



Effect Of Cognitive Behaviour Therapy In Enhancing Self-Esteem Among College Students

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ABSTRACT

The term self-esteem is coined by William James in his book entitled as, “The principles of psychology”. He defined self-esteem as a ratio of goal to attainment. Coopersmith defines self-esteem as “a personal judgement of worthiness that is expressed in the attitudes that individual holds towards himself/herself. It is a subjective experience, which the individual conveys to others by verbal reports and other overt expressive behaviour”. The aim of the present study is to find out the effect of cognitive behaviour therapy in enhancing self-esteem among college students. Low self-esteem impairs academic, family and vocational life of college students. Once it is identified at an early stage, students can be helped to enhance self-esteem through intervention so that they can be successful in the academic life.. Self-esteem Inventory is used to find out the level of self-esteem among college students. 120 college students with low self-esteem are allotted randomly to control and experimental groups, 60 students in each group, with 30 boys and 30 girls. The experimental group is exposed to cognitive behaviour therapy for one month. The results clearly indicate there there is a significant difference existing in the performance. The experimental group is faster ($p > .0001$) than the control group in enhancing self-esteem after intervention.. Experimental girls are faster ($p > .0001$) than the control boys in enhancing self-esteem after intervention.. Cognitive behaviour therapy is more effective in enhancing self-esteem among college students.

Keywords : Cognitive behaviour therapy, self - esteem questionnaire, college students, boys and girls, experimental and control group, success in academic life

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INTRODUCTION

The term “self-esteem” is coined by William James (1892) in his book on, The principles of psychology. He defined self-esteem as a ratio of goal to attainment. Coopersmith (1967) defines self-esteem as “a personal judgement of worthiness that is expressed in the attitudes that individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour”. Rosenberg (1965) defines self-esteem as the “evaluation which the individual makes and customarily maintains with regard to himself/herself, expressed as an attitude of approval”. California Task Force (1990) defines self-esteem as “appreciating one’s own worth and importance and having the character to be accountable for myself and to act responsibly towards others”.

Negative self - evaluation (I.e., low self - esteem) is associated with a range of psychological difficulties. Cognitive behaviour therapy aims at modifying negative thoughts. (Jean Clove & Scot Gaynor, 2006; Lalkin, 1992; Robert, et al., 1989).

Cognitive behaviour therapy

Aron T Beck (2021) perceives psychological problems as stemming from commonplace process such as faulty thinking, making incorrect inferences on the basis of inadequate or incorrect information and failing to distinguish between fantasy and reality. Cognitive behaviour therapy is an insight–focused therapy with strong psychoeducational component that emphasises recognizing and changing unrealistic negative thoughts and maladaptive behaviours. Cognitive behaviour therapy is a psychotherapy that is based on the cognitive model: the way that individuals perceive a situation is more closely connected to their reaction than the situation itself. Cognitive behaviour therapy works on the premise "changing adolescents attitudes and their behaviour by focusing on the thoughts, images, beliefs and attitudes that are held in the person’s cognitive processes and how these processes relate to the way a person behaves, as a way of dealing with emotional problems". Cognitive behaviour therapy is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to the problem-solving. Cognitive behaviour therapy is becoming the treatment of choice for adolescents with various psychological issues, providing evidence for this form of psychological intervention. This is due to the fact that Cognitive behaviour therapy is flexible and includes a variety of both behavioural and cognitive strategies that the therapist can choose to adopt while continually monitoring the progress of the adolescent. Cognitive behaviour therapy also allows the therapist to choose from a combination of therapeutic strategies that can bring about reduction in symptoms and promote academic success among students.

PURPOSE OF THE STUDY

Effectiveness of Cognitive behaviour therapy in the enhancement of psychosocial factors among college students is well known. The aim of the present study is to find out the effect of cognitive behaviour therapy in enhancing self-esteem among college students. Low self-esteem impairs academic performance among college students. Once it is identified at an early stage, students can be exposed to therapeutic intervention to enhance their self-esteem, which will lead to success in academic and home life. The other objectives are to find out the effect of cognitive behaviour therapy on enhancing self-esteem among college students and to find out gender differences, if any, among boys and girls, in enhancing self-esteem through cognitive behaviour therapy. Hence, the present study is an attempt in this direction.

Review of world wide literature reveals that the cognitive behaviour therapy is more effective in enhancing self-esteem among college students (Loomans & Loomans, 1994; Karunanithi, 1996; Marami Goswami & Piyali Roy, 2018; Bindu & Vajeela, 2015; Lal Kumar, 2014; Tiwari & Ojha, 2014; Jose, et al., 2014).

HYPOTHESIS

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

- ❖ Cognitive behaviour therapy is effective in enhancing self-esteem among college students
- ❖ Boys are faster than the girls in enhancing self-esteem through Cognitive behaviour therapy

SAMPLING DESIGN

500 college students are administered the Self-esteem Inventory to find out the level of self-esteem. They are able to understand and complete all the statements in the inventory. Out of 500 students, 250 students (50%) are high on self-esteem and 250 (50%) students low on self-esteem.(Table 1).

Table 1

Frequency distribution of Pilot Study

LEVELS OF SELF-ESTEEM		
Levels	Number	Percentage (%)
High	250	50
Low	250	50

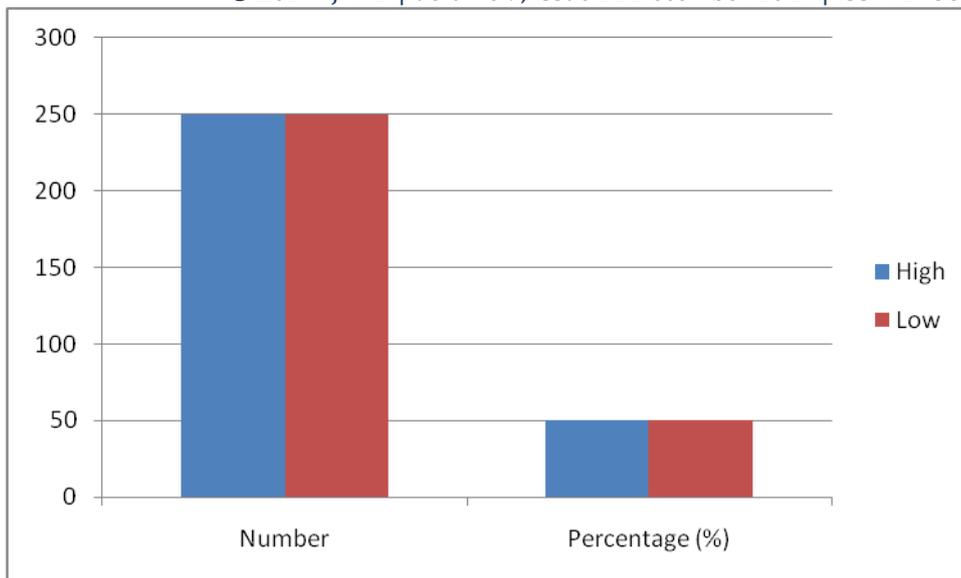


Figure 1: *Frequency distribution of Pilot Study*

Table 1 and Figure 1 show show result of Pilot study. 500 college students are administered with Self-esteem Inventory to find out the level of self-esteem. They are able to understand and complete all the statements in the inventory. Out of 500 students, 250 students (50%) are high on self-esteem and 250 (50%) students low on self- esteem. Out of 250 low self-esteem students, 120 students are allotted randomly to control and experimental groups, 60 students in each group, 30 boys and 30 girls for the final study.

Table 2

Sample Characteristics

CONTROL		EXPERIMENTAL	
Boys	Girls	Boys	Girls
30	30	30	30

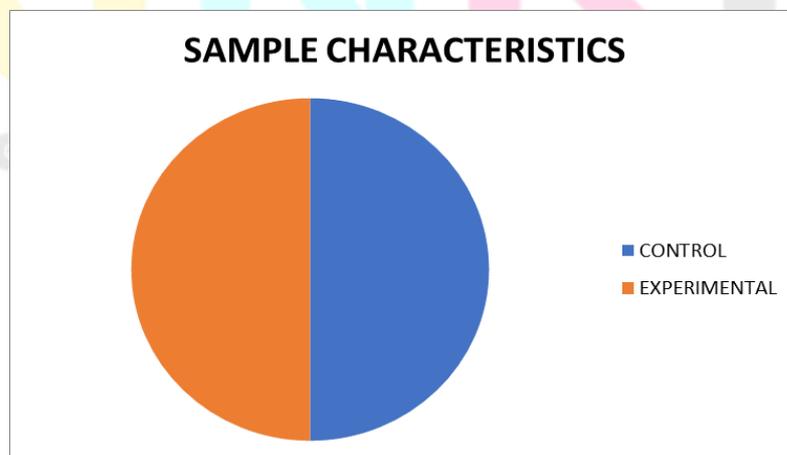


Figure 2 : *Sample characteristics*

Table 2 and Figure 2 show Sample characteristics. The group is made up of 60 college students, thirty boys and 30 girls in the control group, are matched with the experimental group of 60 students, thirty boys and 30 girls, on the dependent variable with signs of low self-esteem

TOOL FOR THE TESTING

For matching the group in experimental design, Self-esteem Inventory is used to assess the level of self-esteem among college students. Short details of the psychological test is given below:

Self-esteem Inventory - Karunanithi(1996) has developed Self-esteem Inventory to assess the level of self-esteem among adolescents. Self-esteem Inventory has both positive and negative items. There are 83 items. Each item will have 4 ratings such as Always (4), Many of the time (3), Sometimes (2) and Never (1). Self-esteem Inventory has 6 dimensions such as Competency (16 items), Global self-esteem (16 items), Moral and self Control (13 items), Social-Esteem (12 items), Family (11 items) and Body and physical Appearance (9 items). Students are asked to circle the numbers on the Rating Scale. It usually takes 45 minutes to complete the test.

The meaning of various dimensions are given below:

Competency - it is the ability to evaluate and understand one's personal resources. This feelings reflect esteem based on his/her skills, talents and unique achievements

Global self-esteem - it is the general appraisal of the self and it is based on adolescents evolution of all parts of himself/herself. A positive global self-esteem would be reflected in feelings such as I am a good person or I respect myself

Moral and self-esteem - it is the reflection of feeling good as being honest, sincere, adhering to social values. Adolescents, who values these supposed to have the feeling of -good about themselves

Social esteem - it encompasses the adolescents feeling about himself/herself as a friend to others. Do others values his/her ideas and include him/her in their activities? Does he/she feels satisfied with his/her interaction and relationship with peers? A child whose social needs are being met, will feel comfortable with this aspects of himself/herself

Family self-esteem - it reflects his/her feelings and himself/herself as a member of his/her family. A person, who feels he/she is a valued member of his/her family, who make his/her own unique contributions and who is secured in love and respects he/she receives from parents and siblings, will have high positive self-esteem in their areas.

Body and Physical appearance - it is the body image as a contribution to physical appearance and capabilities. The adolescent's self - esteem in this area is based upon his/her satisfaction with the way his/her body looks and performs.

Scoring : The Raw Score ranges from 83 to 332. Standard scoring procedure is adapted.

RESEARCH DESIGN

The study is conducted in three phases. In phase one, preliminary formalities and administration of the test are done. In the second phase, intervention in the form of cognitive behaviour therapy is conducted. In the third phase, post test, after one month of intervention and follow-up are planned, i.e., six months after posttest intervention .

STATISTICS

Data is analysed through SPSS 21 Version, test the hypotheses and draw the conclusions.

RESULTS AND DISCUSSION

The results of the present study are discussed in Tables 3-10 and Figures 3-4.

Table 3

Mean Self-esteem Inventory various dimensions Raw scores of control (n=60) Vs. experimental (n=60) group over pretest Vs. posttest phases of training

LEVELS OF SELF - ESTEEM DIMENSIONS		
DIMENSIONS	CONTROL	EXPERIMENTAL
Lie score	7.08	6.72
Competence	29.05	63.38
Global Self-esteem control	28.95	35.52
Social esteem	24.3	51
Family self-esteem	21.98	47.57
Body and Physical appearance	20.63	43.52
Overall Raw Scores	149.68/332	311.38/332

Table 4

ANOVA: Mean Self - esteem Inventory Competence dimension Raw scores of control (n=60) Vs. experimental group (n=60) college students over three phases of training

Parameters	Sum of Square	df	Mean Square	F- Value	P - Value
Pretest	2.1333	1 119	2.1333	1.5834	NS
Posttest	9469.63	1 119	9469.63	30839.46	p<.0001
Follow-up	35157.63	1 119	35157.63	43654.16	p<.0001

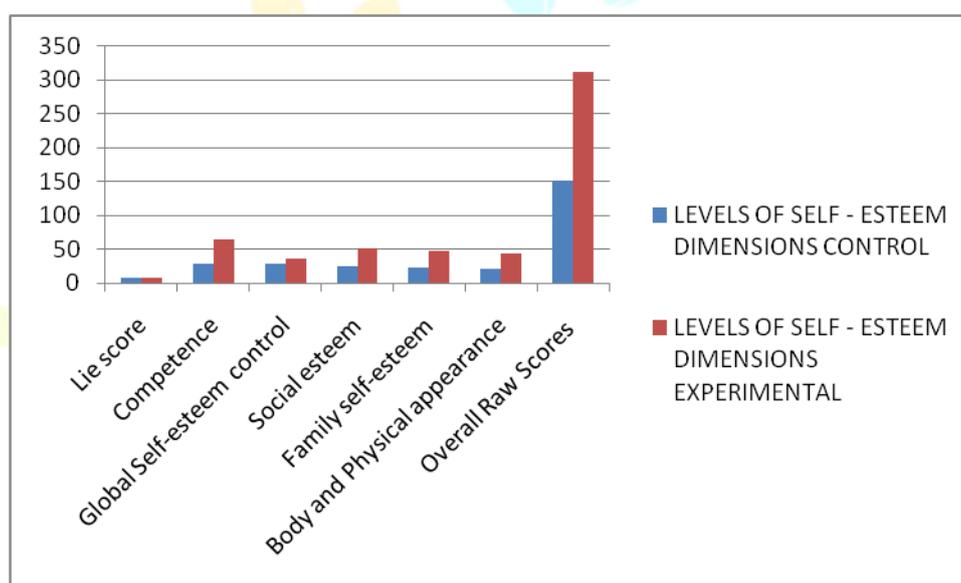


Figure 3: Mean Various dimensions on Self-esteem Inventory Raw scores of control Vs. experimental group college students over three phases of training

Tables 3-4 and Figure 3 show Mean Self-esteem Inventory Competence dimension Raw scores of control Vs. experimental group over three phases of training. It is seen from the table that the control and experimental groups are low on Self-esteem Inventory Raw scores during pretest. Calculated F - Value (1.5834) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the groups of students are low in Competence dimension.

Posttest and follow-up analysis reveal that the experimental group college students are higher ($p > .0001$) than the control group on Mean Self-esteem Inventory Competence dimension Raw scores over three phases of training, compared to the pretest. Calculated Posttest F- Value (30839.46) and Follow - up F - Value (43654.16) are higher than the tabular value, hence, there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental group college students are higher ($p > .0001$) than the control group college students on Mean Self-esteem Inventory Competence dimension Raw scores over

three phases of training. Experimental group students are faster ($p > .0001$) than the control group students in enhancing the Competence dimension

With intervention the experimental group students are higher ($p < .0001$) than the control group students on Self-esteem Inventory Competence dimension Raw scores over three phases of training. This may be due to regular practice of cognitive behaviour therapy. Experimental group college students are having the ability to evaluate and understand one's personal resources, self-esteem based on his/her skills, talents and unique achievements; excellent on self-appraisal based on college students evolution of all parts of himself/herself (Competence). A positive global self-esteem is reflected in feelings such as I am a good person or I respect myself. reflection of feeling good as being honest, sincere, adhering to social values (Global esteem). College students, who values these supposed to have the feeling of -good about themselves. College students are feeling about himself/herself as a friend to others. Do others values his/her ideas and include him/her in their activities? Does he/she feels satisfied with his/her interaction and relationship with peers? (Moral and Self-control). A child whose social needs are being met, will feel comfortable with this aspects of himself/herself (Social -esteem); family self-esteem reflects his/her feelings and himself/herself as a member of his/her family. A college student, who feels he/she is a valued member of his/her family, who make his/her own unique contributions and who is secured in love and respects he/she receives from parents and siblings will have high positive self - esteem in their areas (Family self-esteem). Body and Physical appearance is the body image as a contribution to physical appearance and capabilities. The adolescent's self - esteem in this area is based upon his/her satisfaction with the way his/her body looks and performs (Body and Physical appearance).

Table 5

ANOVA: Mean Self - esteem Inventory Global-self-esteem dimension Raw scores of control ($n=60$) Vs. experimental ($n=60$) group college students over three phases of training

Parameters	Sum of Square	df	Mean Square	G- Value	P Value
Pretest	34.13 4033.07	1 119	34.13 4033.07	0.7898	NS
Posttest	22032.3 63	1 119	22032.3 53	41266.85	<.0001
Follow-up	15109.40 42.91	1 119	15109.40 0.37	43193.24	<.0001

Table 5 and Figure 3 show Mean Self-esteem Inventory Global self-esteem dimension Raw scores of control Vs. experimental group over three phases of training. It is seen from the table that control and experimental group are low on Self-esteem Inventory Raw scores during pretest. Calculated F - Value

(0.7898) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample.

Both the groups of college students are low on Global self-esteem dimension.

Posttest and follow-up analysis reveal that experimental group college students are higher ($p < .0001$) than the control group on Mean Self-esteem Inventory Global self-esteem dimension Raw scores over three phases of training, compared to the pretest. Calculated posttest F- Value (41866.85) and Follow - up F - Value (43654.16) are higher than the tabular value, hence, there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental group college students are higher ($p > .0001$) than the control group college students Mean Self-esteem Inventory Global self-esteem dimension Raw scores over three phases of training. Experimental group college students are faster ($p > .0001$) than the control group college students in enhancing the Global self-esteem dimension.

With training the experimental group college students are higher ($p > .0001$) than the control group college students on Self-esteem Inventory Global self-esteem dimension Raw scores over three phases of training. This may be due to regular practice of cognitive behaviour therapy. Experimental group college students are having the general appraisal of the self. and it is based on adolescents evolution of all parts of himself/herself. A positive Global self-esteem will reflect in his/her feelings such as I am a good person or I respect myself

Table 6

ANOVA: Mean Self - esteem Inventory dimension Raw scores of control (n=60) Vs. experimental group (n=60) college students over three phases of training

Parameters	Sum of Square	df	Mean Square	F-Value	P - Value
Pretest	30.63 278.11	1 119	30.63 278.11	1.4	NS
Posttest	4600.41 2.01	1 119	4600.41 2.01	2211.06	$p < .0001$
Follow-up	4675.01 237.32	1 119	4675.01 237.32	2324.53	$p < .0001$

Table 6 and Figure 3 show Mean Self-esteem Inventory Moral and Self-control self-esteem dimension Raw scores of control Vs. experimental group over three phases of training. It is seen from the table that control and experimental group are low on Self-esteem Inventory Moral and Self-control dimension Raw scores during pretest. Calculated F - Value (0.7898) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the group of college students are low on Moral and Self-control self - esteem dimension

Posttest and follow-up analysis reveal that experimental group college students are higher ($p < .0001$) than the control group college students on Mean Self-esteem Inventory Moral and Self-control self-esteem dimension Raw scores over three phases of training, compared to the pretest. Calculated posttest F- Value (41866.85) and Follow - up F - Value (43654.16) are higher than the tabular value, hence, there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental group college students are higher ($p > .0001$) than the control group college students Mean Self-esteem Inventory Moral and Self-control self-esteem dimension Raw scores over three phases of training. Experimental group college students are faster ($p > .0001$) than the control group college students in enhancing the Moral and Self-control self-esteem dimension.

With training the experimental group college students are higher ($p > .0001$) than the control group college students on Self-esteem Inventory Moral and Self-control self-esteem dimension Raw scores over three phases of training. This may be due to regular practice of cognitive behaviour therapy. Experimental group college students are having the general appraisal of the self, and it is based on adolescents evolution of all parts of himself/herself. A positive Moral and Self-control self-esteem will reflect in his/her feelings such as I am a good person or I respect myself

Table 7

ANOVA: Mean Self - esteem Inventory Social esteem dimension Raw scores of control (n=60) Vs. experimental (n=60) group over three phases of training

Parameters	Sum of Square	df	Mean Square	F - Value	P - Value
Pretest	30.63 278.11	1 119	30.63 278.11	1.4	NS
Posttest	4600.41 2.01	1 119	4600.41 2.01	2211.06	$p > .0001$
Follow-up	4675.01 237.32	1 119	4675.01 237.32	2324.53	$p > .0001$

Tables 7 and Figure 3 show Mean Self-esteem Inventory Social esteem dimension Raw scores of control Vs. experimental group college students over three phases of training. It is seen from the table that control and experimental group college students are low on Self-esteem Inventory Social esteem dimension Raw scores during pretest. Calculated F - Value (1.4) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the groups of students are low on Social esteem dimension.

Posttest and follow-up analysis reveal that experimental college students are high on Self-esteem Inventory Social esteem dimension Raw scores than the control over three phases of training, compared to the pretest. Calculated posttest F- Value (2211.06) and follow - up F - Value (2324.53) are higher than the

tabular value, hence, there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental group are higher ($p > .0001$) than the control group on Mean Self-esteem Inventory Social esteem dimension Raw scores over three phases of training. Experimental group college students are faster ($p > .0001$) than the control group college students in enhancing the Social esteem dimension.

With training the experimental group is higher ($p > .0001$) than the control group on Mean Self-esteem Inventory Social esteem dimension Raw scores over three phases of training. This may be due to regular practice of cognitive behaviour therapy. Experimental group college students, feeling himself/herself as a member of his/her family. College students feeling about himself/herself as a friend to others. Do others values his/her ideas and include him/her in their activities? Does he/she feels satisfied with his/her interaction and relationship with peers? A student whose social needs are being met, will feel comfortable with this aspects of himself/herself.

Table 8

ANOVA: Mean Self - esteem Inventory Family dimensions Raw scores of control (n=60) Vs. experimental (n=60) group over three phases of training

Parameters	Sum of Square	df	Mean Square	H- Value	P - Value
Pretest	392.42	1 119	392.42	1.324	NS
Posttest	208000.13 3209.17	1 119	208000.13 17.19	7648.10	<.0001
Follow-up	193442.7 1758.73	1 119	193442.7 14.90	12978.54	<.0001

Tables 8 and Figure 3 show Mean family dimension Raw scores of control Vs. experimental group over three phases of testing. It is seen from the table that control and experimental group are low on Self-esteem Inventory Raw scores during pretest. Calculated F - Value (1.324) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the group of students are suffering from low self-esteem.

Posttest and follow-up analysis reveal that experimental group is low on Self-esteem Inventory Family dimension Raw scores than the control over three phases of training, compared to the pretest. Calculated Posttest F- Value (7648.10) and Follow - up F - Value (12978.54) are higher than the tabular value, hence, there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental group are higher ($p > .0001$) than the control group on Mean Self-esteem Inventory Family dimensions of Raw scores

over three phases of training. Experimental group is faster ($p>.0001$) than the control group in enhancing the Family dimension of self-esteem

With training the experimental group is higher ($p>.0001$) than the control group on Mean Self-esteem Inventory Family dimension over three phases of training. This may be due to regular practice of cognitive behaviour therapy. This may be due to regular practice of cognitive behaviour therapy. Experimental group college students, feeling himself/herself as a member of his/her family. College students feeling about himself/herself as a friend to others. Do others values his/her ideas and include him/her in their activities? Does he/she feels satisfied with his/her interaction and relationship with peers? A student whose social needs are being met, will feel comfortable with this aspects of himself/herself.

Table 9

ANOVA: Mean Self - esteem Inventory Body and Physical Appearance dimension on Raw scores of control (n=60) Vs. experimental (n=60) group over three phases of training

Parameters	Sum of Square	df	Mean Square	F- Value	P Value
Pretest	12.10 699.59	1 119	12.10 5.9	1.05	NS
Posttest	5240.45 617.58	1 119	5240.45 5.23	1001.27	<.0001
Follow-up	5508.01 580.92	1 119	5508.01 4.92	1118.84	<.0001

Tables 9 and Figure 3 show Mean Self-esteem Inventory Body and Physical appearance dimension Raw scores of control college students Vs. experimental group college students over three phases of training. It is seen from the table that control and experimental group college students are low on Self-esteem Inventory Body and Physical appearance dimension Raw scores during pretest. Calculated F - Value (1.05) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the groups of students are low on self-esteem.

Posttest and follow-up analysis reveal that experimental group is low on Self-esteem Inventory Body and Physical appearance dimension Raw scores than the control over three phases of training, compared to the pretest. Calculated posttest F- Value (1001.27) and follow - up F - Value (1118.84) are higher than the tabular value, hence, there is an extremely significant difference ($p>.0001$) existing in the performance. Experimental group college students are higher ($p<.0001$) than the control group Mean Self-esteem Inventory Body and Physical appearance dimension Raw scores over three phases of training. Experimental group college students are faster ($p>.0001$) than the control group college students in enhancing the Body and Physical appearance dimension self-esteem dimension

With training the experimental group college students are higher ($p > .0001$) than the control group college students on Mean Self-esteem Inventory Body and Physical appearance dimension Raw scores over three phases of training. This may be due to regular practice of cognitive behaviour therapy. The body image is contributing to physical appearance and capabilities. College students self-esteem in this area is based upon his/her satisfaction with the way his/her body looks and performs.

Hypothesis stated “Ha Cognitive behaviour therapy is effective in enhancing various dimensions of the self-esteem among college students” is accepted. Cognitive behaviour therapy helps college students to enhance various dimensions of self-esteem.

The findings of the present study is corroborated with the research findings of

They have brought out the fact that Cognitive behaviour therapy is more effective in enhancing self-esteem among college students.

Comparison of Gender difference

Table 10

Mean Overall Self-esteem Inventory dimensions Raw scores of control boys Vs. experimental girls over pretest and posttest phases of training

DIMENSIONS OF SELF-ESTEEM		
DIMENSIONS	CONTROL BOYS	EXPERIMENTAL GIRLS
Competency	20	63.38
Global Self-esteem	19	35.52
Moral and Self-cont	18	51
Social esteem	14	47.57
Family	13	43.52
Body and Physical appearance	21	70.39
Overall Raw score	105.60	311.38

Table 11

ANOVA: Mean Overall Self-esteem Inventory various dimensions Raw scores of control college students boys (n=30) Vs. experimental college students girls over three phases of training

Parameters	Sum of Square	df	Mean Square	F -Value	P Value
Pretest	34.13 4033.07	1 29	34.13 0.04	0.9987	NS
Posttest	5576.03 630.33	1 29	5576.03 5.35	1043.85	p<.0001
Follow-up	5508.01 580.92	1 29	5508.11 4.92	1118.84	p<.0001

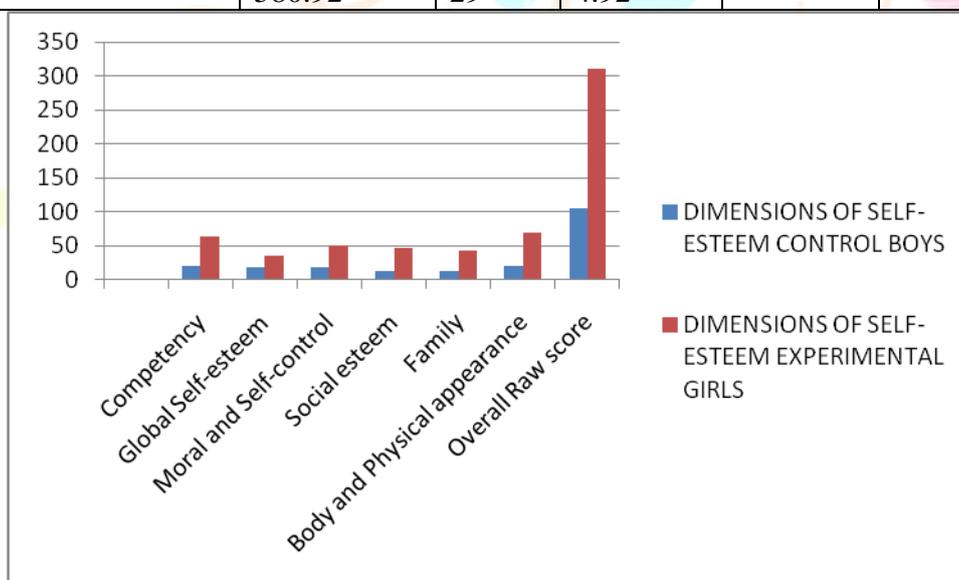


Figure 4 : Mean Overall Self-esteem Inventory dimensions Raw scores of control boys Vs. experimental girls over three phases of testing

Tables 10-11 and Figure 4 show Mean Overall Self-esteem Inventory dimensions Raw scores of control boys and experimental girls over three phases of training. It is seen from the table that control boys and experimental girls are low on Mean Overall Self-esteem Inventory dimensions Raw scores, during pretest. Calculated F - Value (0.9987) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the groups of college students are low on self-esteem dimensions.

Posttest and follow-up analysis reveal that experimental girls are higher ($p > .0001$) than the control boys on Mean Overall Self-esteem Inventory dimension Raw scores of control boys Vs. experimental girls college students over three phases of training.

Raw scores over three phases of training, compared to the pretest. Calculated Posttest F- Value (1043.85) and Follow - up F - Value (1118.84) are higher than the tabular value, hence, there is an extremely significant difference ($p > .0001$) existing in the performance. Experimental girls are higher ($p < .0001$) than the control boys on Mean Overall Self-esteem Inventory dimensions Raw scores over three phases of training. Experimental girls are faster ($p > .0001$) than the control boys in enhancing self-esteem dimensions.

With training the experimental girls are higher ($p < .0001$) than the control group on Mean Overall Self-esteem Inventory dimensions Raw scores over three phases of testing. This may be due to regular practice of Cognitive behaviour therapy. Experimental group girl students are found to be high on various dimension of self-esteem such as Competency, Global Self-esteem, Moral and Self-control, Social-esteem, Family and Body and Physical appearance after intervention. Cognitive behaviour therapy is more effective in enhancing self-esteem among college students.

Hypothesis stated “ H_a Boys are faster than the girls in enhancing self-esteem through Cognitive behaviour therapy” is rejected. In fact, experimental girls are better than the control boys in enhancing various dimensions of self-esteem after intervention. Cognitive behaviour therapy is more effective in enhancing various dimensions of self-esteem among college students.

SUMMARY AND CONCLUSIONS

The matched design, experimental study clearly indicates that cognitive behaviour therapy will help to enhance self-esteem. The study also shows that the changes in the wellbeing have been carried out for a longer duration of time, indicating that real learning has taken place. Cognitive behaviour therapy enables psychological wellbeing, positive outlook and positive emotional state as assessed through Self-esteem Questionnaire. This study strongly suggests that cognitive behaviour therapy helps in developing psychosocial factors and enhances self-esteem, psychological wellbeing and academic success among college students.

MAJOR FINDINGS OF THE STUDY

The major findings of the study is given below:

- Experimental group is found to be faster in enhancing the self-esteem compared to the control group college students after Cognitive behaviour therapy
- Experimental group students are found to be high on various dimension of self-esteem such as Competency, Global Self-esteem, Moral and Self-control, Social esteem, Family and Body and Physical appearance after intervention
- Experimental group girls are better than the boys in enhancing self - esteem dimensions through cognitive behaviour therapy

- Of all the techniques, cognitive behaviour therapy is one of the best therapeutic techniques in enhancing self-esteem and other psychosocial factors among college students

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