



# Writing Therapy on Anxiety Among Differently Abled Adolescents

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## **ABSTRACT:**

**BACKGROUND:** Physically handicapped children are facing the problems like maternal deprivation, lack of interest to do the activities, lack of personality, depression, anxiety, stress, low self-esteem, lack of education and lack of tender loving care. Writing therapy can lead to a reduction in stress, anxiety, better sleep, a strong system, improved relationships, better academic results, improved performance at work and even a better memory. **MATERIAL & METHODS:** A Pre experimental study was conducted to evaluate the Effectiveness of Writing therapy on anxiety among 30 differently abled adolescents by using purposive sampling technique. Zung Self Rating Anxiety Scale (1997) was used to assess the level of anxiety and writing therapy was implemented in the form of dig wide-dig deep exercise, expressive writing and answering to writing the prompt questions, daily with the duration of 30-40 minutes per group for 15 sessions. **RESULTS:** During pretest, among 30 samples 90% had marked to severe level of anxiety and 10% had mild to moderate level anxiety. In posttest 63.33% samples had mild to moderate anxiety whereas 20% had normal range and least percentage (16.67%) of the samples had marked to severe level of anxiety. The paired t-test value ( $t=14.5$ ) showed highly significant at  $p \leq 0.01$ . It indicates that writing therapy was effective in reducing the level of anxiety among differently abled adolescents. **CONCLUSION:** Writing therapy could potentially be a cheap and easily accessible option to improve both physical and psychological health among various populations that would require minimal input from health care professionals.

**Keywords:** Writing Therapy, Anxiety, Adolescents

## **I. INTRODUCCION:**

Adolescents may feel sometimes confused, insecurity, anxious, disoriented, isolated, worried, rigid and less happy. These emotions fluctuate and subject to turbulent and unpredictable behavior. They are extremely sensitive to feeling and behavior. Due to Inadequate fulfillment of needs and deprivation in various aspects, adolescents are vulnerable to different problems.

Adolescent aged 13 to 19 years consist of 23% in India. Approximately 10% of the world population is disabled adolescents. In India, it is estimated that out of the 100 population, 8 to 9 people live with disabilities. Among them nearly 17% of population consists of adolescents.

Child anxiety may affect the parent and the entire family. It may break the relationship of the entire family. Sometimes this type of anxiety may affect the society and leads to stress, relationship difficulties, aggressive behavior, social phobia and lack of interest in enjoyable activities. These factors may adversely affect the child's performance at various levels.

Writing therapy can lead to a reduction in stress, anxiety, better sleep, a strong system, improved relationships, better academic results, improved performance at work and even a better memory.

Writing therapy has been used effectively to help people with several physical and emotional problems, life threatening illness such as cancer, chronic conditions such as asthma and rheumatoid arthritis, drug and alcoholic addictions, eating disorders and trauma. It has also been shown to be beneficial for combating low self-esteem, depression, anxiety, stress related ailments.

The handicapped child needs to be trained for an independent living with special training and education. Nurses are responsible for creation of awareness in the society about the prevention of handicaps, the abilities of the child with a handicap condition and the potentialities present in him/her. Nursing management should emphasize on three levels of prevention of handicapped individual. Nurses are also contributing in the special care settings for the handicapped children to bring them as close to normality as possible, physically, mentally and socially.

## **II. OBJECTIVES OF THE STUDY:**

1. To assess the level of anxiety among differently abled adolescents.
2. To evaluate the effectiveness of writing therapy on the level of anxiety among differently abled adolescents.
3. To find out the association between the level of anxiety among differently abled adolescents and their selected demographic variables.

## **HYPOTHESES:**

**H<sub>1</sub>** - There is a significant difference between mean pretest and mean posttest level of anxiety among differently abled adolescents.

**H<sub>2</sub>** - There will be significant association between the level of anxiety among differently abled adolescents and their selected demographic variables.

## **III. MATERIALS AND METHODS:**

Pre experimental one group pre-test and post-test research design and evaluative approach were used to determine the effectiveness of writing therapy an anxiety among differently abled adolescents. Totally 30 adolescents were selected by using non probability purposive sampling technique, who had mild to moderate level of anxiety and affected with upper or lower extremities disability in the study. The tool consists of demographic variables of differently abled adolescents which includes Age, Sex, Education of child, Education of Father and Mother, Occupation of Father and Mother, Place of living, Family monthly income,

Birth order, Number of siblings, Causes of defect, Number of extremities affected, Previous history of disability and Day scholar/Hosteller, Zung Self Rating Anxiety Scale (1997) consists of 20 items with 4 point rating scale was used to assess the level of anxiety among differently abled adolescents. It was rated as Most or all the time, Good part of the time, some of the time, None or a little of the time and scored as 4,3,2 and 1 respectively. Five items had reverse scoring which are 5, 9, 13, 17 and 19. Total score ranged from 20-80. The pretest was conducted by using Zung self-rating anxiety scale among 36 differently abled adolescents to assess the level of anxiety. The samples were divided into 3 groups. The samples were gathered in a class room as a group and dig wide-dig deep exercise, expressive writing and answering to writing the prompt questions technique was implemented for 1 week with the duration of 60 minutes / group. Posttest was done on 30th day after implementing Writing therapy.

#### **IV. DATA ANALYSIS:**

**Table 1: Comparison of Pretest and Posttest level of Anxiety among the Samples:**

Level of Anxiety	Pre Test		Post Test	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Normal Range	0	0	06	20%
Mild to Moderate Anxiety	03	10%	19	63.33%
Marked to Severe Anxiety	27	90%	05	16.67%

**Table 2: Effectiveness of writing therapy on level of anxiety among the samples:**

	Mean	Standard Deviation n	Mean Percentage (%)	Mean difference	Paired -t- value	Df
Pre test	62.8	2.98	78.5%	10.7	**14.5	29
Post test	52.1	5.80	65.1%			

n=30; Table value = 2.46

\*\*Highly Significant at  $p \leq 0.01$

**Table 3: Association between the Level of Anxiety among differently abled adolescents and their Selected Demographic Variables**

S.No	Demographic variables	Pre Test		Post Test	
		Df	Chi-Square Value	Df	Chi-Square Value
1.	Age in years	2	4.96	2	0.31
2.	Sex	1	0.99	1	1.08
3.	Education of child	2	2.905	2	1.38
4.	Education of father	4	3.38	4	4.14
5.	Education of mother	4	<b>*14.06</b>	4	3.01
6.	Occupation of father	3	<b>*12.22</b>	3	1.47
7.	Occupation of mother	2	2.02	2	2.63
8.	Place of living	1	0.506	1	2.98
9.	Family monthly income	1	2.905	1	2.50
10.	Birth order	2	4.43	2	1.86
11.	Number of siblings	2	0.46	2	1.41
12.	Causes of defect	1	0.506	1	0.97
13.	Number of extremities affected	1	0.917	1	2.40
14.	Family history of disability	1	0.231	1	1.57
15.	Whether the child is day scholar or hosteller?	1	<b>*6.00</b>	1	2.86

- Significant at  $p \leq 0.05$ ;  $n=30$

## V. DISCUSSION:

The first objective of the study was to assess the level of anxiety among differently abled adolescents. During pretest, among 30 samples 3 (10%) had mild to moderate level of anxiety and 27(90%) had marked to severe level anxiety. During posttest 19(63.33%) samples had mild to moderate anxiety whereas 6(20%) had normal range and least percentage 5(16.67%) of the samples had marked to severe anxiety levels.

**The second objective of the study was to evaluate the effectiveness of writing therapy on level of anxiety among differently abled adolescents.**

The overall mean score on level of anxiety among samples in pretest and post test revealed that posttest mean  $52.1 \pm 5.80$  was lower than the pretest mean  $62.8 \pm 2.98$ . The paired -t test value ( $t=14.5$ ) is significantly higher than the table value 2.46 at  $p \leq 0.01$ . It indicates the effectiveness of writing therapy on level of anxiety. Hence  $H_1$  was retained.

The present study finding was consistent with study conducted by **Thompson et al...(2013)** to evaluate the effectiveness of writing therapy on anxiety among physically challenged adolescents selected homes at Bangalore. The findings revealed that, during pretest in study group 12(40%) had mild anxiety, 14(46.67%) with moderate anxiety 4(13.33%) with severe anxiety. During posttest in study group 18(60%) had normal anxiety, 10(33.33%) with mild anxiety 2(6.67%) with severe anxiety. In Control group 15(50%) with mild anxiety, 12(40%) with moderate anxiety and 3(10%) had severe anxiety. Paired “t” test shows that there was significant difference in the pretest and posttest level of anxiety in study group and control group. The result supported that the writing therapy was effective in reducing anxiety among the physically challenged adolescents.

**The third objective was to find out the association between the level of anxiety among samples and their selected demographic variables.**

There was significant association found between the level of anxiety among samples and their selected demographic variables such as education of mother (**Chi-Square Value =14.06**), occupation of father (**Chi-Square Value =12.22**), day scholar (**Chi-Square Value =6.00**) and except for the demographic variables such as age, sex, education of child, education of father, occupation of mother, place of living, family monthly income, birth order, number of siblings, number of extremities affected, causes of defect, family history of disability. Hence hypothesis  $H_2$  was retained for the above-mentioned variables and rejected for age, sex, education of child, education of father, occupation of mother, place of living, family monthly income, birth order, number of siblings, number of extremities affected, causes of defect, previous history of disability.

## **VI. CONCLUSION:**

In pretest, almost all the samples had marked to severe level of anxiety whereas in posttest 2/3<sup>rd</sup> of the samples had mild to moderate level of anxiety. The result of the study revealed that, writing therapy was effective in reducing the level of anxiety among differently abled adolescents. There was significant association found between the level of anxiety among samples and their selected demographic variables such as education of mother, occupation of father and day scholar.

## **DECLARATIONS:**

Approved by Kongunad College of Nursing, Coimbatore

Conflicts of interest: Nil

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