



# Influence of Different Play Therapies to the Hostile Adolescents of North Signal Village Taguig City

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**INFLUENCE OF DIFFERENT PLAY THERAPIES TO THE HOSTILE  
ADOLESCENTS OF NORTH SIGNAL VILLAGE  
TAGUIG CITY**

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**by  
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## **CHAPTER 1**

### **The Problem and Its Background**

#### **Introduction**

One of the issues in the Philippines nowadays is the hostile attitude of the adolescents towards their parents and their unfriendly treatment towards their colleagues. The adolescent stage is the phase wherein they get to experience their “firsts” in life. It is also the phase wherein their thoughts are already fully developed and they are now aware of the situations they are into. The environment is one of the factors that contribute to their behaviors which includes their family, friends, and the situations they are currently experiencing. According to Fosco (2014), the hostility of the adolescents is usually originated from the family members especially from their parents. They witness the arguments and confrontation between their parents which results to emotional instability that leads to hostility.

The hostility of an individual increases based on certain situations. The surge of hostility has many possible effects to thinking, decision-making, and even to their actions. There are many factors that contribute to the increase of hostility among individuals. This includes the social media. The social media, nowadays, is the outlet of emotions among most adolescents. This is where they can freely express what they feel. With the

idea in mind, they displace and show their hostility to the social media world.

However, the hostility can be lessened and be prevented with the help of the advices and consultations from the people who have enough knowledge on how to minimize this aggressive behavior. According to a study, Therapeutic medication is also one of the best way to reduce their hostility because they are able to reflect and be aware of themselves and their surroundings (Chida and Steptoe, 2014). Doing some therapies or activities is a more convenient and safe method compared to drug intakes.

The researchers believe that play therapy is one of the effective approach in reducing hostility among individuals. Through play therapy, individuals are able to express their repressed thoughts and emotions. The goal of this therapy is to help children develop healthy coping skills and express their emotions in a healthy way (Psychology Today, 2016).

Many mental health agencies and other institutions like schools, hospitals, and private institutions have used play therapy as a fundamental intervention or as a supportive therapy to behavioral problems and disorders such as anger management, anxiety, depression, and the like (Association for Play Therapy, 2016). With the idea in mind, this therapy aims to prevent and/or resolve psychological predicaments, attain growth and development among children, adolescents, and adults.

However, play therapy is not that popular here in the Philippines. There are lots of programs like rebuilding and relief plans implemented by both government and private sectors but there had been no existing programs and interventions focused on helping children recover from life adversities as cited by The Manila Times (2014). With the idea in mind, the researchers believe that this study might generate a program in helping Filipinos recover from life adversities through the intervention of play therapy, either individual or in group. To defend this belief, the researchers would like to conduct a study that will help the inhabitant hostile adolescents of North Signal Village, Taguig City.

Play therapy is effective in establishing friendships, developing assertiveness, and learning coping skills and techniques from other individuals in the play therapy who experience similar challenges and dilemmas. It is supported by Chinekesh, et al., (2013) in their study which stated that play therapy is advisable to pre-school centers to help the children in problem-solving and develop their communication skills. It is also consistent with the study of Winburn, Gilstrap, and Perryman (2017) which stated that play therapy is an effective intervention in the school setting, individual or group sessions, because it promotes and helps students become optimistic, responsible, self-directed, and self-accepting. It also helps students develop self-evaluation and enhance coping strategies. Students become a good problem solver and a good motivator of themselves.

## **Background of the Study**

Prevalently, hostility is an inimical attitude towards people that includes the components of the mind, action, and feeling. (Ermakov, 2016) It is defined by Russian researchers as doing harm or acting aggressively. Although the research of this study noticed that majority of the researches have focused on the impact of play therapy to the hostility level of adolescents.

To this day, the research of this study is interested in investigating the hostility of adolescents. In accordance with R.A no. 8044, the Youth in Nation-Building Act. The play therapy for adolescents, this session focus on the techniques to help adolescents become aware and understand their feelings and thoughts. Play therapy is an effective aid in assisting adolescents to learn about themselves to understand their emotions or thoughts, learn to accept themselves and become more mature and self-confident. Play therapy also provides opportunities to experiment with the new behavior they will show. The “children with the law” means that anyone under 18 that being suspected or accused of committing an offence. Some of the children are involved of committing such a minor offences such as vagrancy, truancy, begging or alcohol use. Some of these known as status offences’ and are not considered criminal when committed by adults. Furthermore, some children who are involved in criminal behavior have been used or forced by adults.

## **Setting of the Study**

This study was conducted at the North Signal Village, Taguig City, National Capital Region. The Philippines is a tropical country consisting of 7107 Islands between 4.23N and 21.25N and between 116E and 127E longitude. It has two islands that are geographically divided into three main areas, namely Luzon, Visayas, and Mindanao. Only 2,000 islands of the archipelago are inhabited.

The North Signal Village is located at the City of Taguig. It is one of the twenty eight (28) barangay of Taguig City, Metro Manila, Philippines. This Barangay was originally part of the Barangay Signal Village. It was completely isolated as a barangay on December 28, 2008. This happened when the plebiscite succeeded in the validity of the City Ordinances as 24-27, 57-61, 67-69, and 78 series of 2008.



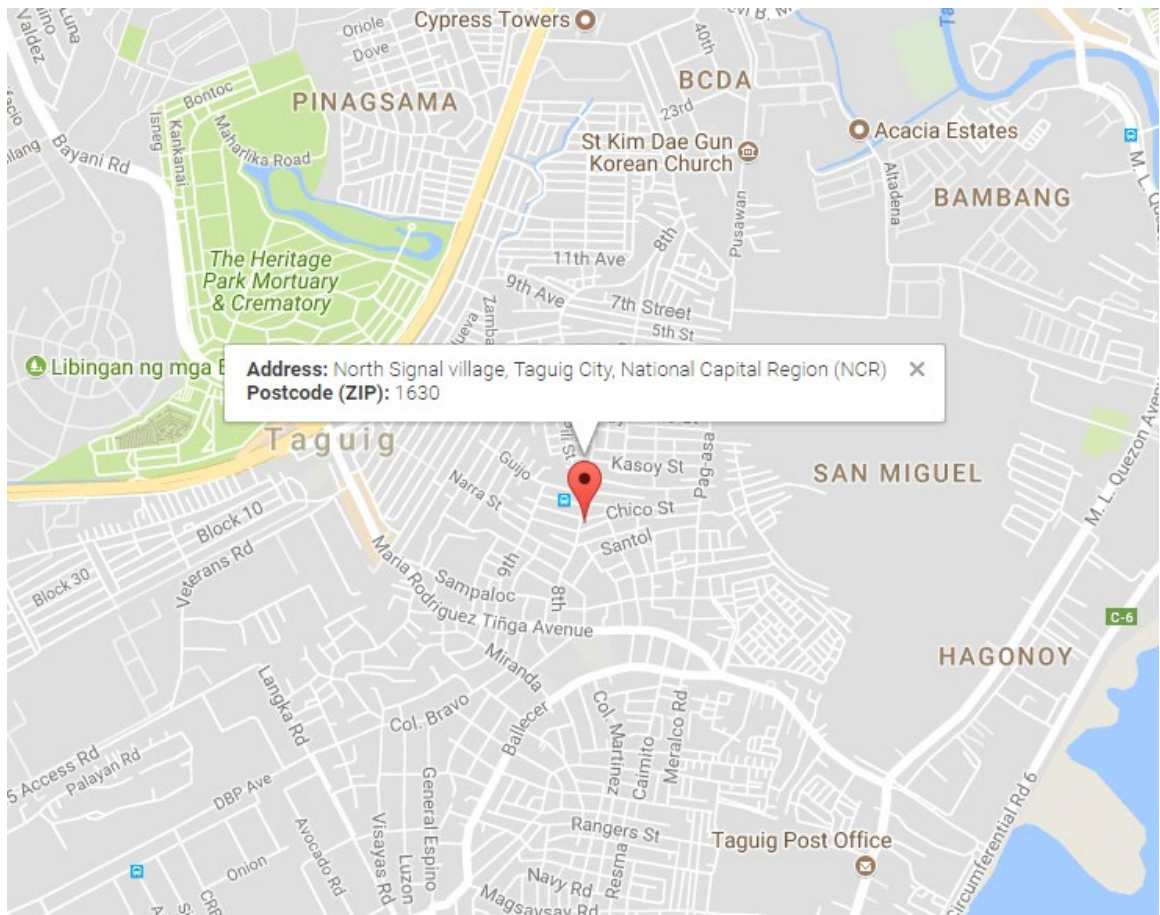


Figure 1

Map of North Signal Village

## **Theoretical Framework**

This study was supported by Carl Roger's Person Centered Theory. This theory explained that individual needs persuasion and teaching or direct contact with the therapist to help them formulate their personality and change their perception in different situations. Therapies such as Play was a great method to help the adolescents comfortably speak out their thoughts and feelings. It also involves boosting self-esteem as well as changing their self-concept. Under the person centered, another concept relates to aggressive behavior. It was the unconditional positive regard which was about acceptance of the reality and caring. Likewise, In Play therapy, the adolescents were free to open up their problems without receiving any judgement (Harris, 2012).

The different kind of therapies would improve the well-being and mental health of an individual cited by Bemel, (2013). In therapy session, an individual would warmly express his or her feelings and share adequately his happy thoughts. Through sharing of thoughts, the adolescent could speak out their inner sentiments and emotion. As they have exhibited these emotions, various behaviors toward people would also be determined and also their way of handling situations like being active, positive or cynical attitudes such as unwillingness to cooperate or showing aggressiveness. Through the method of Play Therapy, the adolescents would be able to change their views as they have unfolded their feelings (Walen and Teeling, 2016). Acceptance and Awareness were also the

aspects to know that the individual is starting to improve his or her behavior also by coping up and changing their undesirable behaviors.

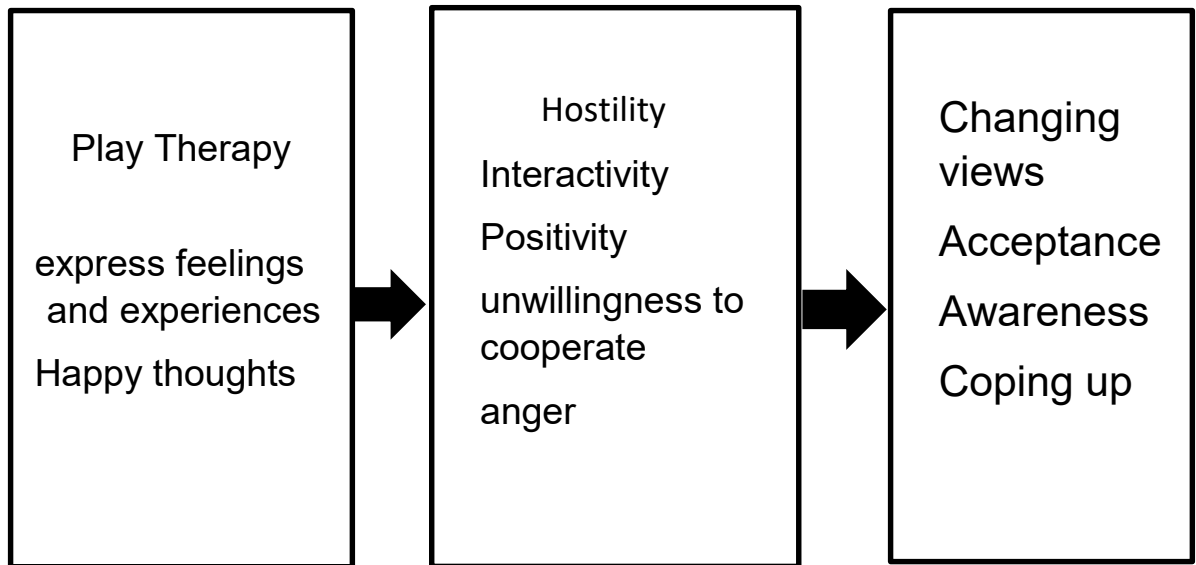


Figure 2

Paradigm showing the Influence of Different Play Therapies to the Hostile Adolescents

### **Statement of the Problem**

This study will determine the influence of Play Therapy to Hostile Adolescents.

Specifically, it will seek to answer the following questions:

1. How did play therapy influence the hostility of adolescents?
2. Was there a significant difference on adolescents' hostility with or without therapy?

## **Hypotheses**

This study tries to test the null hypotheses as follows:

1. There was no significant influence between the play therapy and the hostility of adolescents.

2. There was no significant difference between the hostility of adolescents with or without play therapy.

## **Significance of the Study**

The findings of the study could contribute significantly to the following:

The Hostile Adolescents. The results could help the hostile adolescents control their behavior and be able to develop a more positive self-concept and become more self-accepting and self-reliant with the aid of play therapy.

The Guardians. The outcome of this research could give the parents of hostile children an awareness about the possible effects of hostility and how to minimize it. This could also give them idea on how to handle the situation to guide their children's behaviors.

Barangay Officials. This research could serve as a basis of Barangay Officials to formulate new programs that will help the youth build their creativity and productivity instead of intensifying their hostile behavior. Likewise, the findings support the youth nation-building act or RA 8044 as it gives improvement on both the adolescents' well-being and worth.

The Researchers. This study could encourage future investigation the other aspects of maladaptive behavior that would correlate with the play therapy session of the adolescents.

### **Scope, Delimitation, and Limitation**

The study was concerned to determine the effects of play therapy to the hostility of adolescents at the North Signal Village, Taguig City in the Philippines. The study investigated only the level of hostility of the participants and their response to the activity conducted by the researchers. Anger Expression Scale was the test that would measure the level of hostility of the adolescents. This study was limited to the adolescents, with the age of 15 years old, who were residents of North Signal Village, Taguig City.

### **Definition of Terms**

The following terms are defined according to the context in which they will be used in the study for a clearer understanding of what they mean:

Adolescents. This term pertains to the respondents of this study.

Aggressive. It refers to the tendency of the adolescents to act violently against self and other people which often causes harm to self and others.

Play Therapy. It refers to the psychotherapy used as intervention administered by the researchers to the hostile adolescents which includes

ball therapy, draw therapy, Balloons of Anger, Weights and Balloons, Happiness Thermometer, and Pick-up sticks.

Hostile Adolescents. It refers to the adolescents who scored high to very high hostility in the Anger Expression Scale questionnaire.

## **CHAPTER 2**

### **Review of Related Literature and Studies**

A study of literature and related studies were undertaken to identify those that are similar to the present ones. Selections from books, articles, journals, the published and unpublished materials which are both foreign and local , and background information on the play therapy, hostility, and adolescents were included in this chapter.

### **Benefits of Play Therapy**

The process of catharsis explains why individuals physically and emotionally convey their emotions through self-inflicted pain, retaliated anger, or apathetic anger. These came from repressed memories that trigger positive and negative emotions and feelings. Play therapy is highly advised to individuals for them to learn how to cope up with negative emotions in a healthy positive way. There are various play therapy techniques like clay modeling which is useful for children who were having a hard time in understanding where their emotions came from; Role-play therapy which is applicable for children who use anger to release their emotions because they have difficulty in putting them into words. They have the opportunity to practice how to verbalize their emotions; Drawing and game play therapy which displayed effectiveness stimulating communication through games and drawings; and Mutual Storytelling

technique which is useful for the child to analyze their intention of misconduct (Bemel, 2013).

Children communicate through playing. It is their way of expressing their emotional experiences. Pretend play helps them control the world run by adults. They can also discover ways to overcome their worries. Play reveals their internal emotional world. They tend to act out the experiences they have had in the past. Play also offers alternatives and is deeply correctable or amenable. It helps children work through difficult emotions because they feel seen and heard. It can improve behavior and reduce anxiety (Frankel, 2016).

According to Counseling West Haven (2017), play therapy usually use toys and materials chosen by the client, and also the stories they act out. It also helps cure aggressive behaviors, sleeping problems, temper tantrums, and other tragic experiences of the client such as loss of loved ones, abuse, and neglect.

Tornero and Capella (2017) claimed that Sand tray therapy, a kind of play therapy, can provide bountiful insight in the psychological resources of children to help promote positive emotional change among children victims of sexual abuse. It also gives meaning and let the therapist understand that children establish and commit to their experiences and monitor their engagement with symbolic elaboration. Sand tray therapy is a useful tool in treating sexually abused children. It help overcome and



transform their tragic experiences. In addition, they further suggested to future researchers to explore more the development of creative play in terms of the whole psychotherapeutic process.

However, according to Lillard et al., pretend play, which is also a kind of play therapy, has weak evidence that shows strong causal claims about its unique importance to the development of children. Thus, the researchers suggested to generate more much more and better study about this kind of play therapy for clarifying its possible role.

According to Walen and Teeling (2016), Adlerian Play Therapy uncover effective to very effective treatment effects because the participants exhibit desired behavioral outcomes in the span of interventions. The intervention was comparably short making it applicable for busy, active, and engaged professionals like school counselors.

In addition, Akay and Bratton (2017) claimed that Adlerian Play Therapy gives potential in treating maladaptive perfectionism and anxiety among children. It facilitates a shift from maladaptive to adaptive perfectionism and demonstrates initial promise as an intervention for children with maladaptive perfectionism and anxiety that guarantees future research. However, the study lacks supports for the effectiveness of AdPT on behavioral problems.

According to Ritzi, Ray, and Schumann (2016), Child-Centered Play Therapy established beneficial curative effect on children age ranging from

six to nine years old with clinical levels of externalizing behaviors. Parents/Guardians and teachers both seen the marked improvements among the behaviors of children who have received intensive CCPT compared to the control group. CCPT moved these behavioral concerns into normal functioning. The researchers used three measures of assessment which includes the pretest, posttest, and follow up to measure the progress retention. CCPT is advised in summer camps, schools, crisis centers, and other environments where children are readily available.

### **Play Therapy Intervention in the Clinical Setting**

Koukourikos et al., (2015) stated that play is an important means of communication for children. It is recommended for healthcare professionals to use play to provide substantial assistance for children in the hospital.

The study of Davidson, Satchi, and Venkatesan (2017) showed that play therapy was effective in reducing anxiety in hospitalized children. Giving play therapy at the bedside did have a good impact on the children in reducing hospital anxiety. Hence pediatric nurses can be encouraged to use this as a method to reduce hospital anxiety. A playroom can be encouraged in each floor of the hospital and it can be practiced as part of routine care.

According to Plamer, Pratt, and Goodway (2017), Play Therapy to treat childhood chronic illness has the capability to promote positive self-

image, self-control, and support healthy parent-child relationship as the ground for current and future health behaviors. Moreover, further research is needed to appraise the use of Play Therapy with common health issues like overweight and obesity. Long-term corollary of untreated childhood conditions like obesity can be costly to families. Play therapy, therefore, is the appropriate treatment because it is cost-effective and family-centered intervention for children with chronic illnesses.

Schottelkorb et. al, (2017) claimed that Child-Centered Play Therapy is an evidence-based intervention for children with different problems and diagnoses. But, CCPT has not yet been explored to young children with somatization. In a series of sessions, CCPT decreased the symptoms of somatization and problematic classroom behaviors among Preschool children.

Salter, Beamish, and Griffith (2016) stated that Child-Centered Play Therapy is an efficient and adequate intervention for children with autism. Findings observed that children who participated the study did not only meet the expected behavioral goals but also showed general developmental progress. Furthermore, factors like functional play skills augmented to these outcomes.

It is consistent with Morgenthal (2015) who stated that play is important to the development of the children. However, children with autism has deficiencies in play therefore, it is necessary to look after the

methods to be used for future interventions. CCPT also promotes communication skills and instinctive symbolic play for children with autism.

Lin and Bratto (2015) on their study suggested that future researchers and health practitioners should enhance the accuracy of their research design and consider the uprightness of interventions in play therapy. Also, they should consider the levels of their client's presenting issues and they should be emotionally ready before they administer or practice play therapy because they may be unable to meet children's need if otherwise. In addition, CCPT can be deliberated as a developmentally and culturally receptive in counseling interventions. Thus, it deserves to be known as an applicable treatment in child counseling.

### **Play Therapy Intervention in the School Setting**

Winburn, Gilstrap, and Perryman (2017) stated that play therapy is an effective intervention in the school setting, individual or group sessions, because it promotes and helps students become optimistic, responsible, self-directed, and self-accepting. It also helps students develop self-evaluation and enhance coping strategies. Students become a good problem solver and a good motivator of themselves. Through play therapy, students become emotionally aware. Indeed, it is a useful tool for teachers and guidance counselors. Aside from the abovementioned contributions of

play therapy to school setting, it is also developmentally relevant, multi-culturally conscious, and empirically sustained.

Child-Centered Play Therapy can be helpful and appropriate for children with ADHD behaviors. Participants in their study exhibit moderate to large effect of total problems in the classroom, inactive cognitive tempo, immature behavior, invasive behavior, antagonistic behavior, and time on task. CCPT is effective with the behaviors of both inattentive and hyperactive/impulsive subtypes of ADHD. Parents and teachers may be perceived as more helpful if they know how to do the intervention. CCPT can be performed and is effective in the school setting (Robinson, et. al, 2017).

In addition, as stated by Blanco et al., (2015), Client-Centered Play Therapy can be an intervention for children who have emotional or academic needs. It is advisable for school counselors to use CCPT in providing academic support.

According to Cochran (2017), Child-Centered Play Therapy can create an important, compelling, and realistic difference in the lives and school achievement of children with highly-disruptive behavior who are in great need of care and effective outreach. Significant changes in their internal world is possible and effective in enhancing the child's well-being.

Farley and Whipple (2017) on their study stated that Relational Play therapy, another kind of play therapy, improves clinical ability to

accommodate mental health treatment services to at-risk preschoolers and their families. It also enhanced their knowledge and played an important role in the development of pre-school competencies with high standards.

Also, Blanco et al., (2017) mentioned that Play therapy is applicable for helping children who have emotional and academic needs most especially in primary school. They suggested to use play therapy in school systems to provide academic support and promote the field of play therapy as well.

According to Reddy and Hirisave (2014), Play therapy can establish relations with the children. It helps parents and other adults understand their children. It also helps therapist to build relationship with the child and to explore their interests. It also facilitates child's expression of feelings and concerns.

### **Hostility as a Maladaptive Behavior**

According to theories gathered by subjective encounters, the general concept of hostility are framed from the first day of child's life that is affected by various components such as inheritance, family and social or environmental variables. Russian researchers investigated the plights of hostility. They found out that hostility cannot be discerned directly on the individual's action and that it could only be observed in various mental functions and occurrences (Abakumova, 2016).

Prevalently, hostility is an inimical attitude towards people that includes the components of the mind, action, and feeling. It is defined by Russian researchers as doing harm or acting aggressively. However, psychologically, it is a behavior that needs to be observed, studied, and assessed to improve as it becomes the grounds for the development of other negative attitudes or worse, mental diagnosis (Ermakov, 2016).

Hostility is a type of aggression, which goal is hurting others. It is committed in light of an apparent danger or affront. It is impulsive, reactionary, misguided, and incited by serious feeling instead of achieving desires. Aggressors ordinarily have a feeling of lost control, and distinctively encounter physiological and psychological tension (Brosbe, 2013). Hostility is a basis of aggression and is a broad concept consists of three components: Affective, Cognitive, and Behavioral that needs to be appraised (Morjonen et al., 2013).

A study Diamond (2014) supported that these three components are necessary because it helps and improve mental health by decreasing and preventing conditions such as anxiety and depression, as well as refining mood and other aspects of well-being.

### **Parent-Adolescent Hostility**

According to a study, arguments and unsolved problems between parents is one of the causes why adolescents become hostile. An adolescent who is in the middle of the quarrel or is triangulated to help

parents come to terms is likely to have hostile behavior because when the parents fail to reconcile, the child will be conscious and this is where hostility to their parents and selves inaugurate. Substantially, other than therapies, interparental relationship is important to lessen the hostility of adolescents and to improve the function of the family and run the development of children (Fosco, 2014).

Parental abuse is one of the possible reasons why the hostility of adolescents increases. Physical or verbal abuse, it affects the child's emotions and mental functions. Parents' supportive behavior is still important or essential factor in order to prevent youth retaliation and aggressive behavior (Nicholoas, 2013). Another study discussed the factors why an adolescent develop cynistic behavior. Delinquency is one of those (Martinez- Ferrer, 2017). In ScienceDaily (2016), a news article, said that the siblings of a hostile individual has also influence to the linkage of greater increase of aggression.

A study of Schulz et al. (2013), implied that genetic and environmental factors were also involved why hostility have developed. The environmental factors have higher percent because the individual were usually exposed outdoor and possibly acquire various kind of behaviors.

### **Hostility as a Symptom**

Research results suggested that hostility is a threatening factor for coronary heart disease (CHD). It also stated that the effect of hostility on



heart disease is more common on men. However, psychological focusing and treatment as well as mediations have been a great help to prevent this increasing critical conditions (Chida & Steptoe, 2014).

Furthermore, a study of Moncrieft et al. (2017) introduced similar instance that an adolescent who have high hostility has been associated with heart disease. In able to reduce the hostility of an individual, clinicians encourage people who were suffering to this antoginistic behavior use coping strategies such as avoidance coping. Adolescents, however, could also be treated through direct session with the therapist.

Teenage aggression is caused by a number of reasons such as changing or maturing of their bodies and hormonal changes that could leave adolescents feeling of unsatisfied and emotionally unstable. Anger may be part of it. Especially if the adolescents were not happy with their appearance and physical growth. They may also respond to anger against the things that prevent them from recognizing. (Team Rawhide, 2015)

According to a study, adolescents who are depressed were prone to high risk of hostility because they always witness and encounter negative events. Moreover, negative actions like hostility and aggression are one of the factors why an individual becomes unhealthy (Weist, 2013).

### **Social Hostility**

According to Van Doesum (2016), individuals have this so-called social hostility that is overtly expressed. People are aware that hostility is

about showing aggressiveness but in reality, not every hostile drive will lead to overt aggression; that would not line up with the exceedingly cultivated social orders where many people presently live in. There must be more antagonistic sense perceived than reaches the outside, at that point, subduing someone is not generally the best response at an individual mental level.

Hostility is not just a problem that an individual typically encounters. It is an emotional issue that should be given a deep and meaningful attention and give enough background to make people aware of the antagonism and its potential effects. Moreover, the hostility of people or adolescents was oftentimes strengthening because they have negativity in life's outlook (Quendom site, 2013).

### **Development of Adolescents**

As cited by Clevel and Clinic (2017), Adolescence is the period of developmental transition between childhood and adulthood, involving multiple physical, intellectual, personality, and social developmental changes. The onset of puberty signals the beginning of adolescence, and puberty now occurs earlier, on average, than in the past. The end of this developmental period is tied more so to social and emotional factors and can be somewhat ambiguous.

Psychology today (2017) stated that adolescence ages starting from thirteen to nineteen years old that are consider as the transitional stage

from childhood to adulthood. Adolescence can be a time to disorientation and discovery.

According to Graber, et al. (2013), adolescence is a phase wherein an individual is stuck between acting like an adult and a child. It is the start of develop a sense of who they really are and start to learn interpersonal relationship with others. Guidance must be done by parents though it was not easy to guide children at this phase, at least show them assistance in order to help them build their way onto the right path.

Adolescence is the period that begins with puberty and ends with the adulthood approximately from 10-20 years old. Physical changes will appear associated with puberty triggered by the hormones (Lansford, 2017).

Adolescents is a stage of development between the childhood and adulthood. The period of development from the onset of puberty to the attainment of adulthood. This begins with the appearance of secondary sexual characteristics, usually between the ages of 11 and 13 years of age (UK Essays, 2017).

According to a study, adolescence is the time of great change for young people when physical changes are happening at an accelerated rate. But adolescence is not just marked by physical changes -- young people are also experiencing cognitive, social/emotional, and interpersonal changes as well. As they grow and develop, young people are influenced

by outside factors, such as their environment, culture, religion, school, and the media. A number of different theories or ways of looking at adolescent development have been proposed (Bertram, 2017).

According to the developmental psychology, the child's development, infants, children, and adolescents are included. The psychologist tries to understand the development of adolescents and similarities and the differences in feelings, thoughts and behavior from the time of birth to adolescents. Their goal is to identify if there is any changes that will occur throughout the childhood to figure out what makes these changes occur (McClellan, 2015).

### **Behavioral Problems of Adolescents**

There are many behavioral problems an adolescent encounters. Some are unrecognizable that even they do not know why they act like that and why they have done the trouble when in the first place, they just want to have some fun (Alexander, 2017).

According to the study of Hertwig (2017), most of adolescents are engaged to a risky and impulsive behavior. One possibility of having this behavior is the risk of being exposed in environment.

As cited by Hollingworth (2016), Adolescence stage have more problems than other stage of life. In our generation today, adolescents are more exposed to some adults' actions. The struggles of an adolescents are

made harder by the idea that he or she alone is being called upon to pass through these experiences.

According to Schulz (2017), the hostility of adolescents starts at home. The interactions with more interpersonal hostility, adolescents with greater capacity to tolerate negative effects to them.

### **Adolescents Hostility**

According to study, many adolescents are expressing their hostility to the therapist in the ways they are hard to manage. This is particularly difficult if you take adolescent hostility at face value. But there is something funny about adolescent hostility toward therapists. Although it would be bad therapy to laugh at them, understanding adolescent hostility in its many forms of expression is key to being able to treat them. If you do not understand the irony, you usually cannot tolerate them (Prinstein, 2017).

According to Oosterhoff (2017), adolescents' beliefs about the amount of punishment individuals should receive for violating different laws are connected with their informational assumptions about crime, laws, and authority.

The role of the parents were very important in all actions made by their children because there are times that the problem at home may be the underlying reason of the aggressive behavior of their children. In order to help assess the child, the guardians must give deeper attention to their

child and provide enough guardianship and assistance (Irwin & Ryan, 2013).

### **Synthesis**

The foreign and local literature and studies mentioned above relate to the current study with regards to the strong influence of play therapy to hostile adolescents.

Most local and foreign studies tackled the different benefits of play therapy interventions in relation to adolescents. Some of these play therapy were used as interventions for different maladaptive behaviors such as anger management. Physiological and mental health issues were also addressed showed in different studies which includes obesity, autism, and ADHD. Also, play therapy was used as an effective intervention in different institutions and settings like in schools and in hospitals. The focus of this study centered on the impact of play therapy as an intervention for hostile adolescents.

In addition, studies have found that hostility is not just a simple problem in one's behavior that can be treated effortlessly. It is a serious matter, a behavior that needs to be dealt with and expound. Some studies also have found that there were many factors why hostility gets worse and grievous such as negative outlook and significant relationship with others. Moreover, in order to reduce or prevent this, psychological focusing and treatment must be done.

According to a study, adolescence is for the time of great change for young people when physical changes are happening at an accelerated rate. But adolescence is not just marked by physical changes –young people are also experiencing cognitive, social/emotional and interpersonal changes as well (Bertram, 2017). As they grow and develop, young people are influenced by outside factors, such as their environment, culture, religion, school, and the media. A number of different theories or ways of looking at adolescent development have been proposed. Many adolescents are expressing their hostility to the therapist in the ways they are hard to manage. This is particularly difficult if you take adolescent hostility at face value.

In this respect, the researchers would still like to assess the impact of play therapy to the hostility of adolescents. In addition, the researchers would like to know if the hostility of adolescents in the study would decrease after a series of interventions. Also, the researchers of this study believes that the kind of play therapy to be used in the sessions are applicable in the setting and would improve the hostility level of the adolescents of North Signal Village.

## **CHAPTER 3**

### **Methods and Procedures**

This chapter presents the methods to be used in the study. It also describes the subjects of the study, the instruments used, the procedures of data gathering, and the statistical treatment of data.

This study will determine the influence of Play Therapy to Hostile Adolescents by comparing the results of their pretest and posttest hostility scale scores.

#### **Method of Research**

Experimental methods of research was used in this study. This study is experimental because two sets of subjects (experimental and control) will be compared in terms of hostility scale scores. Pretest and Posttest scores of the subjects will be compared. Quantitative methods shall be observed as the researchers will elicit numerical data from the respondents through hostility scale questionnaire.

#### **Subjects/Respondents of the Study**

The Respondents of the study were male hostile adolescents, aged 15, who were living at North Signa Village, Taguig City. In this experimental study, 30 hostile adolescents were selected to participate in the play.



The control group was not exposed in any treatment condition which was the play. They were asked to answer the provided questionnaire as a pre-test to measure their level of anger or hostility.

The experiment, on the other hand, was exposed to the treatment condition. After the play session, they were asked, this time, a different questionnaire as a post-test used for the study.

### **Sampling Techniques**

In this experimental study, Random Sampling Technique was used in selecting the respondents. The research used a set of criteria based on the characteristics needed in the study. The participants needed must be fifteen-year old hostile male adolescents to meet the objectives and goals of this research.

### **Data Gathering Instrument**

The provided instruments assessed the influence of play therapy to the hostility of hostile adolescents. The following were used in gathering the data:

1. Anger Expression Scale –This test served as a pre-test. It assessed the aggressive behavior of the adolescents. If the respondents' scores are between 11 and 20, they are considered to have high to very high hostility.

2. State Anger Inventory –This was used as a post-test. It represented 15-item questions. The level of hostility was scored after answering the test questionnaire.

The sum of the corresponding scores of the choices indicated the following:

1. Anger Expression Scale

<b>Score</b>	<b>Mean Scale</b>	<b>Verbal Interpretation</b>
16-20	4.00-4.99	Very High Hostility
11-15	3.00-3.99	High Hostility
6-10	2.00-2.99	Low Hostility
5-below	1.00-1.99	Very Low Hostility

2. State Anger Inventory

<b>Score</b>	<b>Mean Scale</b>	<b>Verbal Interpretation</b>
40-60	4.00-4.99	Very High Hostility
31-45	3.00-3.99	High Hostility
16-30	2.00-2.99	Low Hostility
15-below	1.00-1.99	Very Low Hostility

### **Validation of Instruments**

The expert Psychology professors validated the questionnaires used in the study. Their corrections and suggestions were incorporated in the draft for the next stage of validation.

## **Data Gathering Procedure**

This study was incorporated by the following:

1. Selection of 30 respondents who met the criteria we set to participate in the therapy session.

2. Anger Expression scale was used as a pre-test to gather the qualified respondents who had high to very high aggression.

3. Day 1, the play therapy used were Ball Play Therapy and Balloons of Anger Activity.

Day 2, the play therapy used were Draw Play Therapy and Pick-up Sticks game.

Day 3, the play therapy used were the Weights and Balloons, Mystery box and Happiness thermometer Activity.

4. The Post-Test questionnaire given to the respondents was State Anger Inventory to measure the hostility level of the respondents after all the play therapy treatment.

## **Statistical Treatment of Data**

For this particular study, the following statistical treatment were used:

1. Mean and Standard Deviation was used to describe the play therapy and hostility of adolescents;

2. T-Test, which was used to test the significance of the play therapy to the hostility of adolescents.

## CHAPTER 4

### Presentation, Analysis, and Interpretation of Data

This chapter includes the presentation, analysis, and interpretation of data that have been gathered from the questionnaires distributed to the respondents. This chapter also contains the presentation of data in tabular form along with their interpretations.

#### 1. How the Play Therapy Influenced the Hostility of Adolescents

Table 1

Influence of Play Therapy to the  
Hostility of Adolescents

Treatment Condition	Mean	Hostility SD	Verbal Interpretation
Without Play Therapy	3.125	.342	High Hostility
With Play Therapy	1.938	.443	Very Low Hostility

Based from the statistical findings on table 1, the adolescents who did not have yet play therapy were assessed to have high levels of hostility as shown from the computed mean score of 3.125 with SD of 0.342, as compared with those adolescents who have had play therapy whose hostility became very low as suggested from the computed mean score of 1.938 with SD of 0.443.

Obviously, the different play therapies were effective to the hostility reduction of the respondents as seen from the computed mean score of 1.938 and an SD of 0.443 with the verbal interpretation of very low hostility.

Moreover, the activities administered to them were simple and easy making it possible to actually be executed and be implemented in a smooth manner. In addition, the activities compelled the respondents to elicit positive thoughts and ideas to be able to evoke and bring out the positive psychology among them. Thus, the respondents were able to reflect on their lives and were able to find healthy solutions to the obstacles they were encountering back then. It was supported by the study of Bemel (2013), which stated that play therapy could help individuals learn how to cope up with negative emotions in a positive way.

Prior to the therapy session, it was observed from the respondents the boredom and lack of interest among their faces. The adolescents seemed exhausted before the play therapy session was conducted. Also, they did not feel like participating in the study probably because they were clueless about what might happen in the three-day (3-day) study.

Moreover, the subjects have shown some difficulty in communicating with others. They were hesitant to speak at first presumably due to familiarity among the researchers and other subjects who participated in the study. To support this claim, Prinstein (2017)

mentioned in his study that the therapist must require a great deal of effort to connect with the adolescents because is hard to get their attention.

Initially, they were less assertive and reserved. The respondents were inactive and less responsive to the researchers. It can be seen on their faces that they really wanted to end the study already, perhaps some of them were already bored. Yet, surprisingly, they were willing to answer the pre-test. Lin and Bratto (2015), on their study, claimed that the researchers should consider the emotional state of the respondents and they should be emotionally ready before they administer the play therapy because emotional states of the researchers and the respondents might have a confounding effect on the results gathered.

The majority of the respondents answered that they felt angry most of the times. They were not able to control their anger often times. When they were triggered by a situation, they were not able to think of a healthy solution to cope up, thus, they always ended up yelling at someone, breaking up things, displacing their aggression to less harmful objects, and they feel grouchy or irritable. It was congruent with the findings of Hertwig (2017), he stated that most of adolescents were engaged to a risky and impulsive behavior as the external environment dictate them to do so.

Some of the respondents shared their experiences about the situations they have had that triggered them so much. They felt uncertain temperature. Their heart hastened up and their muscles felt tight. They felt like hurting themselves or others. They clenched their fists and seems

like they wanted to hit someone or something. They felt really bad. They felt like they were not under control. They really possessed a high ( $X=3.125$ ;  $SD=.342$ ) hostile behavior as seen in table 1.

It was mentioned in the study of Alexander (2017) that adolescents tend to act aggressive and show hostile behavior when they think of uncertain and negative situations. In addition, it was also harmonious with an article of Women's and Children's Health Network (2017), which stated that when people get angry, various body changes were happening like they feel the change in their body temperature, an abnormal speed of heart rate, felt like almost crying, and the likes. Sudden body reactions might happen when people were angry.

With the idea in mind, it must be controlled by ourselves. Anger management techniques and different activities that might elicit positive thoughts among them and offer healthy options for decision-making were introduced and presented during the three-day (3-day) play therapy session. It was congruent with the study of Perryman, et, al. (2017) who stated that play therapy promotes and helps individuals become responsible, optimistic, self-directed, and self-accepting. Also, it is helpful in developing good decision making and problem solving skills among individuals.

During the Ball Play Therapy, the subjects were expected to think of the things that make them happy. This might elicit positive psychology among the respondents. It can be seen from their faces that while they



were thinking of the things that makes them happy, their faces radiate. They feel delighted and ecstatic as they share their thoughts and ideas to the researchers. It was similar with Perryman, et, al. (2017) who stated individuals who had undergone play therapy became aware of themselves especially their emotions.

It was observed from the respondents that they were enlightened from the Balloons of Anger activity. Based on their insights, it can be considered that the respondents were willing to gently release the tension when a triggered situation occurred. They even shared some other ways to release the tension in a calm way.

During the Weights and Balloons, the participants were asked to list all the positive and negative thoughts they have at the moment. They were given the chance to be in the moment and be mindful of the situations they were in that day.

After which, the subjects were given two balloons, one with sands inside, and one with air blown inside. The balloon with sands inside represented a person carrying loads of negative thoughts and ideas. The balloon with air blown inside represented a person carrying positive thoughts and ideas.

The respondents were asked what they feel carrying the balloon with sands. The majority of the respondents answered that they felt the burden or the massive loads of the sands linking to how it feels like carrying loads of negative thoughts. The respondents were also asked about what they

feel carrying the balloon with air inside. The majority of the respondents answered that they felt comfortable and they felt the lightweight and buoyant feeling carrying the weightless balloon.

The researchers led the processing intervention explaining to the respondents of how powerful a positive thought is. The researchers elucidated how helpful positive thoughts are. The respondents shared their thoughts about the said activities. They gave insights and shared experiences about how they put down their heavy loads and keep the positive loads in their life.

It was observed from the respondents that, after a series of play therapy sessions, they were able to think of positive and right solutions and actions to be made whenever they come across into awful, dreadful, and distressing situations. Hence, the responses of the subjects in the study showed that their thoughts and decisions were all positive and rational.

Furthermore, they were able to express their thoughts and ideas openly, willingly, and without hesitations. The respondents were verbally expressive and exhibited affection among the researchers. The respondents were also interacting with each other, creating a healthy rapport between them and among the researchers. It was congruent with the study of Miller (2015), which showed that her respondent was verbally eloquent and outspoken with her thoughts and ideas during and after a series of play therapy session. The respondent in her case study also

showed great warmth and tenderness towards her thus, she was able to establish a good relationship with the subject. In addition, according to Allan and Brown (2015) in their case study, after a series of play therapy sessions, the subject was able to behave in more positive ways at home and in school. The researchers also stated that one of the major factors that allow children to openly express their thoughts and ideas was to establish a good relationship with them. With the idea in mind, the children were allowed to release hurt and aggressive feelings through play. Thus, it was possible to have a positive behavior outside the play therapy room.

Researchers observed during the session of the therapy that respondents were sensitive to everything they easily get angry on something that offended them. The researchers were careful about what to say or what to do because they don't want the respondents to get offended during the play therapy session. It can also be seen from the respondents that they were hesitant and uncertain at the initial part of the play therapy session. They showed little emotion and affection among each other. It was congruent with Moorman (2014), which states that adolescents who defined themselves as avoidant or ambivalently attached displayed higher levels of hostility than adolescents who classified themselves as securely attached. Furthermore, perceived parental rearing was also related to hostility. More specifically, low levels of emotional warmth and high levels of rejection, control, and inconsistency were

accompanied by high levels of hostility. Finally, regression analyses showed that both attachment status and parental rearing behaviors accounted for a unique and significant proportion of the variance in hostility.

The researchers asked the adolescents about what are the things that they don't want to themselves. The respondents mostly answered that when someone rejects or ignores them, they get easily angry. It usually happens when parents or guardians don't give much attention and support to their children. When a child gets rejected and they long for the support of their loved ones, they get easily offended and sensitive. It was congruent with Canyas (2015), which states that rejection sensitivity is the disposition to anxiously expect, readily perceive, and intensely react to rejection. In response to perceived social exclusion, highly rejection sensitive people react with increased hostile feelings toward others and are more likely to show reactive aggression than less rejection sensitive people in the same situation.

There are many reasons why adolescents get angry. It may be because they do not meet their own or other's expectations. The feeling that it is normal for an individual to show freely show hostility and overdo some other negative behaviors is also a possible reason why they get angry. Many of the adolescent participants lack social support and they get angry and agitated when being criticized or when they receive negative feedback.

To sum up, the external environment seemed to be the major cause of why adolescents over control their aggressive behavior. When the external stimuli did not string along to their impulse, they are likely experiencing their angry feelings. It was supported by Hertwig (2017) who stated that one of the factors that contribute to the hostility of the adolescents is their environment.

In the Draw Play Therapy session wherein the participants shared their perspective about their life. The parent's behavior has a big impact on child's hostility. When their parents quarrel, the child would see it and would affect his behavior because of what is happening and the child could possibly develop a hatred for himself and from his parents. Some of the respondents express their views about their parents.

Some of the respondents told that their parents always argue and yell at each other in front of them. They told the researchers that it really had a big impact on them when their parents are arguing. However, some of them shared their great experiences with their friends who served as more important to them compared to family. Like what most of what they have shared, whenever they are with their friends, they could express themselves purely and they could feel the warm-hearted support and care for them. As supported by Stern (2015), one of the reasons why the hostile behavior of adolescents arise was because of the family. The family was the foundation of everything. They were the role model for the child. When a chaotic situation happened within the four corners of the house without

disclosure, it might affect the emotional behavior and feelings of the child. Thus, the child might develop a hostile behavior that might be displaced outside the house. With the idea in mind, the hostile child might develop a negative affection between their parents and other people.

Another play activity conducted by the researchers to the respondents was the Balloons of Anger and Weights of balloons which helped the respondents to have a better perspective in life and to better perceive the significance and the extremity of hostility. At first, they were seemed to be very confused about what the researchers might want them to do about releasing of anger. But eventually, they were able to get used to the therapy. They realized how anger can affect someone.

In addition, in this play therapy session, the researchers explained what could possibly happen when the anger remains within the person and what would be the potential effect of anger when it is not released. The respondents were aware of what could possibly happen when the person release the anger inside them without controlling and thinking about what the person can do. It is important that anger is gradually released to avoid harming other people. This statement was supported by the study of Salehi (2013), stating that when a person holds their grudges and kept their suppressed feelings and thoughts, they might end up to their breaking points and unconsciously might harm people around them.

As the adolescents express their perceptions in their life, the researcher noticed that their smiles were genuine when they were talking

about their friends and interests in life compared to when they were talking about their family, their smiles were slowly fading. They were happy telling the researcher about what were the things that make them happy. This activity is another therapy session which gave the respondents an opportunity to express their feelings about their family and friends. This was congruent with the study made by Macmillan (2017), saying that as when a person reaches maturity, they tend to enjoy spending their time with friends more than with family. Usually, adolescents enjoy the company of their friends more than their family. Probably because they were able to share openly with their friends than with their family members. The adolescents find it hard to share their emotions with their family presumably because they were thinking that their parents might just scold them rather than give them bits of advice. They were thinking that their parent might not understand their situations since they have a large gap between each other. Also, nowadays, the adolescents gave so much time using the social media rather than talking to family members. With the idea in mind, the children might not have the chance to talk with their parents. But still, the researchers provide insights and some clarifications about the importance of the family in a person's life.

Another activity conducted to the respondents was the conversion of irrational thoughts into acceptable and rational ones. The respondents were really happy expressing their positive thoughts and experiences. It was observed by the researchers that they possess genuine smiles and

positive feedbacks among their faces. Thinking happy thoughts made the respondents change their perceptions about how they might offer a healthy and positive solution to the occurring prior life obstacles.

They also shared with the researchers that there is always a bright side in every situation. People might experience negative situations and events in life, but these were just temporary. After all, positive situations might cover the dooms of the unfavorable and gloomy events and occurrences in life. Thus, it can be seen and observed from them that they had the capacity to change their irrational thoughts making it possible to lessen their hostile behavior among the people around them.

The respondents also shared with the researchers that trying to be happy even though they were not can lessen the pain they were experiencing. The researcher did not expect that from the respondents. Thus, it can be seen from the respondents that they usually hide what they actually feel to other people. The researchers thought that the subjects had experiences pretending their emotional state and mental processes to other people. They might have experiences portraying a fictitious self towards other people. They tried to hide what they usually feel and pretend that they were really happy even though they were not.

The researchers observed from the respondents that despite their cheerfulness, they were covering all the pain and scars they were experiencing. With the idea in mind, the researchers decided to explain how important it is to show the real self towards other people. It is essential



to actually be assertive and express what a person actually feel at any moment. The respondents agreed with the statements shared by the researchers. This statement was supported by the study of Bradt (2015) which stated that thinking positively and allowing positivity within the self could empower and improve the thoughts and perceptions and even the actions of an individual. Additionally, these affirmative behaviors were able to be distributed throughout the personality and were able to change the person as a whole. Moreover, researchers observed during the session of the therapy the respondents are sensitive to everything they easily get angry about something that will offend them. The researchers are careful about what they say or what they will do because they don't want the respondent to get offended during the session of the therapy. As supported by Moorman (2014), stating that adolescents who defined themselves as avoidant or ambivalently attached displayed higher levels of hostility than adolescents who classified themselves as securely attached. Furthermore, perceived parental rearing was also related to hostility. More specifically, low levels of emotional warmth and high levels of rejection, control, and inconsistency were accompanied by high levels of hostility. Finally, regression analyses showed that both attachment status and parental rearing behaviors accounted for a unique and significant proportion of the variance in hostility.

The researchers asked the adolescents about what are the things that they don't want about themselves is when someone reject or ignored

them they get easily get angry. It usually happens when parents or guardian are lack of attention and support to their child. When someone rejects the child or having no time to guide them they easily get sensitive to their feelings. It was supported by Canyas (2015), stating that rejection sensitivity is the disposition to anxiously expect, readily perceive, and intensely react to rejection. In response to perceived social exclusion, highly rejection sensitive people react with increased hostile feelings toward others and are more likely to show reactive aggression than less rejection sensitive people in the same situation.

There are many reasons why adolescents get angry. It may be because they do not meet their own or other's expectations. Because they feel that it is normal for an individual to show freely show hostility and overdo some other negative behaviors is also a possible reason why they get angry. Many of the adolescent participants lack of social support and they get angry and agitated when being criticized or when they receive negative feedback. To sum up, the external environment seemed to be the major cause of why adolescents over control their aggressive behavior. When the external stimuli did not string along to their impulse, they are likely experiencing their angry feelings.

In the part of the therapy, the drawing therapy session wherein the participants share their perspective about their life. The parent's behavior has a big impact on child's hostility. When their parents quarrel, the child would see it and would affect his behavior because of what is happening

and the child could possibly develop a hatred for himself and for his parents. Some of the respondents express their views about their parents. Some of them told that their parents always argue and yell at each other in front of them. They told the researchers that it really had a big impact on them when their parents are arguing.

However, some of them shared their great experiences with their friends who served as more important to them compared to family. Like what most of what they have shared, whenever they are with their friends, they could express themselves purely and they could feel the warm-hearted support and care for them. As supported by Stern (2015), one of the reasons why the hostile behavior of adolescents arise was because of the family.

Another play activity that conducted by the researcher to the respondents was the Balloons of Anger and Weights of balloons helped the respondents to have a better perspective in life and to better perceive the significance and the extremity of hostility. At first, they were seemed to be very confused about what the researchers want them to do about releasing of anger. But eventually, they were able to get used to the therapy they realized how anger can affect someone. In addition, in this part of therapy, the researchers explained what could possibly happen when the anger remains within the person and what would be the potential effect of anger when it is not released. The respondents were aware what could possibly do when the person released the anger inside of them without controlling and thinking about what the person can do. It is important that anger is

gradually released to avoid harming other people. This statement is supported by the study of Salehi (2013), stating that when a person hold their grudges and kept their suppressed feelings and thoughts, they might end up to their breaking points and unconsciously might harmed people around them.

As the adolescents express their perceptions in their life, the researcher noticed that their smile was genuine when they're talking about their friends and likes in life but compared when they are talking about their family their smile was slowly fading. They were happy telling the researcher about what are the things that make them happy this activity is a therapy session for the respondents to express their feelings about their family and friends. This was supported by the study made by Macmillan (2017) saying that as a person matures, they tend to enjoy spending their time with friends more than with family. But still, the researchers provide insights on how much the family is important in a person's life.

Another activity conducted to the respondents was the releasing bad vibes and changing it into happy thoughts. The respondents really happy expressing their happy thoughts the researcher can see it on their face they are smiling genuinely. Thinking happy thoughts made the respondents feel better because instead of they will think about the problems in life they will think to the positive side of the life. They also told the researcher that in everyday lives of a person it will not always be sad

but there will always be a positive side in every suffering of an individual. The respondents also told the researcher that trying to be happy even you're not can lessen the pain you're experiencing. The researcher didn't expect that the adolescents think like what they are saying. This statement was supported by the study of Bradt (2015), which states that positive thoughts would be distributed throughout the body and person himself or herself. Happiness within the self should not be deprived rather be shared.

After the 3-day therapy session, it was observed by the researchers that the respondents seemed to change and alter their viewpoints and outlooks in life. They became balanced individuals. As days passed, they gradually became more interested and attentive to the study. The majority of the participants answered that they were able to lessen and minimize their hostile behavior. When an unwanted situation arises, they were now able to handle it and were now able to apply what they have learned which is the management of hostile behaviors.

## 2. Significant Difference on Adolescents' Hostility With or Without

Table 2

Significant Difference of Adolescents' Hostility  
With or Without Play Therapy

Treatment Condition	Hostility				
	Mean	SD	t-value	p-value	Interpretation
Without Play Therapy	3.125	.342	8.733	.001	Significant
With Play Therapy	1.938	.443			

### Play Therapy

Table 2 clearly showed that the exhibited level of the hostility of the respondents decreased from high level of hostility to low level of hostility. Thus, the data further suggest that play therapy had a significant contribution to lessen or decrease the hostility of the adolescents. Hence, the data implied that the play therapy had a significant influence on the hostility of the adolescent respondents with the t-value of 8.733 and a p-value of  $.001 < .05$  level of significance.

Moreover, there was a significant difference between the adolescents' hostility with and without play therapy probably because the control group (without play therapy), prior to the play therapy session, it can be seen from their faces the lack of interest and lack of will to participate in the study.

In addition, it was also observed from the respondents, prior to the play therapy session, that they were clueless about what might happen during the three-day (3-day) play therapy session. Also, the age limit to qualify for our study is fifteen (15) years old, thus, at their age, they were already not fond of playing outdoor games and other activities. And in their era, the millennials were already exposed to social media as a mean of their entertainment. They are not anymore engaged in outdoor activities.

In comparison to the experimental group (with play therapy), they were exposed to different activities that enkindled their interest and will to participate in some more activities in the three-day (3-day) study. They were also given the chance to express what they really feel and they were allowed to reminisce the past memories, think of the present situations, be mindful of the present occurrence, and were offered positive healthy solutions to underlying obstacles in life.

Also, the experimental group (with play therapy) were taught of different anger management techniques and were also given the chance to consider rational ideas and thoughts when deciding on different life situations. It can be seen from their faces the willingness to participate in more activities, and their openness to share what they feel every time the researchers give the opportunity to share their inner feelings and opinions. Moreover, they were able to reflect on their current life situations and were asked to be in the present eliciting the mindfulness among them.

The majority of the hostile adolescents in the study had the tendency to get angry more frequently as the average person. It is therefore not easy to say that one's hostility or level of aggression can be immediately reduced. In spite of that, there are many possible explanations why participants' hostility has lessened. Perhaps because of the long session of the therapy, may also be because of their want or interest.

Based on the answers of the respondents, the hostility of adolescents increase may be due to the following: It may be because they do not meet their own or other's expectations. Because they feel that it is normal for an individual to show freely show hostility and overdo some other negative behaviors is also a possible reason why they get angry.

Many of the adolescent participants lack of social support and they get angry and agitated when being criticized or when they receive negative feedback. To sum up, the external environment seemed also to be the major cause of why adolescents over control their aggressive behavior. When the external stimuli did not string along with their impulse, they are likely to experience their angry or hostile feelings. The above statements were also mentioned in the article of Gerlach (2015) that the environment has a great impact on the development of a person's attitude.

On the first day of the therapy session, researchers have defined and gave some thoughts and insights on the meaning of hostility and anger. Play activities such as Balloons of Anger have helped the respondents to better perceive the significance and the extremity of hostility.



At first, the respondents seemed very confused and puzzled about the approach of anger to one's action. But, eventually, they were able to grasp and perceive the sense of how hostile behavior affects a person.

Balloons got the interest of the participants because, in this activity, they were in motion. The researchers were doing the activity together with the subjects, at the same instant; the respondents were also able to share some of their experiences in regard to the explosion of their anger and constraining their hostile feelings. The subjects seemed to enjoy the part wherein they have to stomp the balloons until it explodes. The participants uniquely think of a way on how to barge the balloons. Some flopped on the balloon until it erupts. But most of the adolescents used the pencil to stomp the balloon.

After this process, the researcher unveiled the meaning of that act. The researcher explained that the act of stomping the balloon represents an explosion of a person and doing aggressive act. The adolescents were surprised because they thought the stamping process was just a part of the play activity and that, they did not expect that every action they have done or every movement they do have respective meaning.

The second part of the activity, the participants were tasked to blow another balloon, but this time, they did not have to stomp it. They were just going to release the air inside the balloons slowly. They seemed to know what does that slowly releasing of air mean. When the researcher asked, what it feels like when you release it slowly. The adolescents

answered that it felt good because it was not boisterous and rowdy compared to the first process. Additionally, for the participants to better understand the whole process of the therapy, the researchers explained what could be the consequences of anger when it remains within the person and what would be the potential effect of anger when it is not released.

According to some anonymous respondents, after the activity proper, they do know that they could hurt people around them when they released the anger inside of them without thinking. But they never knew how to manage this hostile behavior. That is why it is important to enlighten a person or talk to those who have emotional problems they cannot sort out on their own. For somehow they could be aware of their own actions. Although, Holmes (2017) mentioned in her article that talking is not the only key to make the adolescents become aware of his or her actions. Sometimes people around, just need to give them time to think for themselves and for the occurrence in their lives. It is important that anger is gradually released to avoid harming other people. This was congruent to the study of Foumany and Salehi (2013), stating that anger or hostility should slowly be released and that an adolescent should have time to think of a safer way to release negative emotions and have time slacken because hostility is not a typical behavior. It is a strong emotional response so when it releases unknowingly, many people could get affected.

Some of the reasons why the hostile behavior of adolescents arises was because of the family and this statement was also mentioned in the study of Stern (2015). Parents have different effects on their child. When the parents quarrel, the child would see it and would over think about it. And, the child could possibly develop hatred of himself. Some of our respondents expressed their outlook and view about their parents. Some also of the adolescent respondents whose parents brawl each other, wanted to get their family is settled and complete. This is the part of the drawing therapy session which is conducted on the second day.

In this session, the participants were able to share their stance about their life. Additionally, some of them shared their great experiences with their friends who served as more important to them compared to family. According to some of the respondents, whenever they are with their friends, they could express themselves freely and purely and that they were able to feel the warm-hearted support and care of their friends who serve as their second home.

As the adolescents shared the occurrences in their life, one could notice that the smile they have shown when they mentioned friends are meaningful and different as compared to when they talked about their family. This was mentioned in the article written by Macmillan (2017) saying that as a person matures, they tend to enjoy spending their time with friends more than with family. But still, the researchers provide insights on how much the family is important in a person's life. It is as if

in their current situation, they do not feel and notice them because they are not in the real world yet and not yet in the complexity point of their life.

The Draw Play Therapy activity is just one the expressive ways to help the adolescents lessen their hostility because they were able to think positive thoughts and able to apply positive psychology through expressing themselves by drawing.

In the second part of the draw play therapy, the respondents were tasked to draw something that they want to receive on Christmas. After which, they are allowed to share and explain their works to the group. Then, the processing intervention was led by the researchers.

Respondent 1 (one) shared that food always makes him happy. He was very cheerful sharing his favorite foods. Respondent two (2), on the other hand, elucidated his love for shoes. According to 1 (one) participant, he wanted to have a cellphone so he would not anymore buy the book because everything is now searchable and is now downloadable. One participant also like to have a cell phone, not for the reason of having a book, but to talk to her significant other because he could not admit his feelings personally. Taking pictures were the habit of 2 (two) of the participants. They find it fulfilling taking pictures of different scenery.

Briefly, we could say that most of the respondents answered cell phones, computers and cameras as the gift they wanted to receive on

Christmas. It was perceptible in the faces of adolescents that they enjoyed parceling out the things they wanted to be received on Christmas.

To summarize it, based on the drawings and interpretations of the respondents, the things that they wanted to receive are something that is materialistic and could only be bought by the use of money. The respondents desire something they never had. For them, these electronic devices could make them more satisfied and could give them happiness. This is a contrast to the study of Schupak (2015), she explained that the joy or happiness you get from the material things is just temporary and just a feeling of wanting to have someone else's possession. A study of Boyd (2017) also contradicted to the statements above. She explained that focusing on money and material things could make a person unhappy. It was also shown in her research that people who put importance on money and material things were not as happy as people with non-material possessions.

To be happy, a person must have positive perceptions and thoughts, because the positivity that comes from the mind always influenced a person as a whole. This is mentioned in the article of Bradt (2015) which states that positive thoughts would be distributed throughout the body and person himself or herself. Being happy also does not diminish, but rather being shared.

Young people today are already in the technology. Everything is instant. Instant courtship, instant confession, instant book. In the draw

play therapy, the researchers had time to tackle how the respondents delight in the presence of modern technology. 5 (five) out of 16 (sixteen) respondents answered they liked how modern technology had helped them to do things quickly and easily.

The Pick-up sticks game activity was also part of the therapy session on the second day. The participants now seemed interested because the stick materials were familiar to them. In this session, each color of the stick represented an emotion. On every color, there was a designated question. The participants could answer and express themselves freely. The goal of this activity was for the participants to learn how to be patient and to concentrate so that the sticks won't move.

In this part, the researchers have noticed the behavior of the respondents. They have now seemed interested on the activities they were tasked to do and the participants were able to reflect and explain their stance in life in a long minute of time compared to the first day of the therapy which they showed the reserved behavior.

In the pick-up sticks session, the participants were very concentrated, they held their breaths to make sure that the sticks won't move. They conveyed the appearance of joy as they succeeded with the sticks. The participants were tasked to answer questions for every stick. Four (4) of the participants got the yellow stick which represents happiness, they were then asked what makes them happy as of the moment. These four (4) respondents have answered that the session itself

gave them joy because they were able to form companions and able to experience an unusual type of treatment. The other respondents got the red stick which represents anger. These adolescents now were asked what made them angry yesterday. Most of them responded that they did not feel hostile behavior and if they do, they tried to control it.

On the third day of therapy session of the study, an activity called the mystery box and the happiness thermometer was introduced. The adolescents were able to open up about how they looked at themselves, how happy they were and satisfied with what they were, and what they had or have had. Before the session has started, the researchers let the adolescents relax for a moment by breathing in and out. Afterwards, they were asked to close their eyes and only allowed to open it when they are tapped by the researcher. As the researcher tapped the participant, a mirror was shown to them. Most of the participants laughed as they saw themselves in the mirror and some even jokingly said they were handsome.

After the mirror session, a happiness thermometer was distributed to them. The adolescent participants shared their current emotion, state, relationship with family and significant others using the scaling of the happiness thermometer. The thermometer was labeled from not satisfied with their self to very grateful.

Out of sixteen (16) respondents, four (4) of the adolescents described their situation and selves as contented. They reasoned out that problems

or obstacles were impudent, they just have to be strong to deal with it because problems have always been a part of one's existence.

An anonymous respondent then explicated that he was not satisfied with what situation he was undergoing because he was looking for some improvement in his family relationship. Other respondents detailed that they feel great about themselves and relate to people around them.

On this last day, the participants appeared to have various perceptions, and surprisingly, these perceptions were meaningful and brought a positive kind of view. The reason may be because it was the third day of the therapy session, they now improved new learnings. After the three days of undergoing the therapy, the adolescent respondents appeared to be balanced individuals. Nevertheless, at the initial stage, they looked confused and are less assertive may be due to familiarity, but after some time of the activity, they eventually comprehend and access to anger management techniques.

The data further suggest that the more of days assisting the adolescents on how to manage their anger, the more likely of them to reflect and have robust coping mechanisms or the ability to face negative situations in a more acceptable and inoffensive way than anger. In addition, the findings of the study were congruent to the study of Navis (2013), which demonstrated the adolescents who lack of control of their aggressive behavior can be reshaped through encouraging methods and



activities such as talking or communication methods, play therapy, and other collaborative work types of techniques.

## **CHAPTER 5**

### **Summary, Conclusions and Recommendations**

This chapter presents the summary of findings, conclusions and recommendations of the research entitled “Influence of Different Play Therapies to the Hostile Adolescents of North Signal Village Taguig City”

#### **Summary of Findings**

The findings of the study are hereby summarized based on the data presented, analyzed, and interpreted.

#### **1. Influence of Different Play Therapies to the Hostility of Adolescents**

The adolescents who did not have yet play therapy were assessed to have high levels of hostility compared with those adolescents who have had play therapy.

#### **2. Significant Difference of Adolescents’ Hostility With or Without Play Therapy**

The play therapy had a significant contribution to lessen or decrease the hostility of the adolescents.

#### **Conclusions**

Based on the foregoing, the following conclusions were hereby drawn:

1. The different play therapies such as Ball Play Therapy, Balloons of Anger Activity, Weights and Balloons, Happiness Thermometer, Pick-up

Sticks game, and Draw Play therapy were helpful in releasing the tension of the disturbed adolescents.

2. The adolescents who had undergone play therapy became a balanced person. They had developed the ability to face negative situations in a more acceptable and inoffensive way than anger.

3. Hostile adolescents had the capacity to control and inhibit their aggressive behavior with the aid of encouraging and collaborative type of techniques like play therapy.

4. Activities wherein the adolescents work and connect to the researcher could help them become assertive.

5. Teaching and enlightening the hostile adolescents about the anger management techniques could help them refine themselves and their negative response to external situations.

6. The hostile adolescents who had undergone play therapy were able to handle and release their anger to a more adequate, healthy, and positive way.

## **Recommendations**

In the light of the above findings and conclusions, the following recommendations are here by endorsed:

### 1. For the Adolescents

1.1 The adolescents could regulate their temper by engaging in different therapeutic play techniques.

1.2 The adolescents could be provided with a behavioral health services to guide and control their hostility.

## 2. For the Parents

- 2.1 The parents could show support and keep the attachment and closeness to their children to guide them with the behavior they have.
- 2.2 Having a good communication with their children could help them control and reduce the hostility of their children.

## 3. For the Government

- 3.1 The government could develop plans and provisions providing the behavioral health services or programs like play therapy activities for adolescents.
- 3.2 The government could create rehabilitation programs for adolescents in conflict with the law with the intervention of play therapy techniques.

## 4. For Youth organizations

- 4.1 The youth organizations could develop activities with play therapy interventions to help youths manage their hostile behaviors.

## 5. For the Future Researchers

- 3.3 The researchers could focus on only one play therapy technique to eliminate confounding effects and come up with better results.
- 3.4 More researches regarding the group play therapy in relevance with hostile reduction could be done.

3.5 More respondents could be involved, to obtain a better understanding of the significant influence of group play therapy to the hostility of adolescents.

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