

Effectively Salvaging Anticipatory Anxiety by Homoeopathic Medicines Together With Teacher's Motivation in the Age Group Of 19 To 24.

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ABSTRACT: Anxiety disorders differ from developmentally normative fear or anxiety by being excessive or persisting beyond developmentally appropriate periods.[1] This pilot study on anticipatory anxiety shows the effect of homoeopathic medicines and the role of teachers in resolving anticipatory anxiety, which is the major predictor of the academic performance of students in compulsory education.

Research question: How do homoeopathic management and teachers' motivation manage anticipatory anxiety?

Methodology:

Study design: An Observational pilot study

Method: Simple randomize method

Study setting [area]: Students from college OPD with anticipatory anxiety were considered for the study.

Study population: Forty-nine students were screened, Selective 13 cases with, moderate and severe anxiety.

Consent: Written Consent from students was taken

Duration of study: Six months

Inclusive criteria:

1. Thirteen students with known anticipatory anxiety were included.
2. Students of the age group 19 to 24 were selected.
3. Students of both gender male and female were included.

Exclusive criteria:

1. All students who had any systemic pathology were excluded.
2. Students apart from the 19-24 age group.
3. Those students who were on medications were excluded.
4. Students without consent were excluded.

WESTSIDE TEST ANXIETY SCALE-RESULT FIRST B.H.M.S-2022-23 FIVE-POINT SCALE

SN	NAME OF STUDENT	SCORE [05]
01	AMAMA FIRDOUS	2.2
02	ANSARI AEMAN	4.1
03	BAGDE KRUTIKA	3.3
04	BARBI ASHOK AGRAWAL	2.4
05	BHARSAGRE GUNJAN	2.9
06	BHAVIKA KHADE	3.1
07	BHONGADE RAKSHA	2.5
08	BHOYAR ANUSHTREE	3.4

09	CHAMATE YAMINI	3.8
10	CHANMANWAR KOMAL	3.1
11	CHAUDHARI VISHAKHA	3.1
12	CHAUHAN ASHUTOSH	1.1
13	CHAUDHARY MANSI	2.2
14	DHORE PRADNYA	3.5
15	DORSHETWAR AKSHATA	3.5
16	FUTANE SUHASINI	2.2
17	JADHAV KHUSHI	2.8
18	KADHAO MAYURI	2.6
19	KHAN RUHI	3.1
20	KRUSHNAPURE VAISHNAVI	3.8
21	KUDEGAWE AWANTIKA	1.5
22	KULKARNI SUMIT	3.7
23	LANJE DEVYANI	03
24	MANSURI MOHD UMAIR	3.6
25	MASKE SANSKRUTI	3.3
26	MATERE PRANJAL	2.4
27	MATTE KANISHKA	3.8
28	MIRZA TAYYABA	4.2
29	MISAL VAISHNAVI	2.4
30	MOHAMMAD SADAF	2.3
31	MUBASHERA INTEKHAB	2.3
32	NANDANWAR CHAITALI	3.4
33	NANDANWAR LIPIKA	2.3
34	PADVI PUNAM	2.3
35	PLEKAR ADITYA	4.2
36	PALLAVI BADOLE	4.2
37	RAHANGDALE SWATI	3.3
38	RATHOD SNEHAL	2.1
39	REWATKAR DIVYA	3.4
40	SHAKERA FIRDOUS	2.3
41	REWATKAR DIVYA	3.4
42	SHAKERA FIRDOUS	2.3
43	SHAMILA KAUSAR	3.4
44	SHARNAGATE RINA	3.5
45	SHRUTI DANDELE	2.8
46	SURANKAR HIMANSHU	3.5
47	TUBA TAHREEM	2.3
48	VISHWAKARMA ESHA	1.8
49	WADASKAR DIVYA	2.6

RESULT

NOT AT ALL NEVER TRUE [1-1.9]	SLIGHTLY SELDOM TRUE [2-2.9]	MODERATELY SOMETIMES TRUE [3-3.9]	HIGHLY USUALLY TRUE [4-4.9]	EXTREMELY ALWAYS TRUE 5
03	19	22	04	ZERO

FOLLOW UP TEST

Students who scored 3.5 and above on the west-side anxiety score scale after the first evaluation in the first terminal examination were selected for detailed case-taking and participated in

the motivational activity conducted by a subject teacher with management by indicated homoeopathic medicines according to the principles of homoeopathy, they were chunk in groups more manageable and for there facilitation.

**WESTSIDE TEST ANXIETY SCALE-RESULT
FIRST B.H.M.S-2022-23
FIVE-POINT SCALE**

SN	NAME OF STUDENT	SCORE [05]	
		BEFORE	AFTER
01	ANSARI AEMAN	4.1	4.1
02	CHAMATE YAMINI	3.8	2.5
03	DHORE PRADNYA	3.5	3.7
04	DORSHETWAR AKSHATA	3.5	2.2
05	KRUSHNAPURE VAISHNAVI	3.8	3.8
06	KULKARNI SUMIT	3.7	1.5
07	MANSURI MOHD UMAIR	3.6	3.5
08	MATTE KANISHKA	3.8	3.9
09	MIRZA TAYYABA	4.2	2.4
10	PLEKAR ADITYA	4.2	3.2
11	PALLAVI BADOLE	4.2	4.2
12	SHARNAGATE RINA	3.5	1.9
13	SURANKAR HIMANSHU	3.5	3.3

NOT AT ALL NEVER TRUE [1-1.9]	SLIGHTLY SELDOM TRUE [2-2.9]	MODERATELY SOMETIME S TRUE [3-3.9]	HIGHLY USUALLY TRUE [4-4.9]	EXTREMELY ALWAYS TRUE 5
02	03	06	02	ZERO

Result: STUDENTS WITHOUT TEACHERS GUIDANCE ONLY ON MEDICATIONS, SHOWED NO CHANGE.

SN	NAME OF STUDENT	SCORE [05]	
		BEFORE	AFTER
01	ANSARI AEMAN	4.1	4.1
02	KRUSHNAPURE VAISHNAVI	3.8	3.8
03	PALLAVI BADOLE	4.2	4.2

RESULT: STUDENTS ON MEDICATIONS AND UNDER THE GUIDANCE OF TEACHER

SN	NAME OF STUDENT	SCORE [05]	
		BEFORE	AFTER
01	CHAMATE YAMINI	3.8	2.5
02	DHORE PRADNYA	3.5	3.7
03	DORSHETWAR AKSHATA	3.5	2.2
04	KULKARNI SUMIT	3.7	1.5
05	MANSURI MOHD UMAIR	3.6	3.5
06	MATTE KANISHKA	3.8	3.9
07	MIRZA TAYYABA	4.2	2.4
08	PLEKAR ADITYA	4.2	3.2
09	SHARNAGATE RINA	3.5	1.9
10	SURANKAR HIMANSHU	3.5	3.3

Procedure: All 49 participants from the first BHMS were screened during the first terminal examination, it was found that 13 students with

moderate and high scores with anticipatory anxiety on the west side scale were considered for the study. Out of which ten students received homoeopathic

management, followed by motivational activities and teacher counselling with a sympathetic approach along with cognitive behavioural therapy up to the second terminal examination. Homoeopathic management was done on the principles of the homoeopathic system. The medicines were prescribed on the totality of symptoms and individualization basis. It was found that the medicines and teachers' motivation was effective in reducing moderate to severe anticipatory anxiety, the medicines prescribed were *Lycopodium clavatum*, *Aconite naphelus*, *Natrum muricaticum*, *Carcinosin*, *Scorpion*, *Calcarea Carbonica*, *Sulphur*, *Silicea*, *Argentum nitricum* according to symptom totality. The other three students were only on homoeopathic management and did not receive teachers' guidance and cognitive behavioural therapy. Their anxiety score was as it is, they showed no improvement. The remaining three students were kept only on medications without teachers' encouragement and counselling. They showed no change in their score during the second terminal examination.

Conclusion: The outcome of the pilot study with homoeopathic medicines, motivational activities and teachers counselling was found efficacious in 10 students with anticipatory anxiety disorders, strengthening participants' cognitive domain, Psychomotor domain and affective domain, remaining three students who were on only medicines but did not received teachers counselling and support did not show improvement. Thus without cognitive behavioural therapy used by teachers, the maintaing cause hinders the cure.

Result: The result showed 76.92 % of participant showed a positive response to appropriate medications and teachers' guidance, while 23.07 who was only on medications didn't show any improvement. Thus teacher's guidance with homoeopathic medications is necessary to improve anticipatory anxiety.

KEYWORDS: Homoeopathy, anticipatory anxiety, teacher motivation, west-side score, education, cognitive behavioural therapy.

I. INTRODUCTION:

"Education is the source of illumination" Rig Veda.

The etymologically, word education is derived from 'Educare' following Latin words which means, 'to raise', 'To nourish' 'to bring up'. or 'Educatum' means 'to train'.

The first education commission in independent India reported, "The destiny of India is now begin shaped in her classroom". Affirming the quote, we know that the world is based on

scientific truth blended with technology, and education ascertains the magnitude of prosperity, welfare and security of the people. These depend on the outcome of students, student-teacher relationships and institutional environment.

The heart of the country today calls for good teachers, capable of playing a significant role in the progress of the nation. Dr Sarvapalli Radhakrishnan, one of the greatest teachers once said, "Until and unless we have dedicated and committed teachers those who can take teaching as a mission in their lives, we can't have a good educational system. Teachers should be the best minds in the country." [5]

To enhance students' academic performance in academics and to rule out any mental or physical maladies disturbing students, the teacher has to identify the cause and create a safe, secure stimulating and positive learning and creative atmosphere and creativity. A good teacher should carry comprehensiveness regarding the diverse personality traits of the students which may serve as a hindrance in the way of enhancing their performance, as a holistic approach is needed in the teaching and learning process.

As teachers and students are the two segments of the educational system many of the student's problems can be resolved by the teachers. Shri Aurobindo describes his concept of a teacher as "The teacher is not an instructor or task-master, he is a helper and a guide. A secret of success in academics depends upon a good teacher who makes every effort to create an atmosphere of learning. Our efforts were to conduct the observational study on a small group of participants who were suffering from anticipatory anxiety affecting their academic performance. Those students suffering from anticipatory anxiety were encouraged by teachers with a good plan of various activities according to the needs of the participant for holistic growth of the personality. CBT was focused on replacing negative automatic thoughts that can occur in generalized anxiety disorder and may be used alone or in combination with medications [09]

Those who were affected with moderate to severe anticipatory anxiety were prescribed homoeopathic medicines according to the totality of symptoms, fixed principles and individualization.

Dr Hahnemann while suggesting obstacles in the way of cure in aphorism three of the organon of medicine, guides that only selecting and prescribing indicated medicine will not suffice for the achievement of cure and better results, but we will have to get rid of all obstacles which are hindering in the way of cure. In the above cases, a

few obstacles were from the participant side, parental side and environmental side, which were taken care of by teachers applying cognitive behavioural therapy and counselling.

II. CONCLUSION:

It showed that the teacher's sympathetic approach, counselling, cognitive behavioural therapy and prescribing appropriate homoeopathic medicines were beneficial and upgraded the performance of students. Those who received only medication without proper guidance from the teacher did not show the likely progress.

III. RESULT:

In the above observational studies, 13 students who were suffering from anticipatory anxiety improved within a month after the guidance of a teacher, cognitive behavioural therapy imparted by teachers who are medics and with individual remedies according to the fixed principles of homoeopathy, based on the totality of symptoms. Whereas three students who did not receive proper counselling and guidance did not improve during their second term performance, their results remain static. Hence all the hindrances that act as an obstacle in the way of curing the performance of the students should be removed with the help of teachers appropriate counselling and dedicated medicines.

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