CHAPTER VI

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

This chapter deals with educational implications of findings of this study and some suggestions for further research.

6.1 EDUCATIONAL IMPLICATIONS

The analysis of data revealed that play therapy used in the present study is an effective treatment to overcome depression among children. Therefore, the treatment used in the present study has the potential to become a very pertinent need for teachers and parents. The following are some of the educational implications ensuing out of this investigation.

- Parents and teachers should not lose hope; something can be done for children with depression.
- Identification of children with severe depression should be done as early as possible. They should be identified by observing their behaviors and psychologist can use tools to identify them.
- If the identification and remediation of depression is done early enough, then we might be able to secure the progress of child in his/her future, justly and optimally.
- Play therapy is an effective treatment to overcome depression. Teachers can use this therapy in their curriculum for the benefit of the student in class.
- The effect of play therapy is not temporary. It sustains for long time. Sustained efforts will bring even better results. Play should be the part of life right from childhood stage. It has therapeutic effects.
- Findings in this study suggest that parents, teachers, and service providers might be able to identify children with emotional problems at an early age and intervene to reduce those problems as a way to prevent violence and depression.
6.2 Suggestions for further research

- There are several issues that future research must resolve. One issue involves the development of valid assessment instruments. Related to this issue is the choice of a validity criterion; at what age do children’s reports about their own feeling (namely, about sadness) become a critical part of the assessment process. Another issue involves the identification of the syndrome, the collection of symptoms that occur together at various ages as distinguished from events and symptoms that are correlated less perfectly with the syndrome and that may either cause depression or occur as a result of depression. For example, poor school achievement could have a role in causing depression; on the other hand, depression (from other cause) could result in a decreased rate of school learning.
- A tool with better validation and reliability criteria for assessment and identification of children with depression is required.
- Research work can be undertaken to replicate present study in other regions of India, where there are reasons to believe that incidence of depression are different.
- Research may include incidence of depression in rural - urban set up, possible socio-demographic antecedents and consequences, gender differences etc.
- A follow up study can be conducted after a 6 months gap or a year to test whether the depression of identified children overridden or not.
- The present study was limited to primary level. It can be extended further.
- Group approaches to play therapy may be attempted in the school setting for homogeneous group of children with emotional disturbances.
- A master study with formal play at intervals, measurements every six months involving children with depression at various stages of school, bringing out a family of curves to understand long term effects can be undertaken.