



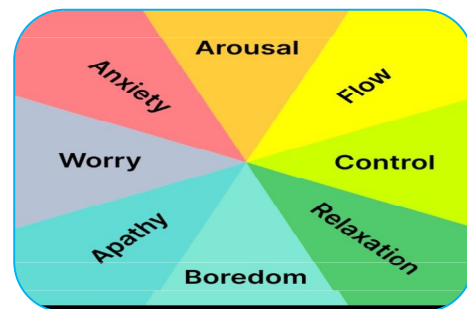
EFFECTIVENESS OF LEARNING SKILLS IN THE MANAGEMENT OF ANXIETY AMONG ADOLESCENTS

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ABSTRACT:

Mental health is a state of mental well-being that enables individuals to cope with the stresses of life, realise their abilities learn well and work well, and contribute to their community. Mental disorder is more than the absence of mental disorder. Mental health of an individual is shaped by social and financial circumstances, adverse childhood experiences, biological factors, and underlying medical conditions. The present study aims to find out the effectiveness of Learning Skills in the management of anxiety among adolescents. Anxiety impairs academic, family, and vocational life among adolescents. Once it is identified at an early stage, adolescents can be helped in the management of anxiety and promoting mental health and psychological well-being. Another objective is to find out the gender differences, if any between boys and girls, in the management of anxiety after training. Adolescent students are exposed to DASS 21 to assess their level of anxiety. 120 adolescent students with anxiety were randomly assigned to two groups such as the control and experimental group, 60 adolescent students in each group, 30 boys and 30 girls with anxiety, constitute a sample for the study. The experimental group of adolescent students are exposed to Life Skills training for three months. Results show that there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental group adolescent students are faster ($p > .0001$) than the control group in the management of anxiety after training. Experimental adolescent girls are faster ($p > .0001$) than the control boys in the management of anxiety after training. Life skills training is less time-consuming, more economical, and one of the best techniques in the management of anxiety, promoting mental health and psychological well-being among adolescents.



KEY WORDS: DASS 21, adolescents, boys and girls, control and experimental group, learning skills training, management of anxiety, promoting mental health and psychological wellbeing, adolescents.

INTRODUCTION

Life is not a bed of roses for many individuals. They have to come across a lot of hurdles and problems to reach the present state. These hurdles are nothing but stress. Stress is conceived as pressure from the environment, then as a strain within the individual. Stress is emanating from the interaction between the situation and the individual. Stress is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of day-to-day life events. Individuals can withstand the stress. Stress leads to anxiety and depression.

"A healthy mind rests only in a healthy body". Man's happiness in life depends upon good health, vigour, and vitality. Without health is misery - a virtual death. "If wealth is lost nothing is lost. If health is lost, something is lost. If character is lost, everything is lost. "A stitch in time saves lives" is true for all

times and human beings in particular. Sometimes petty ailments if neglected can cause a lot of pain and damage to the body. It is, therefore, our primary duty to give utmost importance to our health, which alone is our real wealth. Mental Health is the fundamental condition of happiness and contentment. Health, happiness, and peace of mind are those assets and treasures that cannot be purchased. To a sick person, the body becomes a burdensome prison. A healthy person can meet the struggles, dangers, and difficulties of life bravely. Life is a struggle for existence and in the world, there is survival of the fittest. Healthy people with courage, stamina, vigor, and vitality can be successful in the battle of life. It is a great delight to meet a person who is physically fit, mentally sound, and morally high (Kaul, 1986). The importance of health can be gauged from the fact that it is the foundation that enables an individual to live most and serve best. Health is that state of well-being that enriches a person's life. The importance of health is emphasized in the words of Sri Ramakrishna that, "He who is soft and weak-minded like the puffed rice soaked in milk, is good for nothing. He cannot achieve anything great. But the strong and virile one is heroic. He is the accomplisher of everything in life." This saying of Ramakrishna heightens the fact that an individual cannot perform any work efficiently if he is not healthy.

Mental health is a state of mental well-being that enables individuals to cope with the stresses of life, realise their abilities, learn well and work well and contribute to their community. Signs and symptoms of mental disorder are such as withdrawing from friends, family, and colleagues, avoiding activities commonly enjoyed earlier, sleeping too much or too little, eating too much or too little, feeling hopelessness, having consistently lower energy, being addicted to mood-altering substances such as alcohol and nicotine, developing negative emotions, being confused, unable to complete day-to-day activities, having persistent thought or memory reappear regularly, thinking of causing physical damage to themselves or others, hearing voices, experiencing delusions, personality disorganisation due to psychiatric problems.

Signs and symptoms of depression, anxiety, and stress are Feelings of threat, Excessive worry, Tremors, twitchy and shaky nervous feelings, Tense, aching and sore muscles, Restlessness, Easy fatigability, Sleep difficulties, Inability to concentrate and irritability, and feelings of hopelessness.

Life skills are the gateway to success and social competence. Developmental disabilities are an impairment associated with Life skills. Life skills Training is a type of behaviour that works to help children to improve their physical, mental, and social skills so they can become fully competent in life. Life skills Training is predominantly a behaviour therapy. Life skills training uses behavioral theories and techniques to communicate their feelings. Life skills training refers to the ability to express feelings and desires to others and communicate interests.

PURPOSE OF THE STUDY

Psychologists conduct psychodiagnostics to assess mental health. Assessment includes signs and symptoms of an individual, experiences, and how these symptoms impact their life. Students in schools are facing more emotional, social, and behavioural problems. There has been great concern regarding the mental well-being of the students. Anxiety is experienced by everybody in different situations. A minimum level of anxiety is always essential for the operational efficiency of the individual. It acts as a motivating force. Anxiety, among students before an examination, helps them to prepare well. Anxiety at the workplace, before a presentation, is instrumental in helping to gather data and make a lucid presentation. The present study aims to find out the effectiveness of Life Skills training in the management of anxiety among adolescent students. Anxiety impairs academic, family and vocational life among adolescents. Once it is identified at an early stage, adolescents can be helped in the management of anxiety, promoting mental health and psychological well-being. Another objective is to find out the gender differences, if any between boys and girls, in the management of anxiety after intervention. The present study is an attempt in this direction.

HYPOTHESIS

The following hypotheses are drawn from the review of worldwide literature:

Ha: Learning Skills training is effective in the management of anxiety, promoting mental health and psychological well-being among adolescent students

Ha: Boys are better than girls in the management of anxiety, promoting mental health and psychological well-being among adolescent students through intervention

TOOL FOR TESTING

Research at the University of South Wales Lovibond & Lovibond, 1995) has developed DASS-21 to assess the level of mental health problems among adolescent students. DASS-21 is a self-reporting form that measures negative emotions such as depression, anxiety and stress. DASS-21 has 21 questions, 7 questions each for assessing the level of depression, anxiety and stress. It takes 10 minutes to complete the testing (Bothesi et al., (2015), Kyriazos, et al., (2018), Makara-Studzńska, et al., (2022), Medvedev (2018) and Vignola (2014).

Scoring: A standard scoring procedure is adopted

STATISTICS

Descriptive statistics for the couples on Depression, Anxiety and Stress are presented below and discussed along with results of mean, Sd, and factorial Analysis of variance.

RESULTS AND DISCUSSION

The findings of the present study are discussed in tables 2-13 and Figures 2-7.

Table 1
Frequency distribution of the Sample

PARAMETERS	ANXIETY	
	CONTROL	EXPTL
Boys	30	30
Girls	30	30

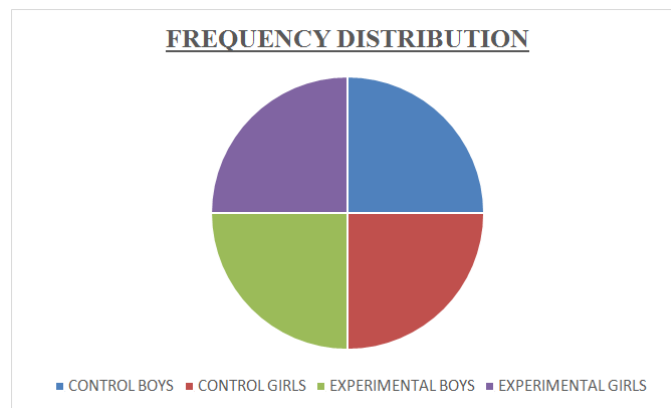


Figure 1: Frequency distribution of Sample

Table 1 and Figure 1 Pie Chart show the Frequency distribution of the Sample. The group is made up of 60 adolescent students, 30 boys and 30 girls in the control are matched with the

experimental group of 60 and 30 boys and 30 girls on the dependent variable, with symptoms of anxiety. The random sampling method is adopted for the selection of the sample.

STATISTICS

A descriptive statistics and mixed model factorial ANOVA are used to analyse differences over time and between the four categories of couples. For analysing the data SPSS, Version 19 is used.

RESULTS AND DISCUSSION

The findings of the study are given in Tables 2-5 and Figures 2-3

Table 2
DASS-21 Anxiety mean raw score and Sd of control (n=60) Vs. experimental group (n=60) over three phases of training

Test Phase	Category	Mean	Sd	Sig.
Anxiety Pretest	Control group	8.58	1.02	NS
	Experimental group	8.51	0.50	
Posttest	Control group	8.58	1.02*	p>.0001
	Experimental group	1.80	0.53	
Follow-up	Control group	8.58	1.02*	p>.0001
	Experimental group	0.67	1.91	

Table 3
ANOVA: DASS-21 Anxiety mean raw scores of control (n=60) Vs. experimental group (n=60) couples over three phases of training

Parameters	Sum of Square	df	Mean Square	F - Value	P - Value
Pretest	22.53	1	22.53	0.39	NS
	199.33	119	1.64		
Posttest	608.02	1	608.02	1243.13	p>.0001
	54.83	119	0.95		
Follow-up	1749.6	1	1749.6	1534.42	p>.0001
	86.13	119	1.54		

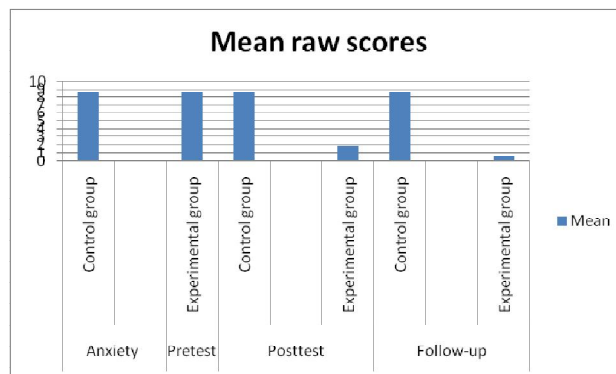


Figure 2: DASS-21 Anxiety mean raw score of control Vs. experimental group over three phases of training

Table 2 - 3 and Figure 2 Pie Chart show the Mean anxiety raw score and Sd of control Vs. experimental group over three phases of training. It is seen from the table that the control and experimental groups are showing symptoms of anxiety. Hence, the sample selected for the study is a homogeneous sample.

Posttest and follow-up analysis revealed that the experimental group is free from the ill effects of anxiety, compared to the pretest. With intervention, the experimental group is free from symptoms of anxiety than the control group. This may be due to regular exposure to Learning Skills training. Adolescent students are more emotionally stable and focus very well on the success of the family and occupational life.

The hypothesis stated " Ha: Learning Skills training is effective in overcoming the symptoms of anxiety among couples" is accepted.

The findings of the present study is corroborated by the research study of Gana, K., & Jakubowska, S. (2016), Singh (2020), Khaled et al., (2019), Shahini (2018), Sahin et al., (2018), Lowe (2018), They have brought out the fact that intervention helps to overcome anxiety among adolescents. Learning Skills training enhances Psychological wellbeing and promotes mental health among adolescents.

Gender Differences

Table 4
DASS-21 Anxiety mean raw scores and Sd of control males (n=30) Vs. experimental group females (n=30) couples over three phases of training

Test Phase	Category	Mean	Sd	Sig.
Depression Pretest	Control group	11.66	1.02	NS
	Experimental group	11.49	1.11	
Posttest	Control group	11.66	1.02*	0.0001
	Experimental group	0.87	1.11	
Follow-up	Control group	11.66	1.02*	0.0001
	Experimental group	0.69	0.95	

Table 5
ANOVA: DASS-21 Anxiety mean raw scores of control males (n=60) Vs. experimental group (n=60) females couples over three phases of training

Parameters	Sum of Square	df	Mean Square	F - Value	P - Value
Pretest	0.1596	1	0.1396	0.5395	NS
	29.16	29	1.22		
Posttest	1355.93	1	1355.93	1035.02	<.0001
	151.97	29	1.31		
Follow-up	1459.53	1	1459.53	1332.58	<.0001
	127.05	29	1.40		

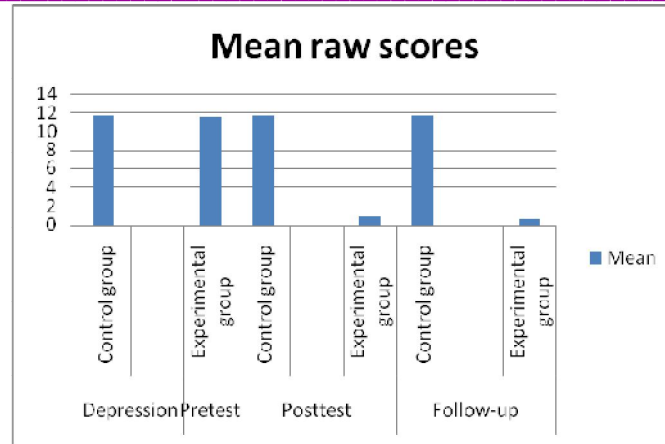


Figure 3: Mean DASS Anxiety raw scores of control males Vs. the experimental group of females over three phases of training

Table 4 - .5 and Figure 3 Bar Diagram show the Mean DASS Anxiety raw scores of control males Vs. the experimental group of females over three phases of training. It is seen from the table that the control and experimental groups suffered from anxiety during the pretest. Hence, the sample selected for the study is a homogeneous sample.

Posttest and follow-up analysis revealed that the experimental group females are free from the ill effects of anxiety symptoms, compared to the pretest. With intervention, the experimental group is free from anxiety ($p < .0001$) than the control group. This may be due to regular exposure to Life skills training. Adolescents are emotionally well-balanced and focus very well on the success of their family and occupational life. Life skills training promotes mental health among adolescents.

The hypothesis stated “ Ha: Boys are better than girls in overcoming the symptoms of anxiety after intervention” is rejected. Girls are faster in overcoming the ill effects of anxiety symptoms after intervention.

The findings of the present study is corroborated by the research study of Gana, K., & Jakubowska, S. (2016), Gana, K., & Jakubowska, S. (2016), Singh (2020), Johnsten (2018), Sahin et al., (2018) and Lowe (2018). They have brought out the fact that intervention helps to overcome anxiety among adolescents. Learning Skills training is successful in the management of anxiety, promoting psychological well-being and mental health among adolescent students.

SUMMARY AND CONCLUSIONS

This study intended to explore the extent to which Learning Skills training facilitates adolescents to reduce anxiety and depression, enhancing psychological well-being as well as mental health. Anxiety is experienced by everybody in different situations of day-to-day life. A minimum level of anxiety is required for the operational efficiency of an individual. Once, it exceeds the limit, it affects mental health and psychological well-being. Adolescents will face problems of lack of attention and concentration and low cognitive functions. Practicing learning Skills training regularly balances the biochemical changes taking place in the brain, which helps in the management of anxiety.

FINDINGS OF THE STUDY

The findings of this investigation indicate that the Learning Skills training aimed at mitigating anxiety and enhancing psychological well-being and mental health among adolescent students is successful in achieving its perceived intent. The anxiety among the experimental group is significantly reduced in response to the training from the pretest phase to the post-test phase. There is a marginal increase in the performance of the students after the withdrawal of the intervention after six months at

the follow-up phase. The students can sustain their psychological well-being even for a long duration after intervention. Significant differences is observed are reported and discussed. The experimental group registered a significant reduction in the level of anxiety after the intervention. Experimental group girls are faster than boys in anxiety. Learning Skills training has facilitated the students to alleviate the ill effects of anxiety. Further, it also enhances the level of psychological well-being experienced by the students. Based on the results of the study and key findings, it would be appropriate to arrive at reasonable conclusions regarding the effects of the training on the level of anxiety among students.

CONCLUSIONS

From the findings, it can be concluded that:

- Experimental group students overcome the ill effects of anxiety after practicing Learning Skills training
- Improvements are much higher in the experimental group than in the control group
- Experimental group girls are better than boys.
- Sustenance of psychological well-being is noticed among experimental group girls. Learning Skills training is one of the best methods of training for the sustenance of psychological well-being for a longer duration among students, indicating that real learning takes place
- Learning Skills training enables a positive outlook and positive emotional state as assessed through a psychological test
- Of all the techniques, practicing Learning Skills training is one of the best methods for overcoming psychiatric problems. It is a less time-consuming and more economical way of maintaining psychological well-being among students

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