

Effectiveness of Autogenic Relaxation Technique to reduce anxiety neurosis among twelfth standard students

G.Mahalakshmi Msc(N)II year, Mr.Alfred Solomon Asst.professor, Dr.S.kalabharathi Principal
Saveetha College of Nursing,
Saveetha Institute of Medical and Technical Sciences,Chennai-105

Abstract

Anxiety neurosis can create excessive worry about a number of different things. Individuals with anxiety neurosis find it difficult to control their worry. The anxiety neurosis may be sustained, but more often is episodic from a few minutes to hours or days. It is most important to know the source of the anxiety neurosis and the strategies to manage it, so it will help to develop healthy atmosphere. **Objectives:** i. Assess the level of anxiety neurosis among twelfth standard students. ii. Determine the effectiveness of autogenic relaxation technique to reduce anxiety neurosis among twelfth standard students. iii. Associate the selected demographic variables with anxiety neurosis among twelfth standard students. **Methodology:** Research approach: quantitative approach, Pre experimental with one group pre test and post test research design was used for 60 samples by Non- probability purposive sampling technique. **Results:** It shows that the pretest level of anxiety neurosis among twelfth standard students with the anxiety neurosis showed 47(78.33%) of them had moderate anxiety neurosis and 13(21.67%) of them had severe anxiety neurosis. The posttest level of anxiety neurosis among twelfth standard students with the anxiety neurosis showed 42(70%) of them had mild anxiety neurosis and 18(30%) of them had moderate anxiety neurosis.

Key words: Effectiveness, Autogenic relaxation technique, Anxiety neurosis, Students.

INTRODUCTION

Anxiety neurosis, also entitled as generalized anxiety disorder is a neurotic disorder characterized by persistent excessive anxiety, which is not caused by organic brain disease or any other psychiatric disorder. The symptoms range from mild feelings of fatigue, apprehension, and tension to more intense states of restlessness and irritability that may lead to aggressive acts. In extreme cases, the uncontrollable emotional discomfort is accompanied by physical reactions including tremors, sustained muscle tension, tachycardia, dyspnoea, hypertension, increased respiration and profuse perspiration. Other physical signs and symptoms include change in the skin colour, nausea, vomiting, diarrhoea, frequency of micturition, insomnia, and changes in appetite, all occurring without any underlying organic cause.

According to **WHO**, a large national survey of adolescent mental health reported that about 8 percent of teens ages 13–18 have an anxiety disorder, with symptoms commonly emerging around age 6 (National Institute of Mental Health, 2013). According to the National Institute of Mental Health, the lifetime prevalence rate for anxiety disorders in 13-18 year olds is 25.1 percent, with 5.9% of these classified as “severe” (2013).

Anxiety disorders are one of the most common psychological disorders in school students world-wide. Recent community studies among school students in the UK and US indicate a period prevalence rate of them having at least one anxiety disorder between 9 and 32% and 17 and 20%, respectively. Anxiety disorders have been found to negatively affect students in terms of academic, social, and personal development.

Recently, a multidimensional ICMR study reported the prevalence of simple phobia as 1.98–2.9% and all other anxiety disorders at less than 1%. Difficulty in coping with studies, concern about weight, having less friends, lack of intimacy with parents, and being treated differently from siblings were associated factors.

The prevalence of anxiety neurosis across the Global varies from 2.5 to 6.5 percent by country. Globally as estimated 275 million people experienced an anxiety neurosis. Around 170 million were female, relative to 105 million males.

The prevalence of anxiety disorders in India. The National Mental Health Survey conducted by the National Institute of Mental Health and Neuro Sciences (NIMHANS) in 2015 -2016, indicates that the total prevalence of anxiety neurosis in India amount to 3.1 percent of the population.

The prevalence for anxiety neurosis in Tamilnadu is 18.5 per thousand population. In District scenario the Prevalence of anxiety neurosis in the school going adolescents observed is 29.9 %.The anxiety neurosis observed is more among girls than boys, is more among the middle socio economic class than lower and upper class.

NEED FOR THE STUDY:

Anxiety is a normal reaction to stress and represent a common human emotion. But when anxiety becomes an excessive, irrational dread of everyday situations. Many studies have investigated the effects of relaxation training on anxiety in a wide range of applications and research purposes. A recent meta-analysis on trials published within the last ten years (1997–2007) supports a good efficacy of relaxation training in reducing anxiety (Manzoni, et al., 2008). State and trait anxiety (Spielberger, Gorsuch, & Lushene, 1970) are both influenced by training, each relaxation session may decrease state anxiety and the enduring practice of relaxation techniques may improve also trait anxiety in the middle-long term.

Anxiety reduction is obtained independently from the main scope of relaxation training. Even if the main purpose was different, participants almost always reported lower levels of worries and distress. The reduction of anxiety seems to be a constant of relaxation training, despite subjects' characteristics and context of training; in fact, studies reported a decrease in levels of anxiety for people with physical diseases, like tumors and hearth problems, as well as people with and without psychological troubles.

In addition, and of further benefit, these effects are seen as Persisting over time and across situations. As an illustration of this idea, I consider to do a study about anxiety neurosis among twelfth standard students .In this study I found strong empirical support for the idea that those high in autogenic relaxation technique can benefit more for a students with anxiety neurosis.

STATEMENT OF THE PROBLEM

Effectiveness of Autogenic Relaxation Technique to reduce anxiety neurosis among twelfth standard students

OBJECTIVES

- 1) To assess the level of anxiety neurosis among twelfth standard students
- 2) To determine the effectiveness of autogenic relaxation technique to reduce anxiety neurosis among twelfth standard students
- 3) To associate the post test level of anxiety neurosis with selected demographic variables among twelfth standard students.

METHODS AND MATERIALS USED

The research approach used in the study was quantitative approach using pre experimental with one group pretest and posttest research design. The study was conducted at selected school with 60 samples. The samples were selected using non- probability purposive sampling technique. The tool used for the study was demographic variable and Hamilton anxiety rating scale to assess the level of anxiety neurosis was used to collect the data. Informed consent was obtained and the data was analyzed using descriptive statistics.

RESULTS

The study findings shows that in the pretest, 47(78.33%) had moderate anxiety neurosis and 13(21.67%) had severe anxiety neurosis. In post test after the administration of autogenic relaxation technique,42(70%) had mild anxiety neurosis and 18(30%) had moderate anxiety neurosis among twelfth standard students.

Test	Mild Anxiety (≤17)		Moderate Anxiety (18 – 36)		Severe Anxiety (37 – 56)	
	No.	%	No.	%	No.	%
Pretest	0	0	47	78.33	13	21.67
Post Test	42	70.0	18	30.0	0	0

CONCLUSION

Relaxation is a skill that can be very helpful for dealing with anxiety neurosis. It can help to reduce general day-to-day anxiety. Relaxation can help to cope when the persons are anxious about going into a difficult situation. Focusing on the relaxation techniques can also be helpful when persons are bothered by negative thoughts going around in their head. The techniques decrease the tension, and also help to distract from the thoughts and the situation.

RECOMMENDATION

The similar study can be undertaken with a control group design

REFERENCES

1. Alesiet. al (1989).*Mental Health Nursing. A holistic approach*. 3rd Edition.Mosby publication, Newyork.142-146.
2. Alistair Park et al., (2007).*Essential Mental Health Nursing Skills*. 6thEdition.Elsevier publication, Unitedkigdom. 132-133.
3. Boyd.M ,(2017).*Essentials of Psychiatric Nursing*. 6th Edition.Lippincott Williams and wilkins Publication, United states.247-249.
4. C.R.Kothari,(2004).*Research Methodology: Methods and Techniques*. 2ndedition.J.B publication, New Delhi.32-34.
5. Holoday and WorretFortinas, (2011).*Psychiatric Mental Health*.7thEdition. Elsevier Publication, Newyork.987-989.