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Effectiveness of Writing Therapy to Reduce Stress of Anxiety among Physically Challenged Adolescents Girls in Selected Home at Chennai

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ABSTRACT: Adolescence is a distinct developmental period characterized by significant changes in hormones, brain and physical development period characterized by significant changes in hormones, brain and physical development, emotions, cognition, behavior and interpersonal relationships. Positive youth development is essential aspect of mental health. Young people are often very vulnerable to the kind of stress that promotes mental instability.

It has been observed that individuals with physical disability are not able to adjust properly in life. People with disabilities appear to be at greater risk for mental health problems and therefore make a disproportionate contribution to mental morbidity internationally.

I. INTRODUCTION

Writing therapy was founded by dr.pennebaker in 1970 which helps to regulate emotions in a healthy manner. Writing allows to confront deepest emotions. Engaging in expressive writing acts as a physiological release, reducing the tension causes by prolonged inhibition of inner feelings. It is a healthier way to improve relationships. The writing would facilitate social interaction as well as improving positive moods and reducing tension and fatigue.

Statement of the problem

A quasi experimental study to evaluate the effectiveness of writing therapy on stress and anxiety among physically challenged adolescents girls in selected homes in Chennai.

Objectives of the study

- To assess and compare the pretest and post test level of stress and anxiety among physically challenged adolescents.
- To evaluate the effectiveness OF writing therapy on stress and anxiety among physically challenged adolescents in study group.
- To determine the association between post test level of stress and anxiety among physically challenged adolescents with their selected demographic variables in study group and control group.

ASSUMPTIONS

1. Physically challenged adolescents may have stress and anxiety.
2. Writing therapy may reduce stress and anxiety.

DELIMITATIONS

The study was delimited to the period of intervention would be given only for 4 weeks. only 60 physically challenged adolescents girls would be selected for the study.

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RESEARCH APPROACH:

The study was conducted in two phases. Pre assessment was done for both study group and control group participants, and writing therapy was taught only to the study group participants in the first phase. Post test was done for both study group and control group participants in the second phase.

RESEARCH DESIGN:

Quasi-experimental, non-equivalent control group pretest post test design was adapted to this study.

SAMPLES:

Physically challenged adolescents girls who were residing in selected homes at Chennai, who fulfilled the inclusion criteria.

SAMPLE SIZE:

The sample size consisted of 60 physically challenged adolescents girls who had been identified with stress and anxiety.

SAMPLING TECHNIQUE:

Purposive sampling technique was used to select the samples for the study.

INCLUSION CRITERIA:

Physically challenged adolescents girls with stress and anxiety. Physically challenged between age group of 14 to 18 years.

EXCLUSION CRITERIA:

Physically challenged adolescents girls who were unable to write. Physically challenged adolescents girls who were not interested to write.

II. DESCRIPTION OF THE INTERVENTION

FIRST WEEK: DIG WIDE, DIG DEEP EXERCISE

PART 1: Begin with 'I remember' write lots of small memories, and begin each with the words 'I remember'. Don't be concerned if the memories happened five seconds ago or five years ago, or if they are memories about your lost child or your grand father, a vacation you once took, or a kid from school. Don't worry if they are happy memories or sad ones, big memories or small ones, important memories or fleeting ones.

SECOND WEEK: writing unsent letters to selected individuals.

THIRD WEEK: Answering to writing prompt questions.

FOURTH WEEK: Practicing any of the three methods in exposing the inner feelings of their own.

DESCRIPTION OF THE TOOL: The tool used in this study consisted of two parts.

PART I: Demographic data consisted of age, sex, birth order, type of family, family's monthly income, religion, number of friends, cause of disability and support persons from family.

PART II: Stress scale devised by the investigator was validated by the experts. Stress scale consisted of 16 items and scoring ranged from 0-64.

Scorings for positive statements-4,3,2,1,0

Scorings for negative statements-0,1,2,3,4

Scoring interpretations:

0-15 :Normal

16-30 :Mild stress

31-45 :Moderate stress

46-64 :Severe stress

PART III:

Zung anxiety scale. It consisted of 20 statements and scoring ranged from 0-100.

Scoring interpretations:

0-25:Normal

26-50:Mild anxiety

51-75:Moderate anxiety

76-100:Severe anxiety.

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MAJOR FINDINGS:

- During pretest in study group [23.3%] had mild stress, [66.6%] had moderate stress, [10%] had severe stress and [56.7%] had mild anxiety, [36.67%] with moderate anxiety, [6.66%] severe anxiety. In control group, [30%] had mild stress, [63.33%] had moderate stress, [6.67%] had severe stress and [53.34%] with mild anxiety, [43.33%] with moderate anxiety and [3.33%] had severe anxiety.

- During post test in study group [23.33%] had normal stress, [66.67%] had mild stress, [10%] had moderate stress and [56.67%] had normal anxiety, [36.67%] with mild anxiety, [6.66%] with severe anxiety. In control group [30%] had mild stress, [63.33%] had moderate stress, [6.67%] had severe stress and [53.34%] with mild anxiety, [43.33%] with moderate anxiety and [3.33%] had severe anxiety.

- There was no significant association between the post test level of stress and anxiety in both groups with their selected demographic variables.

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RECOMMENDATIONS:

- A study can be conducted among the individuals with other conditions like post traumatic disorder and depression.

- A study can be conducted among school students for reducing academic stress.

A study can be conducted among the adolescents with low self esteem.

III. CONCLUSION

The result supported the fact that writing therapy was effective in reducing stress and anxiety among the physically challenged adolescents girls.

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