

**EFFECT OF GROUP DYNAMIC ACTIVITIES IN THE DEVELOPMENT
OF SELF-CONCEPT OF GRADE II PUPILS IN THE CHILD
DEVELOPMENT AND GUIDANCE CENTER, BINAKAYAN,
KAWIT, CAVITE, SCHOOL YEAR 1992-93**

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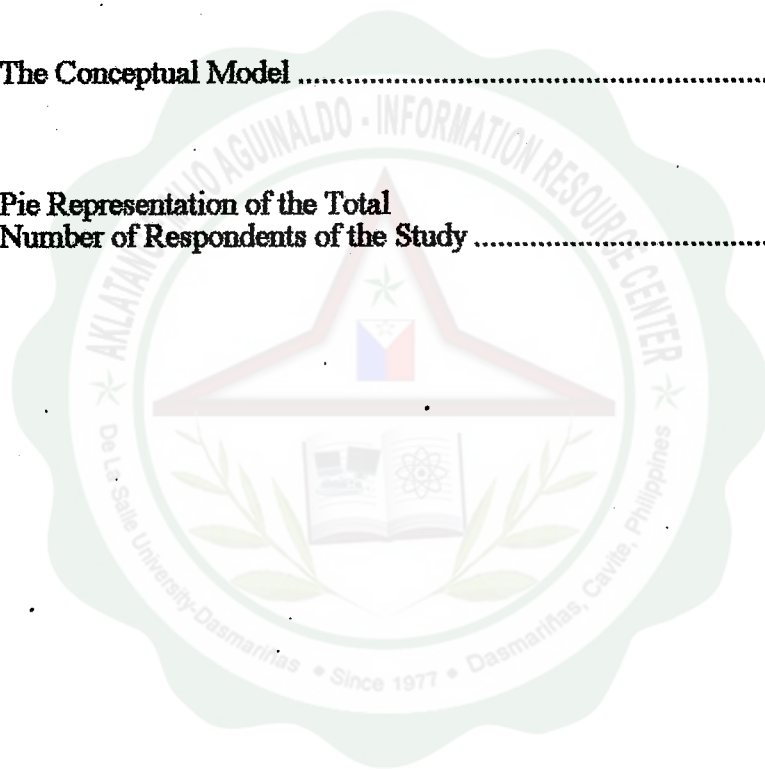
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ABSTRACT

I. Title - EFFECT OF GROUP DYNAMIC ACTIVITIES IN THE DEVELOPMENT OF SELF-CONCEPT OF GRADE II PUPILS IN THE CHILD DEVELOPMENT AND GUIDANCE CENTER, BINAKAYAN, KAWIT, CAVITE, SCHOOL YEAR 1992 - 1993

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VI. SUMMARY

This study was undertaken, primarily, to determine the applicability of group dynamic activities to some Grade II pupils in the Child Development and Guidance Center. It sought to determine whether group dynamic activities will have an effect on the development of positive self-concept among the pupils.

Specifically, it sought to answer the following questions:

1. What is the self-concept of the control group as revealed by the pre-test? the experimental group?
2. Is there a significant difference in the self-concept of the experimental and the control group as revealed by the pre-test?

3. What is the self-concept of the control group as revealed by the post-test? of the experimental group?
4. Is there a significant difference in the self-concept of the experimental and the control group as revealed by the post-test?
5. Is there a significant difference between the pre-test and post-test scores of the control group?
6. Is there a significant difference between the pre-test and post-test scores of the experimental group?

METHODOLOGY

The experimental method of research was used in the study. One condition is manipulated while the other condition is held constant and then the differential effect of this variable is measured. This method of research can truly test hypotheses concerning cause-and-effect relationship.

The respondents of the study were twenty-eight (28) Grade II pupils of the Child Development and Guidance Center in Binakayan, Kawit, Cavite.

The main data gathering instrument used was the “Pictorial Self-Concept Scale for Pre-Schoolers and Early Graders” (Munarriz and Pasao)

The statistical tool used was the t-test at .05 level of significance.

FINDINGS

Based on the analysis and interpretation of the data, these were the findings:

1. There was no significant difference in the self-concept of the control and experimental group in the pre-test.
2. There was a significant difference in the self-concept of the control and experimental group in the post-test.
3. There was no significant difference between the pre-test and post-test scores of the control group.
4. There was a significant difference in the pre-test and post-test scores of the experimental group.

CONCLUSIONS

In the light of the findings of the study, the following conclusions were drawn:

1. The group dynamic activities was effective in the development of self-concept of the Grade II children.

Similarly, it could be concluded that:

2. The quality of experiences during the early years of the child is of great importance to the child's development.
3. Self-respect begets self-respect.

4. Group dynamic activities provide many opportunities to share opinions and feelings.
5. Accepting oneself as he is helps a child to accept others.
6. Group Dynamic activities help the child to get adjusted easily with the significant others.
7. The homes play an important role in the development of the child's self-concept.
8. The child's self-concept is affected by the way his peers and teachers respond to him.
9. When children feel good about themselves, they can perform well academically.
10. A child is unique in himself.
11. The teacher should initiate the sharing, by acting as a model, showing the pupils how to share.

RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations are hereby offered that:

1. Since the first socialization and development of self-concept starts from the home, parents and siblings should be careful with the treatment they show their children. The affection accorded him by his parents and those around him plays a crucial role in his development.
2. Teachers should bear in mind the impact they have on their pupils as they look up to them for guidance, comfort and approval.
3. Group Dynamic activities provide many opportunities for the development of self-concept. As such, teachers should expose pupils to these activities as children with high self-concept perform better academically.
4. The teachers who are interested to conduct research along this line could ask permission from the authors of the “Pictorial Self-Concept Scale” to help them in their studies.
5. Guidance professionals, teachers and students should be cognizant of the importance of developing self-concept among individuals.
6. Guidance counselors, workers and teachers should include group dynamic activities to facilitate the development of self-love and acceptance with their clients.
7. The guidance counselors and teachers could venture on a similar study on a macro-level.
8. The teachers of the Child Development and Guidance Center could make

use of the results of the study to try the treatment, the group dynamic activities, used in this study in their own respective classes to prove its effectiveness.

9. Parents of the control group and other grade teachers should be informed about their children's self-concept so that proper adjustments could be effected in their homes and classes for the development of self-concept and acceptance of their children.

