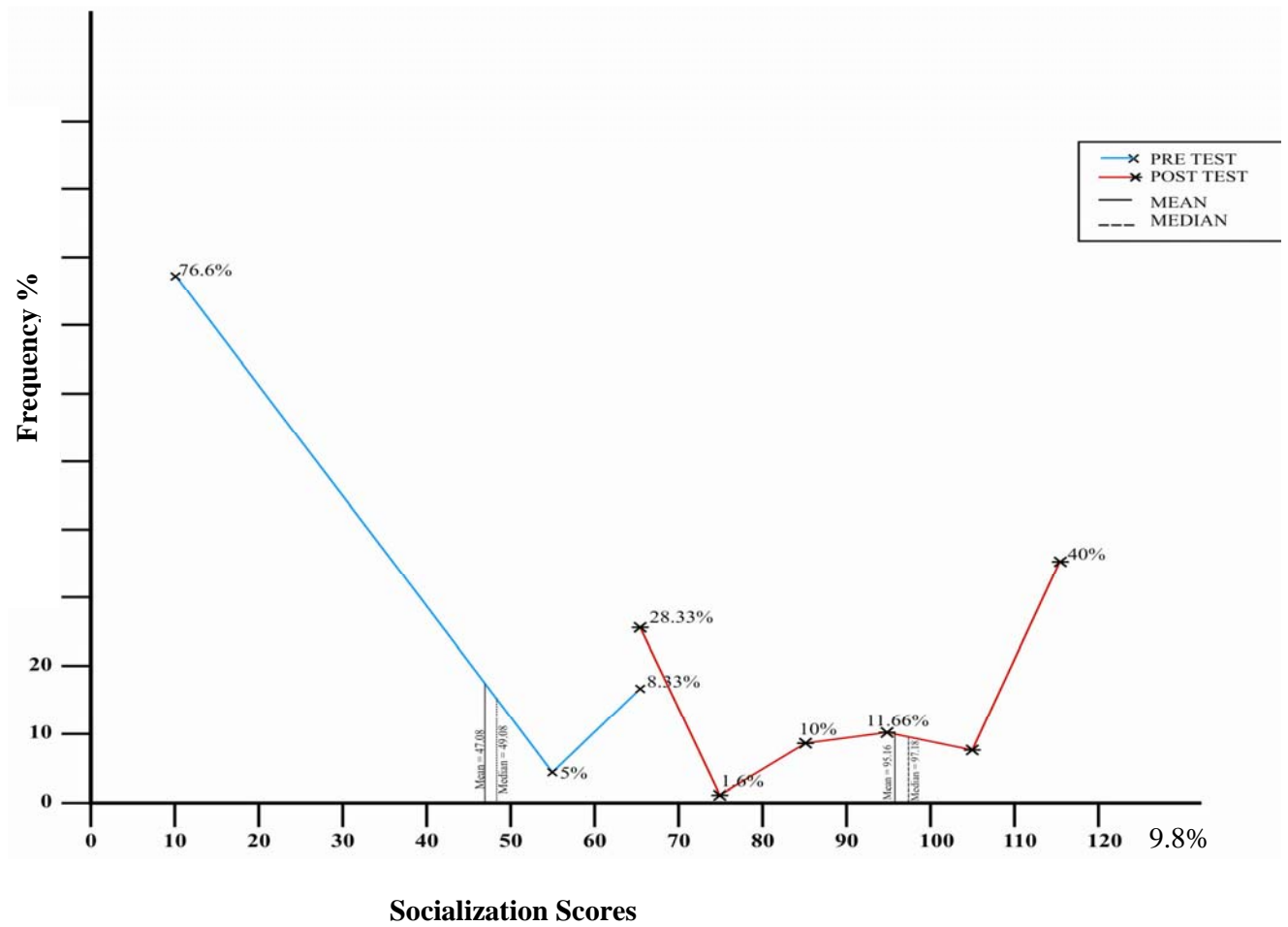


Fig. 4.3 Line graph showing comparison of frequency percentage scores of pre & post test of socialization of children

The line graph showing comparison of pre and post test scores reveals that in pretest the highest scores lies in between 60-70 and lowest score lies in between 40-50, whereas in post test it lies between 110-120 and lowest score lies in between 60-70 among them in pretest the highest percentage of children (76.6%) scored between 40-50 and lowest percentage of children (5%) scored between 50-60, whereas in post test highest percentage of children (40%) scored between 110-120 and lowest percentage (1.6%) scored between 70-80.

The mean and median plotted on the graph shows that the pre test mean and median score were 47.08 & 49.08, whereas in post test it is 95.16 & 97.18 respectively revealing a difference of 48.08 & 48.1. This shows that child centered play had improved the level of socialization among children figure(4.3).

c) **Comparison of Mean, Standard deviation and Mean percentage of pre test & post test scores of socialization of children with their selected demographic variables**

Table – 4.4:

Comparison of Mean, SD and Mean percentage of pre test and post test scores of socialization of children according to their age.

n=60

Age (in years)	No	Pre test			Posttest			Difference in mean %
		Mean	SD	Mean %	Mean	SD	Mean %	
6.1-8	20	44.4	9.05	37	88.4	21.62	73.62	29.22
8.1-10	30	47.5	11.23	39.6	96.5	21.9	80.41	40.81
10.1-12	10	40	6.9	33.33	98.9	21.9	82.41	49.1
Overall	60	45.22	9.79	37.7	94.18	21.8	78.5	40.8

The above table shows that during pre test higher mean score (47.5 ± 11.23) which is 39.6% of the total score is obtained by children in the age group of 8.1-10 years. However, a lower mean score (40 ± 6.9) which is 33.33% of the total score is obtained by children in the age group of 10.1-12 years, whose post test mean (98.9 ± 21.9) which is 82.41% of total score is also highest revealing a highest difference in mean percentage (49.1%).

This reveals that child centered play is improving socialization of children in the age group of 10.1-12 years.

Table – 4.5:

Comparison of Mean, SD and Mean percentage of pre test and post test scores of socialization of children according to their sex.

n=60

Sex	No	Pre test			Posttest			Difference in mean %
		Mean	SD	Mean %	Mean	SD	Mean %	
Male	28	46.15	10.18	38.5	93.18	21.91	77.7	39.2
Female	32	44.41	9.52	37	95.06	22.01	79.21	42.21
Overall	60	45.22	9.79	37.7	94.18	21.79	78.5	40.8

The above table shows that more or less similar pre test mean score 46.15 ± 10.18 and 44.41 ± 9.52 which are 38.5% and 37% are obtained by male and female children respectively whose post test mean score is also more or less similar.

Further, the difference in mean percentage is 39.2% for male children and 42.21% for female children which are more or less similar.

This reveals that child centered play is more or less similarly improving socialization of both male & female children.

Table – 4.6:

Comparison of Mean, SD and Mean percentage of pre test and post test scores of socialization of children according to their education.

n=60

Education	No	Pre test			Posttest			Difference in mean %
		Mean	SD	Mean %	Mean	SD	Mean %	
3&4 th standard	20	44.4	9.05	37	88.35	21.62	73.62	36.62
5&6 th standard	30	47.5	11.23	39.6	96.5	21.79	80.41	40.81
7&8 th standard	10	40	6.9	33.33	98.9	21.9	82.41	49.1
Overall	60	45.22	9.79	37.7	94.18	21.79	78.5	40.8

The above table shows that during pre test higher mean score (47.5 ± 11.23) which is 39.6% of the total score is obtained by children in 5th & 6th std. However, a lower mean score (40 ± 6.9) which is 33.33% of the total score is obtained by children in 7th & 8th std, whose post test mean (98.9 ± 21.9) which is 82.41% of total score is also highest revealing a highest difference in mean percentage (49.1%).

This reveals that child centered play is improving socialization of children studying in 7th & 8th std.

Table – 4.7:

Comparison of Mean, SD and Mean percentage of pre test and post test scores of socialization of children according to their duration of stay in orphanage.

n=60

Duration of stay in orphanage	No	Pre test			Posttest			Difference in mean %
		Mean	SD	Mean %	Mean	SD	Mean %	
Below 1 year	5	44.6	10.28	37.7	88.8	24.12	74	36.3
1-2 years	25	47.04	10.83	39.2	94.96	21.54	79.13	39.93
3-4 years	19	46	10.59	38.33	90.89	22.54	75.74	37.41
5 years and above	11	40	10.34	33.33	100.6	21.48	83.83	50.50
Overall	60	45.22	9.79	37.7	94.18	21.79	78.5	40.8

The above table shows that during pre test higher mean score(47.04±10.28) which is 37.7% of the total score is obtained by children who had stayed for 1-2 years. However, a lower mean score (40± 10.34) which is 33.33% of the total score is obtained by children who had stayed for 5 years and above, whose post test mean (100.6±21.48) which is 83.83% of total score is also highest revealing a highest difference in mean percentage(50.50%).

This reveals that child centered play is improving socialization of children who had stayed for 5 years and above.

Table – 4.8:

Comparison of Mean, SD and Mean percentage of pre test and post test scores of socialization of children according to their school.

n=60

School	No	Pre test			Post test			Difference in mean %
		Mean	SD	Mean %	Mean	SD	Mean %	
Government school	30	46.63	10.61	39	93.93	21.67	78	39
Private school	30	43.8	8.85	38.9	94.43	22.29	78.9	40
Overall	60	45.22	9.79	37.7	94.18	21.79	78.5	40.8

The above table shows that more or less similar pre test mean score 46.63 ± 10.61 and 43.8 ± 8.85 which are 39% and 38.9% are obtained by children studying in government and private school respectively whose post test mean score is also more or less similar.

Further, the difference in mean percentage is 39% for children studying in government school and 40% for children studying in private school which are also more or less similar.

This reveals that child centered play is more or less similarly improving socialization of both children studying in government and private school.

Table – 4.9:

Comparison of Mean, SD and Mean percentage of pretest and post test score of socialization of children according to their likeness to spend leisure time.

n=60

Spend leisure time	No	Pre test			Post test			Difference in mean %
		Mean	SD	Mean %	Mean	SD	Mean %	
Along with friends	41	47	10.73	39.2	91.88	22.05	76.6	37.4
Alone	19	41.37	5.96	34.5	99.16	20.92	82.63	48.13
Overall	60	45.22	9.79	37.7	94.18	21.79	78.5	40.8

The above table shows that during pre test higher mean score (47 ± 10.73) which is 39.2% of the total score is obtained by children who like to spend their leisure time along with friends. However, a lower pre test mean score (41.37 ± 5.96) which is 34.5% of the total score is obtained by children who like to spend their leisure time alone., whose post test mean (99.16 ± 20.92) which is 82.63% of total score is also highest revealing a highest difference in mean percentage (48.13%).

This reveals that child centered play is improving socialization for children who like to spend their leisure time alone.

Section - D

Testing of Hypothesis

H₁: There is a significant difference in the socialization of children before and after child centered play at $p \leq 0.05$ level.

Table - 4.10:

a) Effectiveness of child centered play on level of socialization of children in Orphanage

n=60

Sl. No.	Variables	Maximum score	Pretest		Post test		Paired 't' value
			Mean	SD	Mean	SD	
1	Communication skills	33	13.61	4.95	22.62	3.63	11.87**
2	Self care activities	18	7.1	2.07	12	2.4	12.09**
3	Social skills	54	19.17	2.34	38.5	13.8	11.84**
4	Motor skills	15	5.53	1.39	11.6	3.22	13.19**
	Overall level of socialization	120	45.22	9.8	94.2	21.8	17.60**

**** Highly Significant at $p < 0.001$ level; $df = 59$, table value = 2.39**

The above table shows highly significant difference found between pre and post test scores of socialization of children in all the areas and in the overall level of socialization.

Hence it can be interpreted that the difference in mean score values related to the above mentioned areas are true difference and the hypothesis (H_1) is retained. This reveals effectiveness of child centered play in improving socialization of orphanage children.

H₂: There is a significant association between level of socialization among the children & the selected demographic variables at $p \leq 0.05$ level

Table-4.11:

a) Association between pre test level of socialization of children and their selected demographic variables.

n=60

SI.No	Demographic variables		<= mean	> mean	df	chi-square	table value
1.	Age	6.1-8yrs	16	4	2	4.845	9.21
		8.1-10	20	10			
		10.1-12	10	0			
2.	Sex	male	20	8	1	0.805	6.63
		female	26	6			
3.	Education	3-4std	16	4	2	4.845	9.21
		5-6std	20	10			
		7-8std	10	0			
4.	Duration of stay in orphanage	below 1year	4	1	3	4.523	11.34
		1-2yrs	17	8			
		3-4yrs	14	5			
		5yrs and above	11	0			
5.	School	Govt. school	21	9	1	1.491	6.63
		private school	25	5			
6.	Like to spend leisure time	Along with friends	28	13	1	5.075	6.63
		Alone	18	1			
7.	Type of hobbies	Reading books	22	9	2	7.096*	0.029
		Playing specific game	8	5			
		Gardening	16	0			

***Significant at $p < 0.05$ level**

The above table shows that there is no significant association between level of socialization of children and their selected demographic variables ($p > 0.05$) except their type of hobbies where a significant association is found. Hence hypothesis H₂ is rejected with pre test level of socialization of children and selected demographic variables except their type of hobbies where H₂ is retained.

Table-4.12:

b) Association between post test level of socialization of children and their selected demographic variables.

n=60

Sl.No	Demographic variables		<= mean	> mean	df	chi-square	table value
1.	Age	6.1-8yrs	12	8	2	4.615	5.99
		8.1-10	12	18			
		10.1-12	2	8			
2.	Sex	male	14	14	1	0.95	3.84
		female	12	20			
3.	Education	3-4std	12	8	2	4.615	5.99
		5-6std	12	18			
		7-8std	2	8			
4.	Duration of stay in orphanage	below 1year	3	2	3	3.747	7.82
		1-2yrs	12	13			
		3-4yrs	9	10			
		5yrs and above	2	9			
5.	School	Govt. school	15	15	1	1.086	3.84
		private school	11	19			
6.	Like to spend leisure time	Along with friends	22	19	1	5.621*	3.84
		Alone	4	15			
7.	Type of hobbies	Reading books	16	15	2	8.815*	5.99
		Playing specific game	8	5			
		Gardening	2	14			

***Significant at p<0.05 level**

The above table shows that there is no significant association between level of socialization of children and their selected demographic variables ($p>0.05$) except their likeness to spend leisure and type of hobbies where significant association is found ($p<0.05$). Hence hypothesis H_2 is rejected with post test level of socialization

of children and selected demographic variables except their likeness to spend leisure time and type of hobbies where H_2 is retained.

Summary

This chapter dealt with data analysis and interpretation in the form of statistical value based on objectives, paired 't' test was used to evaluate the effectiveness of child centered play, the chi-square test was used to find out the association between the level of socialization with their selected demographic variables.

CHAPTER V

DISCUSSION

The present study was conducted to evaluate the effectiveness of child centered play on socialization among school age children. Pre experimental design (one group pre test- post test design) was adopted. The children were selected by using simple random sampling technique. The children comprised of 60 school age orphans and the data was collected from them with the help of structured observational check list.

Distribution of children according to the demographic variables

Demographic profile of the children shows that 30(50%) children belong to the age group of 8.1-10 years, 32(53.33%) children were female, 30(50%) were studying in 5th&6th standard, 30(50%) children were studying in Government institution and 18(60%) children were in orphanage for last 5-10 years. Majority of the children 42(70%) like to spend their leisure time with friends, 60(100%) had hobbies and 30(50%) of them had reading books as their hobby.

The present study was supported by the descriptive study conducted by **(Simmons Rosenberg, 2003)** on socialization among school age children. He concluded that problems of socialization were most likely to occur between the ages 6-12 yrs, compared with pre-schoolers (3-6yrs) and adolescence (12-18yrs).

The first objective of the study was to assess the level of socialization among children in orphanage

In pre test none of the children had adequate level of socialization, 13(21.7%) had moderately adequate level of socialization, 47(78.3%) children had inadequate level of socialization.

The present study was supported by a study conducted by (Hughes.C, 2001) to assess the socialization among school age children in the absence of interventions designed to increase socialization .The findings indicated that 7(11.6%) had adequate level of socialization,10(16.7%) had moderate level of socialization and43(71.7%) had inadequate level of socialization.

The second objective of the study was to determine the effectiveness of child centered play on socialization of children in orphanage

In pre test, the mean socialization score was 45.22 ± 9.8 , where as in post test, the mean socialization score was 94.2 ± 21.8 . The calculated value >table value at $p < 0.001$ level shows that child centered play was effective in improving the level of socialization. Hence hypothesis H_1 was retained.

This study was supported by the study conducted by (Alex Keep, 2005) to assess the level of socialization of orphanage children. Pre test and post test was conducted by the researcher using Vineland social maturity scale before and after interventions. In pre test, the mean socialization score was 32.13 ± 6.4 where as in post test, the mean socialization score was 91.6 ± 20.5 . The calculated value >table value at $p < 0.001$ level shows that child centered play was effective in improving the level of socialization. Hence hypothesis H_2 was retained.

The third objective of the study was to associate the level of socialization with their selected demographic variables

There was no significant association between the level of socialization with selected demographic variables .Hence hypothesis H_2 was rejected with pre test level of socialization of children and their selected demographic variables except type of hobbies where a significant association was found.

The present study was supported by the study conducted by **(Golbert.J.Botwin)** who conducted a study to assess the socialization of children in orphanage. Result showed that there was no significant association between level of socialization of children and the selected demographic variables except type of hobbies where a significant association was found.

There was no significant association between the level of socialization of children with selected demographic variables except their likeness to spend leisure time and type of hobbies where significant association was found. Hence hypothesis H_2 was rejected with post test level of socialization of children and their selected demographic variables except their likeness to spend leisure time and type of hobbies where H_2 was retained.

The study findings were supported by the study conducted by **(Webster C.M, 2006)** to assess the influence of type of school and hobbies in improving social adjustment in children. Result indicated that there was no significant difference in improvement of social adjustment with type of school and hobbies.

Summary

This chapter dealt with the discussion of the study with the objectives.

CHAPTER VI

SUMMARY, CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

In this chapter the summary, conclusion, implications, limitations for nursing practice and recommendations for further research are presented.

Summary

The main focus of the study was to assess the effectiveness of child centered play on socialization at selected orphanage, Salem. Pre experimental one group pretest posttest design was used for the study. The conceptual framework for the study was based on modified Imogene king's goal attainment theory. The instrument used in this study consisted of two sections. Section A was demographic variable, section B was Modified Vineland social maturity scale (Structured Observational Check List) to assess the level of socialization. The samples consisted of 60 school age children residing in Nesackkarangal orphanage, TamilNadu.

The collected data were analyzed by using descriptive and inferential statistics. To test the hypothesis paired 't' test and chi-square test were used. The level of significance $p < 0.05$ was used to test the hypothesis.

Major Findings of the Study

- The study finding revealed that 30 children (50%) were in the age group of 8.1-10 years. 32(53.33%) were females. 30(50%) were studying in 5th&6th standard, 30(50%) children were studying in government institution and 25(41.67%) children had stayed in orphanage for last 1-2 years.
- Majority of children 42(70%) like to spend their leisure time along with friends, 60 (100%) had hobbies and 30(50%) of them had reading books as their hobby.

- In pre test 13(21.7%) children had moderately adequate level of socialization and majority of them 47(78.3%) had inadequate level of socialization and none of the children had adequate level of socialization. In post test none of the children had inadequate level of socialization, 16(26.7%) children had moderately adequate level of socialization and 44 (73.3%) children had adequate level of socialization.
- The pre test mean score on overall level of socialization was 45.22 ± 9.79 where as the post test mean score was 94.18 ± 21.79 , the calculated 't' value was 17.60 which was significant at $p < 0.001$ level shows that child centered play was effective in improving the level of socialization of children in orphanage.
- There was no significant association between the pre test level of socialization with selected demographic variables .Hence hypothesis H_2 was rejected with pre test level of socialization of children and their selected demographic variables except type of hobbies where a significant association was found. Hence hypotheses H_2 was rejected with pre test level of socialization of children and their selected demographic variables except type of hobbies where H_2 was retained.
- There was no significant association between the post test level of socialization of children with selected demographic variables except their likeness to spend leisure time and type of hobbies where significant association was found. Hence hypothesis H_2 was rejected with post test level of socialization of children and their selected demographic variables except their likeness to spend leisure time and type of hobbies where H_2 was retained.

Conclusion:

A study was conducted to assess the effectiveness of child centered play on socialization among children in orphanage. Most of the children had inadequate level of socialization and some children had moderately adequate level of socialization. After the implementation of child centered play the level of socialization got improved among children in orphanage.

Implications:

The findings of the study have implicated in different branches of nursing practice, nursing education, nursing research and nursing administration.

Nursing practice:

- Child centered play can be adapted to all school age orphans.
- Child centered play can be introduced as an interventional programme by the nurses for improving the socialization of the hospitalized children.

Nursing education:

- Educational training on child centered play can be given for nursing students
- Staff development programme need to be arranged regarding child centered play for faculty members.
- It is important to have educational programme on child centered play in all nursing schools and colleges.
- In-service education can be conducted to teachers on socialization of orphanage children and effectiveness of intervention programme.

Nursing administration:

Nurse administrator need to organize inservice education programme regarding child centered play.

Nursing research:

- Nurse researcher should be aware about various innovative methods to improve socialization of orphanage children.
- Nurse researcher should be aware about the new trends in health care system.

Limitation:

Some of the activities like attend to toilet needs without help were not directly observed by the researcher. It was assessed with the help of warden in the orphanage.

Recommendations:

Recommendations for further Research

- Similar studies can be conducted at different settings to assess the effectiveness of child centered play.
- A similar study can be conducted for adolescent orphans.
- Similar study can be replicated using a large sample for a large duration for generalization.
- In service education to teacher on socialization of school children.
- A study can be conducted to assess the socialization and effectiveness of interventional programme for mentally handicapped children.
- A study can be conducted to assess the effectiveness of child centered play on socialization among hospitalized children.

Summary

This chapter dealt with summary, conclusion, and implications for nursing, limitations and recommendations.

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ANNEXURE – A

LETTER SEEKING PERMISSION TO CONDUCT A RESEARCH STUDY

From,

Mrs. Deepa.A,
Final Year M.SC,(N)
Sri Gokulam College Of Nursing,
Salem, Tamilnadu.

To

The principal
Sri Gokulam College Of Nursing
Salem, Tamilnadu.

Respected Sir/Madam

Sub: Permission to conduct research project-request-reg.

I, **Deepa.A**, Final Year M.SC (Nsg) student of Sri Gokulam College Of Nursing, is to conduct a research project which is to be submitted to the Tamil Nadu Dr. M.G.R Medical University, Chennai in partial fulfillment for the award of M.Sc,(Nsg) Degree.

Topic: A Study to Assess the Effectiveness of Child Centered play on Socialization among Children in selected Orphanage, Salem

I am conducting this project at Nesakarnagal Orphanage, Judge Road, Salem from 14-07-2011 to 7-8-2011. Kindly do the needful.

Thanking you,

Place: Salem
Date: 13.07.11

Yours Obediently,


(Deepa.A)



ANNEXURE - B

LETTER GRANTING PERMISSION TO CONDUCT A RESEARCH STUDY



SRI GOKULAM COLLEGE OF NURSING

3/836, Periyakalam, Neikkarapatti, Salem - 636 010.

Phone : 0427 - 6544550, 2272240, 2272250 Fax : 0427 - 2270200, 2447077

Email : sgcon2001@yahoo.com, sgcon2001@gmail.com

Date :

To

The Managing Director,
Nesakarangal Orphanage,
Judge Road,
Salem.

Respected Sir/Madam,

Sub: Permission to conduct Research Project-Reg.

This is to introduce **Mrs. Deepa A**, a final year M.Sc (Nursing) student of our college. She is to conduct a research project which is to be submitted to the Tamil Nadu Dr. M.G.R. Medical University, Chennai in partial fulfilment of University requirement for the award of M.Sc (Nursing) Degree.

Topic: A Study to Assess the Effectiveness of Child Centered play on Socialization among Children in selected Orphanage, Salem

I request you to kindly permit her to conduct the research study in your esteemed institution from 14.7.11 to 7.8.11. She will adhere to the institutional policies and regulations.

Thanking you,

Yours sincerely,

(Dr. A. Jayasudha)

PRINCIPAL

Sri Gokulam College of Nursing
SALEM - 636 010.

Date : 13.07.11

Place : Salem

S. Unnam
NESACKKARANGAL
LOT No. 1 & 2, K.P. NAGAR
JUDGE ROAD,
SALEM - 636 008

ANNEXURE-C
TOOL FOR DATA COLLECTION
SECTION – A
SEMI STRUCTURED INTERVIEW SCHEDULE
DEMOGRAPHIC DATA

Instruction to the interviewer:

The interviewer is requested to collect the baseline data from the respondent by reading each data and placing tick mark against it.

Instruction to the respondent:

The section consists of personal information and you are requested to give the response .Your response will be kept confidential.

Sample No :

Date:

1. Age in years

1.1) 6.1 - 8 ()

1.2) 8.1-10 ()

1.3)10.1-12 ()

2. Sex

2.1) Male ()

2.2) Female ()

3. Education

3.1) 3-4th standard ()

3.2) 5-6th standard ()

3.3) 7-8th standard ()

4. Duration of stay in orphanage.

- 4.1) Below 1 year ()
- 4.2) 1-2years ()
- 4.3)3-4years ()
- 4.4) 5 years and above ()

5. School

- 5.1) Government school ()
- 5.2) Private school ()
- 5.3) Govt. aided school ()

6. Spend your leisure time

- 6.1)Along with friends ()
- 6.2)Alone ()

7. Any hobbies

- 7.1) Yes ()
- 7.2)No ()

7.1) If yes

- 7.1.1) Reading books ()
- 7.1.2) Playing specific game ()
- 7.1.3) Watching TV ()
- 7.1.4) Gardening ()
- 7.1.5) Any other ()

SECTION – C
STRUCTURED OBSERVATIONAL CHECK LIST TO ASSESS
SOCIALIZATION OF ORPHANAGE CHILDREN

Instruction to the observer:

The observer is instructed to observe directly the following items pertaining to the child in the morning and evening and during interaction with the child and placing tick mark in the appropriate column.

Sl. No	content	Never	Occasionally	Always
I	COMMUNICATION SKILLS			
1	Enjoys conversation			
2	Respond to other person verbally or non-verbally .			
3	Demands for personal attention from care giver.			
4	Follows simple instructions.			
5	Reaches for familiar person with enthusiasm			
6	Maintains good eye contact.			
7	Exhibits verbal aggressiveness towards others .			
8	Exhibits better manners in interaction			
9	Does not talk to strangers			
10	Turns face away while interacting with other children			
11	Has mood swings established while interaction.			
II	SELF CARE ACTIVITIES			
12	Cares for self totally with help			
13	Combs hair without help			
14	Feeds self completely			
15	Attends to toilet needs without help			

16	Meets hygienic needs without help			
17	Dresses himself without help			
III	SOCIAL SKILLS			
18	Worries regarding simple things			
19	Waits for his turn in the group			
20	Co operatively engages in group activities with others.			
21	Popular within peer group			
22	Has many friends.			
23.	Respect elders			
24.	Nervous while doing work.			
25.	Destroys things of self.			
26.	Follows rules and regulations in institution.			
27	Appears isolated.			
28.	Shares things with others.			
29.	Pick up quarrels easily			
30.	Enjoys entertaining others.			
31	Gets regards from teachers			
32.	Has attention span .			
33	Demonstrates selfishness.			
34	Demonstrates physical aggressiveness towards others.			
35.	Volunteer in group.			
IV	MOTOR SKILLS			
36.	Accomplish small tasks for others			
37.	Participates enthusiastically in routine activities.			
38.	Able to draw pictures fastly			
39.	Initiates the play activities.			
40.	Performs school activities regularly.			

Scoring key

Positive Items		Negative items	
A-Always	= 3	N-Never	= 3
O-Occasional	= 2	O-Occasional	= 2
N-Never	= 1	A-Always	= 1

Negative Questions:

3,7,9,10,11,12,18,24,25,27,29,33,34

Total score is 120

To interpret the level of socialization:

Level of socialization	Scores	% of scores
Inadequate	< 40	< 33.3
Moderately Adequate	41-80	33.3-66.6
Adequate	81-120	66.7-100

INTERVENTION

Child Centered Play :

It's a type of mental health emotional or developmental intervention that is designed to help children grow up as happy and well adjusted individuals as much as possible .

It involves the use of play to communicate with children and works for children's as counseling or psychotherapy does for adults.

PURPOSE

- Helps in children's development of
 - ❖ Language
 - ❖ Social skills
 - ❖ Decision making skills.
 - ❖ Cognitive functioning .
 - ❖ Motor functioning .
- Helps to maintain good relationship between child and the therapist .
- Helps children to make choices.
- Helps to develop self responsibility.
- Helps children to express themselves
- Allows children to create and explore a world they can master.
- Help children to learn how to work in groups to share, to negotiate, to resolve conflicts and to learn self advocacy skills.

TYPES

The child centered play for school age children in orphanage is given in three aspects .

1. Role play.
2. Group play.

The members selected for this play therapy is 60 children from one selected orphanage

1. Role play

Role play is one of the most important activities of school children. It not only stimulates their imagination but can helps with their social development .

Role play, a derivative of socio drama, is a method of exploring the issues involved in complex situations.

Rules and Regulations of Role Play.

1. Investigator gives instruction to the children regarding the topic.
2. Give time to practice
3. Allow them to dress up in their favorite's costumes fuels their imagination and helps them to develop their communication skills.
4. Through pretend play children dress up and act out different aspects of daily life.

Duration of role play – 20 minutes.

1. Group play- Koko game.

Researcher divides children into 2 groups. Group A and Group B. Instruct children in Group A to sit alternate to Group B. Group B should start to run and catch children from Group A. Group B children should not run backwards. Game continued till all children in Group A are caught.

Duration of koko game-20 minutes.

பகுதி - அ

தனிநபர் பற்றிய அடிப்படை விவரங்கள்

பின்பற்றவேண்டியவை:

இந்த பகுதி தனிநபர் பற்றிய விபரங்களைக் கொண்டுள்ளது. கீழே கொடுக்கப்பட்டுள்ள வினாக்களை படித்து பொருத்தமான விபரங்களை தெரிவிக்க வேண்டுகிறேன். நீங்கள் அளிக்கும் விபரங்கள் பத்திரமாக பாதுகாக்கப்படும்.

மாதிரி எண்:

தேதி :

1. வயது (வருடங்களில்)
 - 1.1) 6 - 8 []
 - 1.2) 8.1 - 10 []
 - 1.3) 10.1 - 12 []
2. பாலினம்
 - 2.1) ஆண் []
 - 2.2) பெண் []
3. கல்வித் தகுதி
 - 3.1) 3 - 4ம் வகுப்பு []
 - 3.2) 5 - 6ம் வகுப்பு []
 - 3.3) 7 - 8ம் வகுப்பு []
4. அனாதை இல்லத்தில் வசிக்கும் காலம்
 - 4.1) ஒரு வருடத்திற்கு குறைவாக []
 - 4.2) 1 - 2 வருடங்கள் []
 - 4.3) 3 - 4 வருடங்கள் []
 - 4.4) 5 வருடங்களுக்கு மேல் []
5. பயிலும் பள்ளி
 - 5.1) அரசு பள்ளி []
 - 5.2) தனியார் பள்ளி []
 - 5.3) அரசு உதவியுடன் இயங்கும் பள்ளி []
6. ஓய்வூதியை யாருடன் செலவிடுகிறீர்கள்?
 - 6.1) நண்பர்களுடன் []
 - 6.2) தனியாக []
7. ஏதேனும் பழக்கவழக்கங்கள்?
 - 7.1) ஆம் []
 - 7.2) இல்லை []
 - 7.1(அ) ஆம் எனில்,
 - 7.1.1) புத்தகங்கள் படிப்பது []
 - 7.1.2) குறிப்பிட்ட விளையாட்டுகளை விளையாடுவது []
 - 7.1.3) தொலைக்காட்சி பார்ப்பது []
 - 7.1.4) தோட்டக்கலை []
 - 7.1.5) மற்றவை []

ANNEXURE-D

**LETTER REQUESTING OPINION AND SUGGESTIONS OF EXPERTS FOR
CONTENT VALIDITY OF THE RESEARCH TOOLS**

From

Mrs.DEEPA. A
Final Year M.Sc., (N)
Sri Gokulam College of Nursing,
Salem, Tamil Nadu.

To,

Respected Sir/ Madam,

**Sub: Requesting opinion and suggestions of experts for establishing
content validity of the tools.**

I, **Mrs.Deepa.A**, a Final Year M.Sc., (Nursing) student of Sri Gokulam College of Nursing, Salem. I have selected the topic mentioned below for the research project to be submitted to The Tamil Nadu Dr. M.G.R. Medical University, Chennai for the partial fulfilment of Master's Degree in Nursing.

Topic: "A Study to Assess the Effectiveness of Child Centered Play on Socialization among Children in selected orphanage, Salem."

I wish to request you kindly validate the tool and give your expert opinion for necessary modification. I will be grateful to you for this.

Thanking you

Yours sincerely,

Place : Salem

Date :

(DEEPA. A)

Enclosed:

1. Certificate of validation
2. Criteria checklist of evaluation of tool
3. Tool for collection of data
4. intervention

ANNEXURE - E

CERTIFICATE OF VALIDATION

This is to certify that the tool developed by **Mrs. DEEPA A.**, Final Year M.Sc (N) student of Sri Gokulam College of Nursing, Salem, (affiliated to the Dr.M.G.R.Medical University) is validated and can proceed with this tool and conduct the main study for dissertation entitled **“A Study to Assess the Effectiveness of Child Centered Play on Socialization among Children in selected orphanage, Salem.”**

Date:

Signature

Place:

Name and designation

ANNEXURE - F

LIST OF EXPERTS FOR VALIDITY

1. **Dr.R.Ramalingam, M.D., D.C.H., F.A.A.P., (USA)**
Consultant Paediatrician
Sri Gokulam Hospital,
Salem.
2. **Dr.Maheswari, Ph.D (N),,**
Vice principal,
Vinayaka Mission Annapoorana College of Nursing,
Salem
3. **Mrs.Kavimani, M.Sc (N),,**
Principal
S.P.M.I.H.S.College of Nursing.
Erode.
4. **Mrs. Shanmugapriya, M.Sc (N),,**
Associate Professor,
Dept of Child Health Nursing,
Vinayaka Mission Annapoorna College of Nursing,
Salem.
5. **Mrs. Prabha, MA., M.Phil,**
Lecturer,Clinical psychologist,
Vinayaka Mission Annapoorna College of Nursing,
Salem.
6. **Mrs.Latha, M.Sc (N),,**
Associate Professor,
Dept of Child Health Nursing,
Sri Gokulam College of Nursing, Salem

ANNEXURE -G

CERTIFICATE OF EDITING

Certified that the dissertation paper titled “**A Study To Assess The Effectiveness of Child Centered Play On Socialization among Children In Selected Orphanage ,Salem**” by **Mrs.Deepa.A**, has been checked for accuracy and correctness of English language, and that the language used in presenting the paper is lucid , unambiguous, free of grammatical/ spelling errors and apt for the purpose.

Date:

Signature: *M. G. Sanyal*
English Teacher,
Name and designation 9/11/12

St. Joseph's Mat. Hr. Sec. School
Adaikala Nagar, Alangulam-627851.

ANNEXURE -H

PHOTOS



ROLE PLAY



KO KO GAME