

# **A STUDY ON PREVENTION OF ANXIETY AND DEPRESSION IN SCHOOL CHILDREN**

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### **1. INTRODUCTION**

The fulfillment of accomplishment in any region of human undertaking including craftsmanship, create, science, literature, innovation is the principal point of each yearning society, which relies upon acknowledging and encouraging achievement need in students. In our general public academic achievement is considered as the key criteria to pass judgment on one's all out possibilities and capacities. Hence, it is ending up increasingly squeezing for the people to have great academic achievement. Academic achievement has turned into a file of youngster's future especially so in exceedingly aggressive world. Academic achievement has uncommon significance for both the understudy, and everyone around him/her. Educational and psychological looks into have been recognized numerous factors that assume a job in foreseeing youths' academic achievement. There can be no uncertainty that it is influenced by numerous factors that may lessen it, similar to anxiety, stress, test anxiety, poor psychological wellness, absence of inspiration, and so on. In any case, training can turn into a weight to a nation as low academic achievement is one of the serious issues confronting the families, society and government on the loose.

Psychological instability is the main source of handicap in children and young people all around. An ongoing report from the Swedish National Board of Health and Welfare reasoned that psychological maladjustment has expanded in youngsters during the most recent two decades, and the most recent data within reach demonstrates a proceeded with increment. Youngsters especially detailed expanded anxiety, which might be a forerunner of future psychological maladjustment and suicide endeavors. A developing part of rationally sick children and young people establish a noteworthy general medical issue, which is the reason early intercessions have gotten explicit consideration in the Swedish government's emotional wellness procedure for the years ahead.

The proof base for prevention of psychological instability in Sweden is rare. In a survey by the Swedish Council on Technology Assessment it was presumed that no prevention program focusing on dysfunctional behavior in children was satisfactorily assessed to be considered as proof situated in a Swedish setting. Thusly, a significant go for prevention

investigates in Sweden is that projects are demonstrated to be powerful in a Swedish setting, as preventive projects regularly yield blended outcomes between nations. One program of intrigue, and featured in the Swedish Council on Technology Assessment audit is Friends forever (FFL), a prevention program created in Australia went for diminishing anxiety and depression in children. The viability and adequacy of FFL has been assessed in a few nations. A pilot study of FFL was additionally performed in Sweden where it demonstrated starter proof of decreasing burdensome side effects, and improving general psychological well-being.

The observational investigations in the present proposition all planned to add to the current literature on the viability, and further improvement of preventive intercessions of anxiety and depression in children. All the more explicitly, these four investigations grasped the general viability of widespread prevention of anxiety and depression, the short and long haul adequacy of an all inclusive preventive intercession in a Swedish setting, potential systems of the effects, significant methodological parts of the design, and formative issues that are significant for the further improvement of preventive mediation. To introduce the peruser to the field, an outline of late research on anxiety and depression in children, nearby related prevention inquire about, is given before the observational investigations are displayed.

### **Anxiety in children**

Fear is an essential human emotion, which fills in as a versatile reaction when confronting a risk. The words 'fear' and 'anxiety' are oftentimes utilized reciprocally, however fear is all the more generally picked when depicting a reaction to a goal or genuine danger, while anxiety concerns an abstract, or saw risk. Fears and anxiety are basic right off the bat in life and are a typical piece of a youngster's development. Be that as it may, for a significantly enormous number of children, fears and anxiety become troublesome. Modern models portraying the etiology of maladaptive anxiety in children recommend an unpredictable connection between biological, psychological, social, and ecological segments. In the accompanying areas, clinical features of maladaptive anxiety, the beginning, predominance and results of anxiety issue, close by biological, psychological, social, and natural hazard factors related with the development of maladaptive anxiety are displayed.

## **Clinical features**

Clinical fears, named anxiety disorders in the literature, are by and large recognized from typical fears dependent on the recurrence and power of side effects, diligence after some time, and to what degree it influences the kid's life and capacity. There are a few anxiety disorders characterized in the Diagnostic and Statistical Manual of Mental Disorders. The most widely recognized are division anxiety disorder, explicit fear, social anxiety disorder, panic disorder, agoraphobia, and summed up anxiety disorder. In the previous variant of the Diagnostic and Statistical Manual of Mental Disorders, obsessive-urgent disorder was likewise named an anxiety disorder. In any case, in the DSM-5 it has been migrated to the new section called Obsessive-Compulsive and Related Disorders.

## **Course and onset**

The general course of anxiety symptoms crosswise over adolescence and juvenile years has been depicted in a few investigations. These investigations have commonly revealed a general lessening in anxiety symptoms from youth through puberty, with the exception of a moderately steady course of social anxiety symptoms. A far reaching model of the coherence and change of anxiety symptoms has been introduced by Weems (2008). The model proposes that there are center features of anxiety, for example, stress, shirking, and somatic symptoms, and, that there are optional features (e.g., fear of detachment from guardians, fears of real symptoms) which separate between the anxiety disorders as characterized in the DSM-5. Weems (2008) recommended that the center features are fairly steady after some time, though the auxiliary features may shift crosswise over age. Partially, the varieties in auxiliary features are believed to be because of regulating difficulties, which means run of the mill difficulties in youth development attached to particular ages, for instance, division from parental figures in early school years, or relational connections in immature years. Biological points of view

As anyone might expect, research shows that youth anxiety is affected by the two qualities and the earth. Twin examinations have commonly discovered proof of a genetic impact on anxiety, yet the impact varies between wellsprings of announcing (e.g., parent evaluations versus self-reports), and the kid's sexual orientation and age. For instance, contemplates utilizing guardian reports of the tyke's anxiety have discovered that the genetic impact is

more focal than environmental factors, while studies utilizing children's self-reports have proposed the inverse. Parental impacts

Research proposes that a huge piece of the etiology of anxiety disorder is clarified by environmental factors. Most normally considered are parental factors, in this manner, guardians' effect on youth anxiety. There is developing proof that child rearing style impacts the danger of youth anxiety. The literature recommends that children with a powerlessness to anxiety might be additional touchy to a useless child rearing style in contrast with children without this weakness. A few investigations have discovered a relationship between anxiety in children and a parental style portrayed by dismissal, analysis, and low warmth.

### **Depression in children**

Depression is varyingly operationalized between studies. While some of the time alluding to only discouraged state of mind (i.e., symptoms of dysphoria), frequently, depression concerns burdensome disorders, a gathering of disorders including symptoms of dysphoria joined with related psychological and conduct changes. In the not so distant past, children were believed to be too juvenile to even think about experiencing burdensome disorders and in addition, changes in discouraged mind-set should act naturally directed around then in their development.

## **1.2 SCOPE AND OBJECTIVE**

Anxiety and depression are normal in children and teenagers, and include individual anguish, danger of future mental issues, and staggering expenses to society. In any case, just a set number of children encountering weakening anxiety and depression are recognized and get proficient assistance. One methodology that could decrease the pervasiveness of these conditions is all inclusive school-based prevention went for diminishing the effect of hazard factors and fortifying defensive factors associated with the development of anxiety and depression. The present postulation expected to add to the literature on general prevention of anxiety and depression in children. Study I included a meta-investigation of prior randomized and bunch randomized preliminaries of widespread prevention of anxiety and depression. In general, the meta-examination demonstrated little

however noteworthy effects of all inclusive preventive intercessions, implying that lower dimensions of anxiety and depression were apparent after mediation finishing and halfway obvious at follow-up evaluations. No factors were found to altogether improve the effects; be that as it may, there was a propensity for bigger effects to be related with mental wellbeing experts conveying the intercessions. The outcomes from the present and past investigations on factors important for fruitful usage give vital information to transport the intercession into common practice. Factors identifying with authoritative atmosphere, pioneer supports, and development fit in the association running the intercession, are significant factors to inspect.

1. To examine the causes of Depression and anxiety, which affect the health of children
2. To examine the effectiveness of the new transdiagnostic intervention in reducing symptoms of anxiety and depression
3. To examine the feasibility of the program in a school setting and to perform an effectiveness evaluation of the intervention
4. To examine the latent factor structure of main outcome measures and to investigate the associations of anxious and depressive symptoms to quality of life and self-esteem.
5. To study our understanding of the development of anxiety in children and to assist future improvements of universal prevention.

### **1.3 STATE OF ART**

Secondary instruction students are entering their advanced education, and sometimes are additionally starting undesirable practices. It might be that every one of mental wellbeing and academic achievement impacts the other; and that the relationship can work in either course. Likewise, there appear to be hidden factors that impact both academic achievement and mental wellbeing. Researchers have proposed that the connection between mental wellbeing and academic achievement works in various ways. It explicitly considered the course of the connection between mental wellbeing and achievement by taking a gander at recently distributed examinations. They revealed that low mental wellbeing score was

related with dropping out of secondary school even after change for statistic contrasts, however that more research was expected to see how the relationship functioned. The disregard of mental wellbeing results in genuine outcomes and the students passing the school can't adapt to the requests of life and future profession. The students are losing mental harmony because of weights from outside and inward clashes that influence the mental wellbeing. Along these lines, it is fundamental to comprehend the elements of mental wellbeing.

The psychological factors and their effects on academic circumstances are the developing worries of the educational researchers and professionals credited to an eminent absence of thorough logical request in some significant factors in the fields of students' achievement. A survey of the related literature uncovers various examinations tending to the psychological factors themes by and large; while few investigations are found to focus on the exceptional psychological factors in educational circumstances. Albeit educational changes and efforts have been made in improving academic achievement, lacking understudy execution keeps on being an issue. Recognizing the need of the general public just as the secondary schools, the researcher thought that it was critical to investigate the effect of achievement inspiration, test anxiety and mental wellbeing into academic achievement of the students which can't be overemphasized for a creating nation like India just as the State of West Bengal. It has consistently been confronting wastage of HR in different undertakings of national development. The reason clearly lies in the way that there barely exists any research, of this sort in West Bengal, uncovered the idea of effect of these factors in together on academic achievement of the students of secondary instruction under two distinctive affiliating sheets. Subsequently, a mind larger part of correlational research is gone up against with positive or negative connection between's the needy variable and autonomous factors. The agent found no research exists in West Bengal that explicitly investigates the effects of test anxiety, achievement inspiration and mental wellbeing among secondary school students under two distinct sheets.

## **2. REVIEW OF LITERATURE**

**Rusillo, M. T. C.** furthermore, **Arias, P. F. C. (2004)** demonstrated the presence of sex distinction in achievement inspiration under thought, with young ladies indicating lower

dimensions of outward inspiration, assuming greater liability for their disappointments, utilizing data preparing techniques all the more extensively, and showing signs of improvement checks in Language, Arts. Sex contrasts were not found in intrinsic inspiration, in progress related attributions and in execution achieved in Mathematics. **Wolters (2004)**, in his study, demonstrated that the various segments of intrinsic inspiration were identified with one another and to students' inspiration, subjective commitment, and Academic Achievement. **Meece, Glienke, and Burg, (2006)** exhibited that young men were more negative inspirational directions which was the critical determinants of the clarification of their underachievement.

**Lai, P. Y. et al. (2006)** directed a study on intrinsic inspiration, achievement objectives and study methodologies. The outcomes demonstrated that the three subscales of intrinsic inspiration were all decidedly and essentially related with profound system however not with surface technique. Academic achievement was emphatically and altogether related with profound yet not surface procedure. Skaalvik and **Skaalvik (2006)** uncovered noteworthy connection between academic execution and inspiration. **Akbas and Kan (2007)** have presumed that students' achievement inspiration has constructive outcomes upon their scores and subject's achievement inspiration empowers them to be progressively sorted out in their investigations. By methods for investigations of fluctuation,

**Roebken, Heinke (2007)** broke down how the diverse objective direction identifies with understudy fulfillment, academic achievement, and academic commitment. The agent's outcomes bolstered the idea that students seeking after both authority and execution objectives are increasingly happy with their academic experience, demonstrate a higher level of academic commitment and accomplish better evaluations.

**Covington, M. V. (2007)** analyzed the dimension of inspiration, factors influencing it, and impacts of inspiration on the bigger procedure of achievement. It was inferred that the connection among thought processes and execution is exceptionally mind boggling, yet it keeps on being significant in understanding what enhancements can be made in the advanced education framework.

**Kato et al. (2007)** made a study which provided details regarding the inspiration of students of Japanese in four colleges. They discovered three out of four colleges that did not indicate critical contrasts in the level of inspiration inside an academic year. The results



were fluctuated relying upon the colleges in looking at inspiration among students took a crack at various course levels. Positive inspiration and anxiety were observed to be the best indicators of academic achievement. **Tella, A. (2007)** examined on the effect of inspiration on understudy's academic achievement and learning results in science among secondary school students in Nigeria. Results demonstrated that sexual orientation contrast was noteworthy when effect of inspiration on academic achievement was thought about in male and female students. Different outcomes likewise shown critical contrasts when degree of inspiration was taken as factor of enthusiasm on academic achievement in science dependent on the level of their inspiration.

In the study led by **Bernardo (2008)**, dominance and execution objectives were decidedly connected with academic achievement, individual execution norms, and parent-arranged achievement inspiration. In a meta-examination of the connection between achievement inspiration and execution a huge relationship was found. **Tricks, Meenaz (2008)** delineated a higher level of outward persuasive objectives joined to the understudy's language learning results and future achievements equivalent to intrinsic ones, independent of the sex. The outcomes accentuated young ladies to have a somewhat higher level of inspiration practically identical to the young men.

**Olani, Aboma (2009)** uncovered that earlier academic achievement measures and achievement inspiration and self-viability in mix represented 17% of the difference in students' college evaluation normal point scores. The sole commitment of achievement inspiration was 4%. Moderately a higher level of change represented was found for females (34%) than guys (15%). It contemplated on connections among inspiration and understudy execution in an innovation rich study hall condition and dissecting video information, they shockingly got positive understudy results came about because of expanded inspiration through dynamic and scientifically significant support in the homeroom.

### **3. THESIS OVERVIEW**

The work in this thesis was completed in three steps, each with specific aims:

Step 1: Develop a transdiagnostic intervention. Aim: Integrate common mechanisms of change for anxious and sad children in one protocol.



Step 2: Pilot the intervention. Aim: Examine the feasibility and acceptability of the intervention.

Step 3: Conduct a randomized controlled study of the intervention.

Aim 1: Test initial effects of the intervention.

Aim 2: Examine primary outcome measures used for inclusion.

Aim 3: Investigate the associations between quality of life and self-esteem and internalizing symptoms.

An overview of the thesis with the timeline, steps and aims, development and revision of the manual and the papers produced by these initiatives is presented in Figure 1.

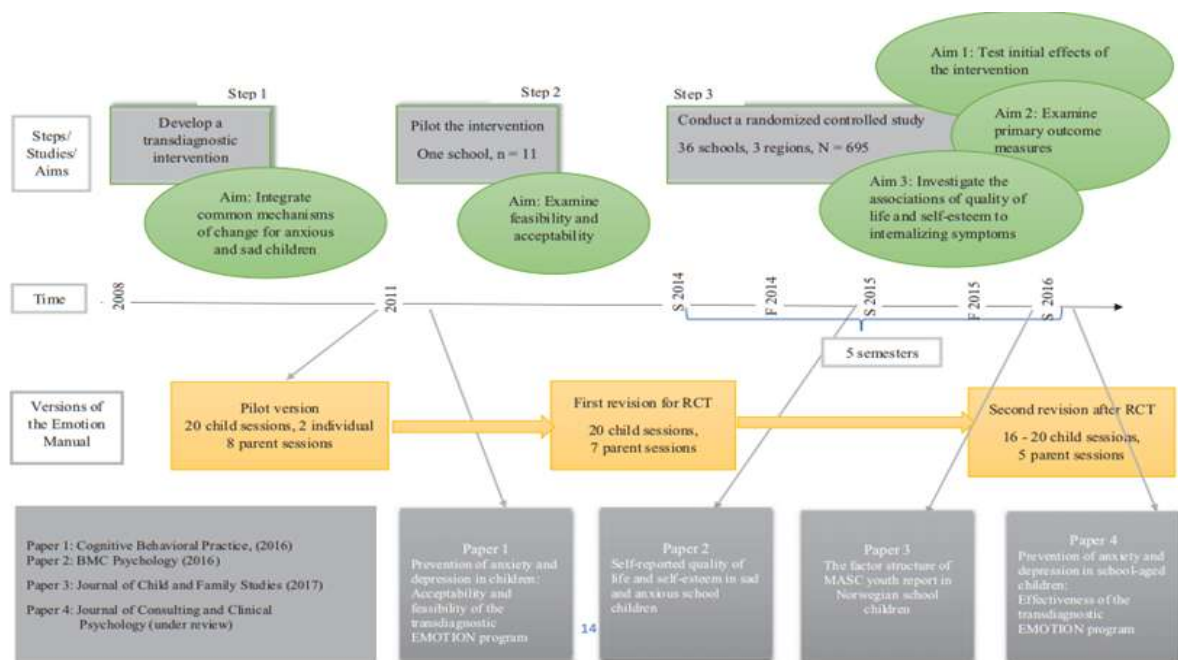


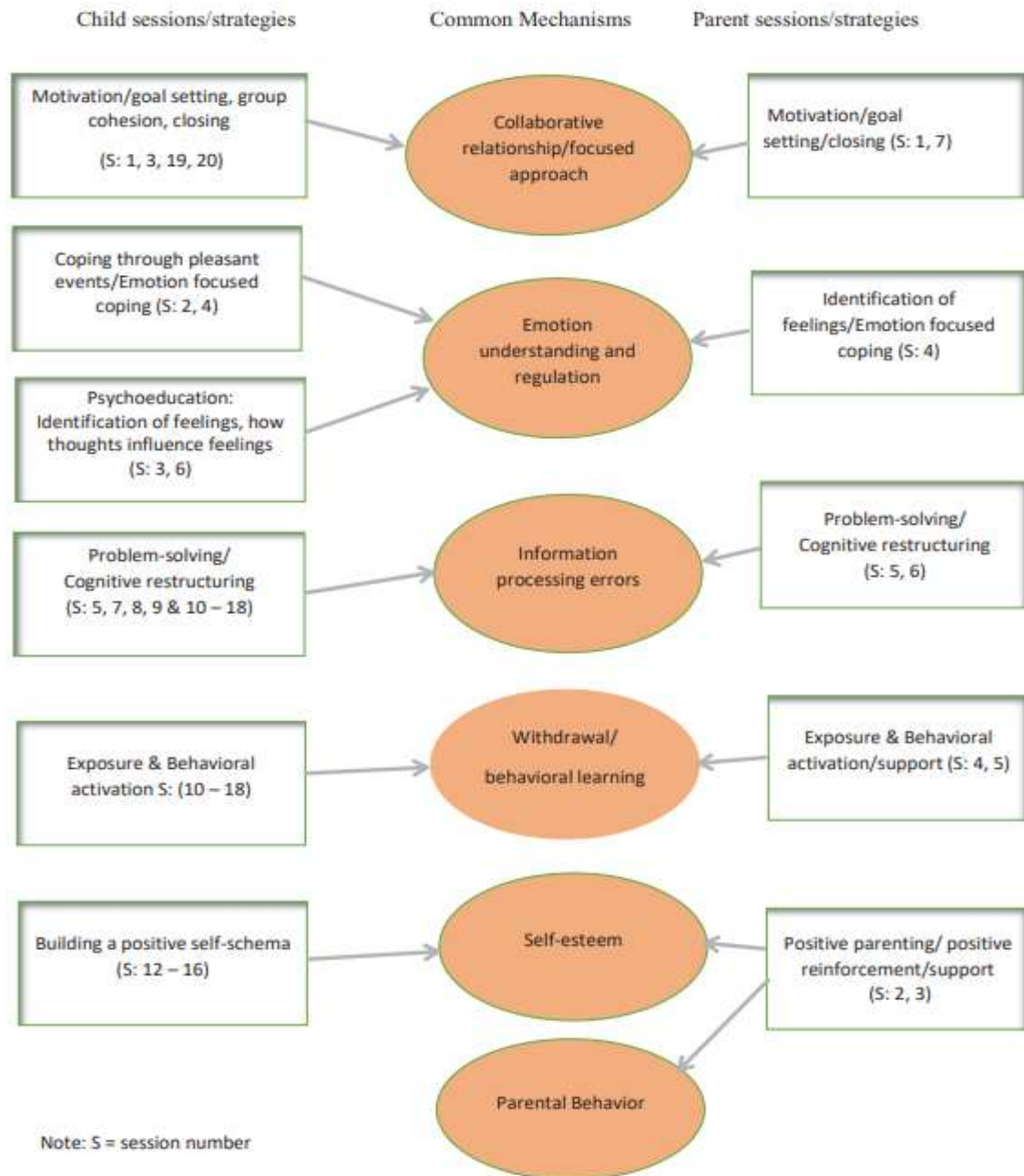
Figure 1 Thesis Overview

### Step 1: The Development of a Transdiagnostic Intervention

The aim when developing the intervention was to integrate effective components from two well-researched disorder-specific treatments to create the new transdiagnostic EMOTION program. The disorder-specific programs were The Coping Cat program which primarily targets anxiety and The Action program which primarily targets depression.

A parental component was thus considered necessary and a possible transdiagnostic mechanism. Furthermore, because a negative self-view is considered a risk factor for both

anxiety and depression, and because self-esteem often decreases in early adolescence, and is changeable, strategies for enhancing self-esteem were included in the EMOTION program. Twenty sessions targeting anxious and sad children were conducted in a group format to allow for experiential and fun learning. See Figure 2 for an overview of the child and parent sessions related to common mechanisms.



**Figure 2 EMOTION overview Child and parent sessions and strategies to common mechanisms**

## **Step 2: The Pilot Study**

The primary aim of the pilot study was to examine the feasibility and acceptability of the intervention as indicated by the results of the chosen recruitment procedure, attendance rates and satisfaction with the program. Satisfaction was reported by the children and parents after each session and after completion of the program.

## **Step 3: The Randomized Controlled Study**

The primary aim of the main study was to establish whether the intervention had a significant effect on reducing symptoms of anxiety and/or depression when applied in a large selected sample of school children aged 8 – 12 years. The secondary aims were to examine the psychometric properties of the main outcome measures which were used for inclusion and to investigate associations between functional outcomes (quality of life and self-esteem) and primary outcome measures.

## **Methodological issues**

The present study has several strengths. Large sample size, no missing individual data and multilevel approach accounting for the clustering of data are within the standards suggested by The Society for Prevention Research (SPR) (Gottfredson et al., 2015). Although this study aimed to control for threats to internal validity, the findings presented in this thesis must be evaluated with methodological challenges and practical decisions within a real-world context in mind. Challenges relating to the cluster randomization and “blinding of conditions” will be discussed first. Then, the use of self-report measures, children as sole informants for recruitment, and the optimal cut-off for inclusion will be addressed.

## **4. RESULT AND DISCUSSION**

Power calculations were utilized to decide the quantity of members in the fundamental study. In spite of the fact that schools were the unit of randomization, the intercession was designed to change individual dimensions of on edge and burdensome symptoms, along these lines making the 'unit of analysis issue'. Standard statistical methods expect that individual reactions are autonomous of each other; nonetheless, people inside one cluster are regularly more like each other than people between clusters. Utilizing standard

statistical methods to survey power will in such cases frequently think little of the sample size required. Methods to alter the standard sample size estimation to represent both between-cluster variation and inside cluster variation were consequently connected.

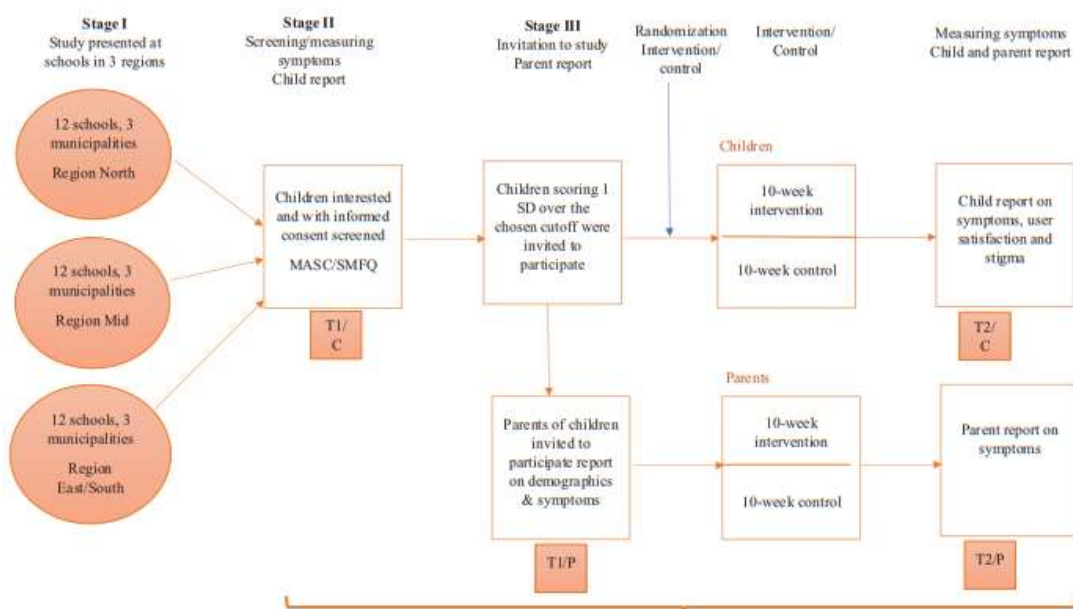
**Table 1 Number of participants and clusters required in the RCT**

Estimated ICC	Calculated DEFF	N	Number of schools
0.00-Base Model	1	260	15
0.05-Two-level model	2,15	559	23

Note: ICC = intraclass correlation coefficient; n = number of pupils; DEFF = Design effect =  $1 + (nc - 1)$

\*ICC, (nc = average number of individuals in a school = 24); The first value (260) is from Altman (1991), page 456, and the next figures are multiplied with the calculated DEFF value.

Then, the original power calculation (Table 2) was adjusted for uneven recruitment in the two conditions using the Welch t-test for two groups and accounting for the design effect. The updated estimated number of individuals necessary was 653, and the number of schools was increased to 36.



**Figure 3 Recruitment and pre-post design in the main study**

### Sample characteristics

The flow of children in the main study is illustrated. Of the total number of children informed about the study (n = 7322), 23.0 % (n = 1686 children) completed screening.

Based on the screening results, 873 children were invited to participate in the study, 56.9 % were girls, the mean age was 9.64 years (SD = 0.93) and 97 % were of Norwegian origin. Only seven children (0.4 % of the children screened) were excluded from the study due to exclusion criteria (mental retardation, pervasive developmental disorders or not able to benefit from group intervention). Dropout was larger in the intervention condition compared to the control condition prior to groups starting; 67 children in the intervention condition compared to seven in the control condition.

### **One-way ANOVA and Multiple regressions**

The statistical package IBM SPSS; version 22 was used to provide descriptive information, and Cronbach's alpha ( $\alpha$ ) was used to test reliability. SPSS was also used to compare overall differences and pairwise comparisons between at-risk groups (post hoc tests). Post hoc tests are used to compare pairs of means after having found significant results from a one-way ANOVA controlling for the Family Wise error rate

### **Latent factor analyses**

Structural equation modeling (SEM) is a multivariate statistical analysis combining factor analysis and multiple regression analysis to examine the structural relationships between measured variables and latent constructs. This method assumes that the covariance between a set of observed variables can be explained by a smaller number of underlying latent factors.

## **5. SUMMARY & CONCLUSION**

The essential points of this postulation were to create and analyze the plausibility of another transdiagnostic intercession in a school setting and to play out an initial adequacy assessment of the mediation as a demonstrative methodology. This is one of the primary huge examinations worldwide to explore a transdiagnostic approach focusing on edge and pitiful younger students. The present study loans backing to the value of a transdiagnostic way to deal with decrease symptoms of anxiety and depression in children. The initial effects show that the transdiagnostic EMOTION mediation gave bigger decreases in youngster revealed symptoms of anxiety and depression and parent-announced symptoms of depression than in the control condition. Symptomatic children accordingly profited by

the showed mediation. With information in regards to the significance of subclinical symptoms of anxiety and depression in children, these decreases could be critical to change the developmental direction in danger children.

Moreover, our outcomes propose than numerous children have the weight of both on edge and burdensome symptoms, and these children revealed higher side effect scores contrasted with the children announcing either symptoms of anxiety or depression alone. While all in danger gatherings revealed lower quality of life than the standard gathering, the consolidated gathering detailed most minimal quality of life. Self-esteem was lower than the standardizing bunch when revealing comorbid symptoms or burdensome symptoms as it were. Moreover, noteworthy relationship between disguising symptoms and the functional areas were found for the joined gathering and the depression just gathering, however not for the anxiety just gathering

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