



International Journal of Nursing and Healthcare Research

Journal home page: www.ijnhr.com

<https://doi.org/10.36673/IJNHR.2022.v06.i01.A16>



A STUDY TO EVALUATE THE EFFECTIVENESS OF MIND BODY INTERVENTION ON ANXIETY AMONG SCHOOL CHILDREN IN SELECTED SCHOOLS, COIMBATORE

Jebakumari Sutha*¹

¹*Department of Child Health Nursing, Ganga College of Nursing, Coimbatore, Tamilnadu, India.

ABSTRACT

Anxiety is a very common problem among school children. When there is an imbalance in the psychological equilibrium, the child will enter in to the stage of anxiety. It is one of the important areas for the health care professionals to have major concern during this period. This study was conducted in Primary corporation School in Coimbatore. The population of the study was first standard school children with the age group of 5 and 6 years and studying. The true experimental design was adopted for the study. The sample size was 60, each experimental and control group has 30 samples. The tools used for the study are demographic proforma to get general information, Modified Hamilton Anxiety Assessment Scale used to assess the level of anxiety among school children during pre and post test. Samples were selected by simple random sampling technique. Mind body intervention was administered to the experimental group whereas no intervention was given to the control group. The analysis reveals that, 'Z' value was statistically significant at 5% level. This denotes mind body intervention was effective among school children with anxiety. Chi – square analysis was done to associate the anxiety scores of the school children with demographic variables in the experimental group. The result reveals that, there is an association between type of family and anxiety. There is no association between sex, birth order, care taker, previous school experience, parent's education, occupation and anxiety. Chi – square analysis was done to associate the anxiety scores of the school children with demographic variables in the control group. The result reveals that, there is an association between type of family and anxiety. There is no association between other variables and anxiety.

KEYWORDS

Anxiety, School children and Mind body intervention.

Author for Correspondence:

Jebakumari Sutha,
Ganga College of Nursing,
Coimbatore, Tamilnadu, India.
Email: jebakumaridaniel@gmail.com

INTRODUCTION

Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioral components. The root meaning of the word anxiety is to vex or trouble in either the absence or presence of psychological stress.

School children will have anxiety, when they are exposed to new environment. It will be exaggerated in the form of physiological symptoms like palpitations, somatic pain, and frequency of urination, diarrhea and sleep disturbance. They also have cognitive disturbance like poor attention and concentration. They will also have emotional symptoms like irritability, crying and decreased motivation.

Anxiety in school children is often the precursor to school refusal, which occurs in approximately three fourths of children who present with anxiety disorder. It is important to screen for selective mutism because some children may have school refusal as a symptom of selective mutism.

Mind-body interventions are the name of a U.S. National Center for Complementary and Alternative Medicine. According to this centre mind body intervention encompasses a large group of therapies such as hypnosis, yoga, bio feedback, taichi, visual imagery and dance therapy. Positive benefits of mind body intervention are numerous in many conditions including head ache, mood disturbances and anxiety. Dance is a movement with measured steps or a musical accomplishment, done either alone or with company of others. Dance is considered as a form of expressive therapy which helps in reducing anxiety among school children and it is used by various research institutes.

NEED FOR THE STUDY

Anxiety is a normal human emotion which is experienced by varying degree as a state of emotional and physical uneasiness. Excessive anxiety occurs in response to an actual or anticipated situation.

Studies according to a community based samples from Bangalore, Kerala, Chandigarh and Tamilnadu reveal the prevalence rate of school anxiety to be 34.5% in children between 0-16 years, 9.4% between 8-12 years, 6.3% between 4-11 years and 16.1% for children below 6-7 years. But most of the children have few symptoms of anxiety when they exposed to new environment.

The studies done on mind body intervention for relieving anxiety among school children with the age

group of 4-7 years. They were selected by purposive sampling technique. It revealed that, after the 10 days of dance therapy, 18 children were relieved from anxiety among 20 children. It is proved that, dance therapy not only helps in reducing the level of anxiety in children but also increases the attention and concentration because it relaxes the mind and body.

Statement of the problem

A Study to evaluate the effectiveness of mind body intervention on anxiety among school children in selected schools, Coimbatore.

Objectives

To assess the level of anxiety among school children in experimental and control groups.

To assess the effectiveness of mind body intervention on anxiety among school children in experimental group.

To compare the level of anxiety among school children in experimental and control groups.

To associate the findings with the selected demographic variables in experimental and control groups.

Research hypothesis

School children who receive mind body intervention will show a significant reduction in the level of anxiety than children not receiving mind body intervention.

METHOD OF DATA COLLECTION

A written permission was obtained to conduct this study in P.N Pudur and Veerakeralam Primary corporation school, Coimbatore. Data collection was done within the given period of 4 weeks. The purpose of the study was explained and consent was obtained from the parents of each samples. The researcher screened the school anxiety of total population by using Modified Hamilton Anxiety Assessment Scale. During the first week of data collection researcher found that, 80 samples were having school anxiety. From that, 60 samples were selected by simple random sampling technique. They were assigned as 30 in experimental and 30 in control group.

The demographic data was collected from the mothers of selected samples in experimental and

control group by using baseline proforma. In this study mind body intervention is the dependent variable anxiety among school children is the dependent variable. Influencing variables are age, sex, birth order, type of family, care taker of the child, parenting, education of the parents, occupation of the parents and previous school experience. Next two weeks mind body intervention was administered. Every day 15 minutes was spent to the 30 samples in the experimental group. Last week, the post test was done by using the same Modified Hamilton Anxiety Assessment Scale in both experimental and control group children.

DATA ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of data collected from 60 school children at primary corporation school Coimbatore.

RESULTS AND DISCUSSION

The results and discussion of the study were based on the findings obtained from the statistical analysis of the collected data.

To assess the level of anxiety among school children in experimental and control groups

Table No.1 the analysis reveals that, pre test anxiety level was higher in both experimental and control group.

Table No.2 denotes in the experimental group, there is a significant difference in anxiety level in pre and post test. But there if no difference has seen in control group.

Table No.3 denotes the scores of anxiety among school children in the experimental group. The result reveals that, there is a significant difference between the pre test and post test anxiety scores among children in the experimental group.

Table No.4 denotes the score of anxiety among school children in the experimental group and control groups. The calculated value of ‘z’ (2.4) is greater than the tabulated value of ‘z’ at 5% level of significance. Therefore there is a significant difference between the scores of anxiety among school children in experimental and control groups.

Table No.5 denotes the association of anxiety scores of the school children with demographic variables of the experimental group. The result reveals that, there is an association between type of family and anxiety.

Table No.1: Distribution of demographic variables of the school children in experimental and control groups

S.No	Demographic Variables	Experimental group		Control group	
		No	%	No	%
Age					
1	5 years	25	83	26	87
2	6years	5	17	4	13
Sex					
3	Male	16	53	15	50
4	Female	14	47	15	50
Birth order					
5	First	23	67	8	27
6	Second	4	13	12	40
7	Third	3	10	10	33
Types of family					
8	Nuclear family	18	60	15	50
9	Joint family	12	40	15	50

Care taker of the child					
10	Parents	12	40	11	27
11	Grandparents	18	60	19	63
Previous school experience					
12	Yes	13	43	3	10
13	No	17	57	27	90
Parenting					
14	Single	-	-	1	3
15	Both	30	10	2	97
Parents education					
Mother					
16	Illiterate	9	30	5	17
17	Primary	4	13	3	10
18	Secondary	5	17	2	7
19	Higher secondary	10	33	14	46
20	Graduate	2	7	6	20
Father					
21	Illiterate	11	36	5	17
22	Primary	5	17	5	17
23	Secondary	5	17	9	30
24	Higher secondary	6	20	7	23
25	Graduate	3	10	4	13
Parents occupation					
Mother					
26	Employed	28	93	27	90
27	Un employed	2	7	3	10

Table No.2: Distribution of anxiety scores of the school children in experimental and control groups

S.No	Anxiety level	Experimental group				Control group			
		Pre-test		Post-test		Pre-test		Post-test	
		No	%	No	%	No	%	No	%
1	No anxiety	-	-	1	3	-	-	-	-
2	Mild anxiety	19	63	26	87	21	70	21	70
3	Moderate anxiety	7	23	3	10	8	27	9	30
4	Severe anxiety	4	14	-	-	1	3	-	-
5	Profound Anxiety	-	-	-	-	-	-	-	-

Table No.3: Comparison of pre-test and post-test anxiety scores of the school children in experimental group

S.No	Experimental group	Mean	S.D	Calculated 't' value	Tabulated 't' value at 5% level of significance
1	Pre-test	12.17	7.08	11.33	2.045
2	Post-test	5.2	4.39		

Table No.4: Comparison of post test anxiety scores of the school children in experimental and control groups

S.No	Parameters	Mean	S.D	Calculated value of 'z' at 5% level of significance	Tabulated value of 'z' at 5% level of significance
1	Experimental group	5.2	4.39	2.4	1.96
2	Control group	8.83	6.55		

Table No.5: Association of anxiety scores of the school children with selected demographic variables in experimental group

S.No	Selected variables	Post test anxiety score		Cal. value of χ^2 at 5% level of significance	Tab. value of χ^2 at 5% level of significance
		Above Mean	Below Mean		
Sex					
1	Male	11	5	1.86 NS	3.84
2	Female	10	4		
Birth order					
3	First	17	6	<1 NS	3.84
4	Second and above	4	3		
Type of family					
5	Single	2	4	9.09*	3.84
6	Joint	13	1		
Care takers					
7	Parents	6	6	3.09 NS	3.84
8	Others	15	13		
Previous school experience					
9	Yes	10	3	1 NS	3.84
10	No	11	6		
Parents education					
Mothers					
11	Illiterate	14	4	1.48 NS	3.84
12	literate	6	6		
Fathers					
13	Illiterate	13	6	<1 NS	3.84
14	literate	8	3		
Parents occupation					
Mother					
15	Employed	9	2	1.62 NS	3.84
16	Un employed	4	5		

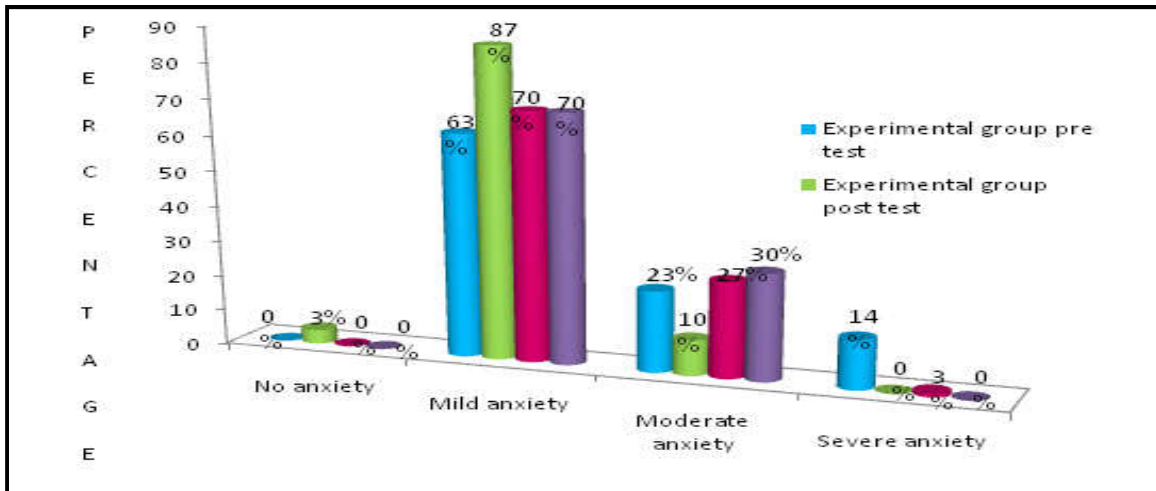


Figure No.1: Distribution of anxiety scores of the school children in experimental and control groups

CONCLUSION

The present study had been supported by a series of other studies which confirmed that, mind body intervention helps in reducing the school anxiety of children. From the analysis and results it was found that mind body intervention is an essential intervention to reduce the level of school anxiety among children.

ACKNOWLEDGEMENT

The authors wish to express their sincere gratitude to Department of Child Health Nursing, Ganga College of Nursing, Coimbatore, Tamilnadu, India for providing necessary facilities to carry out this research work.

CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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Please cite this article in press as: Jebakumari Sutha. A study to evaluate the effectiveness of mind body intervention on anxiety among school children in selected schools, Coimbatore, *International Journal of Nursing and Healthcare Research*, 6(1), 2022, 83-88.