

## **“THE EFFECTIVENESS OF MINDFULNESS THERAPY AND BIBLIOTHERAPY ON ADOLESCENT DEVELOPMENTAL TRANSITIONAL IDENTITY ANXIETY”**

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### **ABSTRACT**

Growth and development is rapid process in children and adjusting with developmental transitional identity is too difficult without guidance and support “A comparative study to evaluate the effectiveness of Mindfulness Therapy and Bibliotherapy on adolescent developmental transitional identity anxiety (ADTIA) among early adolescents in selected schools at Chennai”. The study design accepted Quasi Experimental design with control group and no Randomization. 30 samples were chosen at selected schools using Non Probability Purposive sampling technique and each group has 10 samples. The data was collected by using adolescent developmental transitional identity anxiety scale. The statistical analysis shown the difference between mean pre test and post test score were statistically significant at  $P < 0.05$  (“t” test value 8.37), (“t” test value 7.05) at experimental groups 01 and 02. There was significant association between pretest with selected demographic variables age, type of family and academic grade in experimental group1 (Mindfulness therapy), age, type of family and mothers occupation in experimental group2 (Bibliotherapy therapy) and variables like type of family and academic grade in control group. This study shown that Mindfulness therapy and Bibliotherapy were effective in reducing adolescent developmental transitional identity anxiety.

**KEYWORDS:** Effectiveness of Mindfulness Therapy, ADTIA

### **INTRODUCTION**

Adolescent is the transitional stage of development between childhood to adult, representing the period of time during which the person is biologically adult but emotionally not at complete matured.

India has the largest population of adolescents in the world 243 million individuals aged between 10 to 19 years, who make up large section of population about 22.5 percent. One in every five person in the world an adolescent. Out of 1.2 billion adolescent worldwide, among 85% of the adolescent living in the developing countries. According to recent medical research in India maladjustment among adolescent showed that 30% of the adolescent are having psychological problems. According to Eric Erikson the first major findings was developmental identity anxiety towards positive and negative thought.

#### **Statement of the Problems**

“A Comparative Study To Evaluate The Effectiveness of Mindfulness Therapy and Bibliotherapy on Adolescent Developmental Transitional Identity Anxiety (ADTIA) Among Early Adolescents in Selected Schools at Chennai”

## OBJECTIVES

- To assess the pretest and post test level of adolescent developmental transitional identity anxiety among early Adolescents in experimental group1 & group2 and control group
- To evaluate the effectiveness of Mindfulness therapy and Bibliotherapy on ADTIA among early Adolescents
- To compare the level of ADTIA between Mindfulness therapy and Bibliotherapy among early Adolescents
- To associate the level of ADTIA with selected demographic variables among early Adolescents in all groups.

## MATERIALS AND METHODS

**Research Approach:** Educative and evaluate approach.

**Research Design:** Quasi Experimental design with control group and no Randomization

**Research Setting:** Selected schools in Chennai and divided in two Experimental Groups & Control group.

**Sampling Technique:** Non Probability Purposive sampling technique.

**Sample Size:** 30 school students were selected and each group has 10 students.

The study samples were selected using Non Probability Purposive sampling technique. The samples selected studying above mention the schools with age group of 10-14 years boys and girls, those who are fulfilling the inclusion criteria

The data was collected by using Adolescent Developmental Transitional Identity Anxiety Scale, Which the scale has high positive reliability score. The tool containing Section A Demographic data and Section B contain 40 questions based on social wellbeing, physical health, psycho social, home and school environment.

The intervention six weeks successfully done by researcher

**Table 1**

Weeks	Experimental Group1 Mindfulness therapy	Experimental Group 2 Bibliotherapy	Control Group No Intervention
I	Overall adolescent transitional developmental identity by power point	Overall adolescent transitional developmental identity by power point	-----
II	Breathing Exercise based on Mindfulness therapy	Bibliotherapy by using comics books	-----
III	Learning about Good & Bad body touch	Cartoon based on Bibliotherapy by theme based stories	-----
IV	Psychosocial relationship based on Mindfulness therapy by psychodrama	Atlas of body system based on Bibliotherapy	-----
V	Family & its relationship based on Mindfulness therapy by stories telling	Short stories on Bibliotherapy by video show	-----
VI	School & its peer relationship based on Mindfulness therapy by role play	Biography of famous personality based on Bibliotherapy	-----

**RESULTS AND FINDINGS**

**Table 2: Adolescent Developmental Transitional Identity Anxiety with Mindfulness Therapy N=10**

Exp Group1	Test	Mean	Standard Deviation	Standard Error Mean	“T” Test
Mindfulness	Pre test	111.6	12.47	3.94	t = 8.37 S***
	Post test	66.2	23.31	7.37	

Df: 09,  $t_t=2.262, t_t < t_c$ , S\* =Significant at  $P < 0.05$

Table 2 shows that the mean posttest score 66.2 was significantly lower than the mean pretest score 111.6 and statistical analysis shown the different in the score were statistically significant at 0.05 level (“t” test value 8.37).

**Table 3: Adolescent Developmental Transitional Identity Anxiety with Bibliotherapy N=10**

Exp Group2	Test	Mean	Standard Deviation	Standard Error Mean	“T” Test
Bibliotherapy	Pre test	110.8	10.46	3.31	t = 7.0541 S***
	Post test	80.3	20.03	6.34	

Df: 09,  $t_t=2.262, t_t < t_c$ , S\* =Significant at  $P < 0.05$

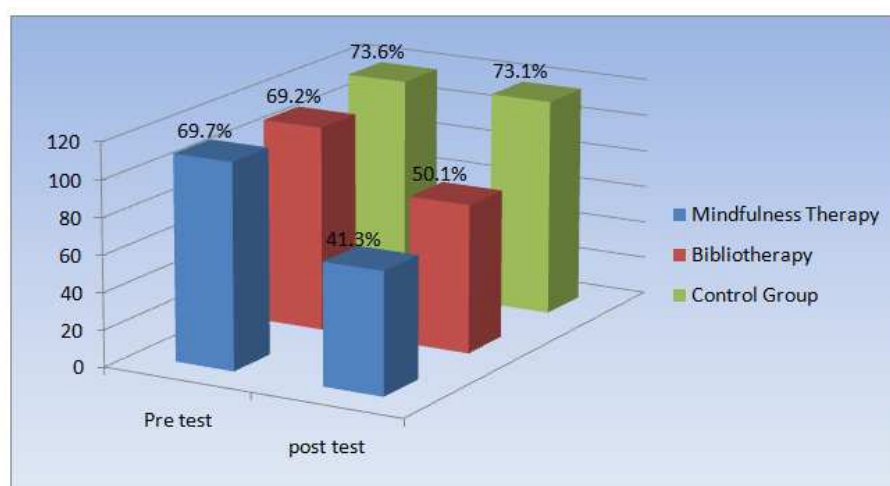
Table 3 represent that the mean posttest score 80.3 was significantly lower than the pretest score 110.8 and statistical analysis shown the different in the score were statistically significant at 0.05 level (“t” test value 7.05).

**Table 4: Adolescent Developmental Transitional Identity Anxiety with Control Group N=10**

Control Group	Test	Mean	Standard Deviation	Standard Error Mean	“T” Test
No Intervention	Pre test	117.8	6	1.9	t = 1.6550 NS
	Post test	117.1	5.78	1.83	

Df: 09,  $t_t=2.262, t_t > t_c$ , NS= Non Significant at  $P < 0.05$

Table 4 Control group the mean posttest score 117.8 was not significantly lower than the pretest score 117.1 and statistical analysis not shown the different in the score were statistically not significant (“t” test value 1.65).



**Figure 1: Adolescent Developmental Transitional Identity Anxiety Level with Mindfulness Therapy, Bibliotherapy and Control Group**

Figure 1 shows the comparisons of pre test and post test level mindfulness therapy, Bibliotherapy and Control group with Adolescent developmental transitional identity anxiety of early adolescents.

**Table 5: Multiple Comparison of Post Test Score with Adolescent Developmental Transitional Identity Anxiety among Three Groups**

One-way ANOVAs of Post Test		Groups	Tukey HSD	Tukey HSD	Tukey HSD
		Pair	Q Statistic	P-Value	Inference
Exp Grp 01	F	Exp Grp 01&02	2.4694	0.2069858	NS
Exp Grp 02	Ratio=2.43 P=0.075	Exp Grp 01& Con Grp	8.9144	0.0010053	** p<0.01
Con Grp		Exp Grp 02& Con Grp	6.445	0.0010053	** p<0.01

N=30(n1=10, n2=10, n3=10) HSD=Honestly Significant Difference

Table 5 Shows the Comparison of Mindfulness therapy and control group. The findings were statistically significant at P<0.01 level (“tukey” test value 8.91), Bibliotherapy and control group statistical analysis shown that there was significant at P<0.01 level (“tukey” test value 6.44) but between the two experimental groups there was no significant.

### Association

There was significant association pretest with selected demographic variables age, type of family and academic grade in experimental group1 (Mindfulness therapy), age, type of family and mothers occupation in experimental group2 (Bibliotherapy therapy) and variables type of family and academic grade in control group

## DISCUSSIONS & CONCLUSIONS

### In this Study

The statistical analysis shown the difference between mean pre test and post test score were statistically significant at P<0.05 (“t” test value 8.37), (“t” test value 7.05) at experimental groups 01 and 02.

Control group the mean posttest score 117.8 was not significantly lower than the pretest score 117.1 and statistical analysis not shown the different in the score were statically not significant.

Comparison with mindfulness therapy and control group statistical analysis shown there was significant at P<0.01 level (“tukey” test value 8.91), Bibliotherapy and control group statistical analysis shown there was significant at P<0.01 level (“tukey” test value 6.44) but between the two experimental groups statistical analysis shown there were not significant.

Mindfulness therapy and Bibliotherapy were effective in reducing developmental transitional identity anxiety and controlling psychosocial problems like anxiety, depression and other psychosocial problems among early adolescent, and improving academic performance.

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