

Effect of Coping Skills Therapy on Anxious Adolescents in Selected Schools of Indore



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Abstract

Prevalence of anxiety disorders in children and adolescents is higher than almost all other mental disorders. Youth with anxiety problems experience significant and often lasting impairment, such as poor performance at school and work, social problems and family conflict. Therefore, a pre experimental study was conducted to assess the effectiveness of coping skills therapy on anxiety among anxious adolescents in selected schools of Indore. One group pre test- post test design was adopted. 30 anxious adolescents were screened using purposive sampling technique. Pre-test and post test were conducted by using Hamilton Anxiety Rating Scale (HAM-A) and Coping orientation to problem experience (COPE) inventory respectively. Statistical analysis revealed that there is a significant association between level of anxiety and father's occupation at the level of $p=0.05$. The Karl Pearson's Correlation coefficient between Maladaptive Emotional Focused Coping (MAEFC) - Behavioral Disengagement ($r=0.45$) was found significant at the level $p= 0.001$ confidence level which demonstrated that higher the level of anxiety more of Behavioral Disengagement. The paired 't' test value among pretest and posttest in Maladaptive Emotion Focused Coping (MAEFC)- Denial ($t=3.31$), Mental Disengagement ($t=4.2$), Focus on & Venting of Emotion ($t=4.54$), was significant at the level $p= 0.01$, $p= 0.001$, and $p= 0.001$ confidence level respectively which revealed that a significant reduction in maladaptive coping was seen after Coping Skills therapy. The statistical analysis revealed a significant difference ($t=5.85$) among pretest-posttest score in level of anxiety at level $p \leq 0.001$. This finding showed the effectiveness of coping skills therapy on anxiety of adolescents.

Key words: Coping skills therapy, level of anxiety, maladaptive emotion focused coping and anxious adolescents

Background

Problems related to fears and anxieties are relatively common in youth, with the lifetime prevalence rates of clinical problems ranging from 6 to 15% (**Silverman W and Glinsburg G 1998**)¹. The prevalence of anxiety disorders in children and adolescents is higher than almost all other mental disorders (**U.S. Department of health and human services 1999**)². Youth with anxiety problems experience significant and often lasting impairment, such as poor performance at school and work, social problems and family conflict (**Langley et al (2004)**)³. Anxiety often occurs with other disorders, including behavioral problems, depression and even additional anxiety disorders (**Albano et al (2003)**)⁴. Thus,

the problems found in youth with anxiety disorders can be substantial (**Costello et al 1999**)⁵.

(**Kashani & Orvaschel 1988**)⁶ conducted a study among 210 children and adolescents, the study revealed that children diagnosed with anxiety disorder demonstrated greater impairment on both the physical and cognitive measures on self-competence, temperamental flexibility, and levels of self-esteem than non-clinic controls. Research on the psychosocial implications of anxiety indicates the disabling consequences affecting schooling and academic functioning, peer relationships, autonomous activities, self-esteem, family functioning and overall psychosocial impairment

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