



EFFECTIVENESS OF RELAXATION TECHNIQUES AND PLAY AMONG THE HIGH SCHOOL CHILDREN WITH ANXIETY

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ABSTRACT

Anxiety is the most common psychiatric symptoms found in children and in general population. This disorder is most common in childhood affecting 6% and 8% of teenagers. This disorder includes phobias, separation anxiety, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and social phobia. If no treatment is provided at early stage of its development it is tend to continue in to the adulthood and place children under the risk of other problems such as in academic performance as poor academic performance, depression etc. For this reason, it is important to find the children with anxiety disorder and provide them various techniques to treat them to develop a better character. The aim of the research is to study the Effectiveness of Relaxation Techniques and Play among the High School Children with Anxiety. Experimental research design was used by the researcher for the study. It specifies the objectives, methodology and the techniques to be adopted for achieving the objectives. The researcher selected the group before and after the experimental research design for this study. In this study the selected children with anxiety were used as experimental group, measuring the result before and after the group is exposed to the independent variable. It was found that the relaxation technique and play are methods, process, procedures, or activity that helps a child to relax; to attain a state of increased calmness; or otherwise reduce levels of anxiety and fear. Relaxation techniques are often combine breathing and focused attention to calm the mind and the body. Relaxation techniques is an effective part of an overall treatment plan for anxiety, fear, stress and some types of pain. Meditation, visualization, muscle relaxation etc can help children to reduce their anxiety and fear, and improve self-confidence, or cope more effectively with difficult situations. Play also helps the child in his or her over all development of the personality. Play also helps a child or an individual to develop the cognitive, social and emotional skills that are needed for the child. The main aim of the study was to study the effectiveness of relaxation technique and play on reducing anxiety and fear among school children with anxiety. Hence the study indicated that relaxation technique and play has played a huge role in reducing the anxiety and fear among school children to a great extent.

KEYWORDS :

INTRODUCTION

Anxiety seems to have become man's intimate companion in this century. They appear sometimes overtly but often are distinguished as tension headache, depression, hang- ups and a multitude of other symptoms. Anxiety is a part of life, without it there would be no growth or development no progress for individuals or for mankind. Anxiety is behind the infant's cry, signalling the need for food, to be changed or to be held. Anxiety endow with motivation, the motivation to do some action and to change the unsuitable conduct and performance. Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision. Anxiety can cause such distress that it interferes with a person's ability to lead a normal life.

The mind of a child is replete with powerful likes and dislikes and the ever-changing situations. The clashes in the mind of a child on various issues produce some forms of fear and anxiety. The children use many methods or various ways to overcome these fear or fearful situations. It may be the avoidance of a certain situation or flight from the certain conditions. They try to find one or the other means to cope with the situation they are undergoing. Play and relaxation techniques are one of the most effective methods to cope with the anxiety and it can help a child or an individual from adopting any faulty coping mechanism.

The fear and tendency to avoid the fearful objects or situations are very common in the children. They bring some sort of changes in the behaviour of the children, such as running away, hiding or freezing from traumatic events. Fear and avoidance may occur in response to a specific stimulus happening in the present, or to a future situation, which is perceived as risk to health or life, status, power, security etc.

Anxiety is the most common psychiatric symptoms found in children and in general population. This disorder is most common in childhood affecting 6% and 8% of teenagers. This disorder includes phobias, separation anxiety, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and social phobia. If no treatment is provided at early stage of its development it is tend to continue in to the adulthood and place children under the risk of other problems such as in academic performance as poor academic performance, depression etc. For this reason, it is important to find the children with anxiety disorder and provide them various techniques to treat them to develop a better character.

The children with anxiety, fear and avoidance are tent to be left alone or

experience a sense of loneliness in their life. They seem to be not interested in any activities or expressing the talents they have within. The children experiencing the anxiety, fear and avoidance lack in their academic performance too. It goes on if not treated with proper methods at a right time. They tend to be frightened of each and every situation they come across; they are misunderstood and mistreated by all around them. It is necessary for a child to have a proper and sound mind in oneself in order to build up a better personality and a high-quality career.

In this present world the anxiety children are misunderstood even by the teachers. The children have poor academic performance and difficulty in expressing their feelings. Play and the relaxation techniques provide the children freedom from the anxiety, fear and avoidance. They help the child to develop the sense of identity and feeling of self-worthiness, adaptation to mature intellectual abilities, adjust to societies demand for behavioural maturity and internalizing a personal value system. Anxiety, fear and avoidance play a role in detain of the personality and abilities of the children. In this stage of anxiety, especially among the school children, the play and relaxation techniques are one of the effective methods to cope with the anxiety and fear and preventing the individual from take up the defective and messed up means.

Methodology

Experimental research design was used by the researcher for the study. It specifies the objectives, methodology and the techniques to be adopted for achieving the objectives. The researcher selected the group before and after the experimental research design for this study. In this study the selected children with anxiety were used as experimental group, measuring the result before and after the group is exposed to the independent variable.

General Objectives.

To study the Effectiveness of Relaxation Techniques and Play among the High School Children with Anxiety.

Specific Objectives.

- To study the demographic profile of the respondents.
- To understand the effectiveness of play and relaxation techniques among children with anxiety.
- To assess the levels of anxiety among children before and after administrating the relaxation techniques and play.
- To assess the fear and avoidance personality disorders cause anxiety in children.

Hypothesis

1. There will be significant difference between the present and post test score of anxiety, fear and avoidance personality disorder among the respondents.

Universe:

8th, 9th and 10th class Malayalam medium Students of St. George's High School Vazhathope comprised as a universe of the study. The total population of the study consist of 275 students. This particular school has been selected for the study because the researcher is from the same place and was working in this school as a teacher.

Sample

Students of 8th, 9th and 10th Malayalam Medium Classes of St. George's High School Vazhathope. 41 children are selected as experimental group from the 8th, 9th and 10th class Malayalam medium Students of St. George's High School Vazhathope.

Sampling

The simple random sampling method is used. The samples were collected through simple random sampling procedure. It is a simplest and most common procedure for the selection of the sample. It is free of classification error, and it requires minimum advance knowledge of the population than the frame. Its simplicity also makes it relatively easy to interpret data collected in this manner.

Tools Of Data Collection

Considering the questionnaire as the method of data collection the following tools were used for the study. The first part consists of Demographic variables: it collects the personal information. And the second part consist of LSAS-CA-SA (THE LIEBOWITZ SOCIAL ANXIETY SCALE FOR CHILDREN AND ADOLESCENTS) There are many instruments to assess social phobia and anxiety among various culture. One of these that has been tested empirically is the Liebowitz Social Anxiety Scale for children and adolescence (LSAS-CA-SR). The LSAS-CA-SR has an interview format and it includes situation that are modifications of adult version (LSAS: LIEBOWITZ, 1987). It contains 24 items: 12 items are social interactions and the other 12 are social performance situation. Each item assesses the fear level and the avoidance level.

The rating of the anxiety is as follows:

0 - Not a Problem, 1- Mild, 2 – Moderate, 3 - Severe

It Provides Seven Scores.

1. Anxiety related social interaction.
2. Performance anxiety.
3. Total anxiety.
4. Avoidance social interaction.
5. Avoidance of performance situation.
6. Total avoidance.
7. A total score.

Procedure

The researcher conducted main study in St. George High School Vazhathope. The permission from the concerned authority of the school was obtained before conducting the study. The researcher introduced himself to the student and explained the purpose of the study to the subjects and their consent was obtained. The demographic data and level of anxiety was assessed among subjects using LSAC-CA-SR. The children were found 67 in number with severe and extremely severe anxiety. Based on the inclusion criteria 41 samples were selected using simple random sampling procedure. The researcher administered the relaxation techniques for 45 minutes daily for 18 days to the samples at St. George's High School Vazhathope. Post test assessment was done by using the same scale after 15 days of introducing the relaxation techniques. The data collection was terminated after thanking the participants and the management and staff for the participation, support and co operation.

Findings

Result Of T Test With Respect To Pre And Post Test Score Of Anxiety.

	Mean	Std. deviation	t
Pair-1 PRE POST	19.1951	5.4370	22.606

Mean of pre-test score (N=41)	SD	Mean of post-test score (N=41)	SD	Mean Difference	T
35.5366	4.0066	16.3415	5.7123	1.7057	22.606**

(**at 0.01 Level)

Since the t value (22.606) of pre and post-test of pre and post test score of anxiety is higher than the Table value (2.705) at 0.05 level of significance. The formulated research hypothesis is accepted. It can be concluded that there is significant difference in pre and post test score of anxiety in school children. Therefore, the study shows that relaxation technique and play has played an important role in reducing the anxiety level of school children.

Result Of T Test With Respect To Mean Score Of Total Fear Subscale - Lmt

	Mean	Std. deviation
Pair-1 LMS LMA	19.3415	5.1167

This Table shows the total score of the fear subscale like the fear of relationship (LMS) and fear of performance (LMA) were paired to find out the difference in the fear of children. In it the both scales are calculated and paired with each other to find the total mean score of the fear that the children had. This table just indicates that the fear of relationship and fear of performance that the child has within while attending school and performing academic activities. Hence the hypothesis is accepted, because the relaxation techniques and play introduced to the children helped in reducing fear.

Result Respect To The Mean Score Of Total Avoidance Subscale - Let

	Mean	Std. deviation
Pair-1 LES LEA	19.3415	5.1167

This Table shows the total score of the avoidance subscale like the avoidance of relationship (LES) and avoidance of performance (LEA) were paired to find the difference in avoidance tendency of children. In it the both scales are calculated and paired with each other to find the total mean score of the tendency to avoid things and situation that the children has. This table just indicates that the avoidance of relationship and avoidance of performance that the child has within while attending school and performing academic activities and relating to the daily contact and relations. Hence the hypothesis is accepted, because the relaxation techniques and play introduced to the children has helped in reducing avoidance personality disorder.

Level Of Anxiety At The Pre Test

- 37.64% of respondents experience normal level of anxiety.
- 24.64% of respondents experience mild level of anxiety.
- 19.64% of respondents experience moderate level of anxiety.
- 15.28% of respondents experience severe level of anxiety.
- 9.09% of respondents experience extremely severe level of anxiety.
- Children are afraid of relationship with others.
- The high school children are tending to avoid the relationship with others in school.
- The high school children have the fear of performance of an activity.

Level Of Anxiety At The Post Test

- 39.02% of respondents experience normal level of anxiety.
- 26.83% of respondents experience mild level of anxiety.
- 26.83% of respondents experience moderate level of anxiety.
- 7.32% of respondents experience severe level of anxiety.
- 0.00% of respondents experience extremely severe level of anxiety.
- There is significant change in the fear of relationship in children after exposed to the relaxation techniques and play.
- There is significant changes in the avoidance of relationship in the school with other children after exposed to the relaxation techniques and play.
- There is significant change in the fear of performance in the children after exposed to the relaxation techniques and play.
- There is significant change in the total fear of children after experiencing the relaxation techniques and play.
- There is significant change in the avoidance personality disorder of children after exposed to the relaxation techniques and play.
- There is significant change in the anxiety of children after introducing to the relaxation techniques and play.

CONCLUSION

Relaxation technique and play are methods, process, procedures, or activity that helps a child to relax; to attain a state of increased

calmness; or otherwise reduce levels of anxiety and fear. Relaxation techniques are often combine breathing and focused attention to calm the mind and the body. Relaxation techniques is an effective part of an overall treatment plan for anxiety, fear, stress and some types of pain. Meditation, visualization, muscle relaxation etc can help children to reduce their anxiety and fear, and improve self-confidence, or cope more effectively with difficult situations. Play also helps the child in his or her over all development of the personality. Play also helps a child or an individual to develop the cognitive, social and emotional skills that are needed for the child. The main aim of the study was to study the effectiveness of relaxation technique and play on reducing anxiety and fear among school children with anxiety. Hence the study indicated that relaxation technique and play has played a huge role in reducing the anxiety and fear among school children to a great extent.

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