

A True Experimental Study to Assess the Effectiveness of Cognitive Behavioral Therapy on Low Self-Esteem Among B.Sc. 1st Year Students in Pt. Jwala Prasad Upadhyay Govt. College Patna, Korea (C.G.)

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Abstract

Self-esteem is vital for an individual's well-being and quality of life. Struggling with low self-esteem can lead to negative behaviors and unfavorable outcomes. Cognitive behavioral therapy (CBT), a well-established psychological approach, effectively addresses mental health issues like low self-esteem. By focusing on unhelpful thought patterns and behaviors, CBT supports individuals in fostering a more positive self-image and enhancing emotional health. This study aimed to evaluate the effectiveness of CBT in enhancing self-esteem among first-year B.Sc. students at Pt. Jwala Prasad Upadhyay Govt. College, Patna, Korea (C.G.). Objectives included assessing self-esteem levels pre- and post-intervention in experimental and control groups, evaluating the impact of CBT, and exploring relationships between post-test scores and socio-demographic factors. The study adopted Kenny's open system model and involved 50 randomly selected students. Data collection tools included Rosenberg's self-esteem scale and the triple column technique, with tool reliability confirmed ($r = 0.93$). Findings indicated a significant improvement in self-esteem after CBT, with mean scores rising from 12.64 to 24.06. The effect of CBT was statistically significant (" Z " = -24.59), while socio-demographic variables showed no significant influence. These results underscore the importance of implementing school- or college-based initiatives to enhance students' self-esteem and equip them to manage academic stress effectively.

Keywords: Cognitive behavioral therapy, effect, self-esteem, Emotional well-being, Experimental study

INTRODUCTION

Psychological challenges, such as low self-esteem is prevalent among students in India, with concerning statistics highlighting the severity of this issue. Reports indicate that a significant percentage of adolescent's experience feelings of worthlessness, with some even contemplating or attempting suicide. Low self-esteem often manifests as a lack of confidence, feelings of inadequacy, or being unloved. Common signs include heightened sensitivity to criticism, social withdrawal, hostility, and excessive focus on personal problems. If unaddressed, it can lead to mental health issues like depression, anxiety, and unhealthy coping mechanisms, such as substance abuse [1–5].

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Self-esteem plays a critical role in mental well-being. High self-esteem promotes resilience and better mental health, while low self-esteem can increase vulnerability to various psychological disorders. It affects an individual's perception of their physical and emotional well-being, social interactions, and overall quality of life [6, 7].

Cognitive behavioral therapy (CBT) offers a structured and effective method to address low self-esteem. By identifying and challenging negative thought patterns, CBT helps individuals develop a balanced and realistic self-view. The process involves replacing self-critical beliefs with more positive and constructive ones, empowering individuals to build self-confidence and recognize their strengths. Specific CBT approaches for low self-esteem focus on breaking persistent negative patterns, encouraging self-affirmation, and fostering a healthier sense of self-worth [8–11].

METHODOLOGY

This study, employing a true experimental design, was carried out among first-year B.Sc. students at Pt. Jwala Prasad Upadhyay Government College in Patna, Korea (C.G.). The sample for the study comprises of B.Sc. students from Pt. Jwala Prasad Upadhyay Govt. College Patna, Korea (C.G.), selection of each population was as per simple random sampling. The sample size consists of 50 students, out of which 25 were for control and 25 were for experiment. The triple column technique used to record negative thoughts and a Rosenberg's self-esteem scale was used to assess the effect of recreational therapy on level of wellness among schizophrenic patients before and after recreation therapy. Data was collected after obtaining informed written consent from the participants. The reliability of the tool was assessed using Karl Pearson's formula, yielding a reliability coefficient of 0.93.

Data collection took place on September 3, 2024. Following the pretest, cognitive behavioral therapy was provided to the participants, and a post-test was conducted in the third week, on September 20, 2024. The data analysis incorporated both descriptive and inferential statistics (Table 1). The findings showed that the wellness levels of individuals were notably low prior to the administration of recreational therapy. The level of significance was set at $p > 0.05$, and the "Z" value assessing the therapy's effectiveness was determined to be highly significant at -24.06 .

Table 1. This Table Showing Comparison of Pretest and Posttest Level of Self-Esteem Among Students in the Experimental Group after Cognitive Behavioral Therapy in the Control Group and Experimental Group.

Level of Self-Esteem	Experimental Group		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
Low Self-Esteem	23	00	24	24
Normal Self-Esteem	02	17	01	01
High Self-Esteem	00	08	00	00

Note: $N = 50$.

RESULTS

The level of self-esteem among students was assessed before the intervention of cognitive behavioral therapy (CBT) using Rosenberg's Self-Esteem Scale. The pretest self-esteem scores of B.Sc. students in the experimental and control groups were analyzed.

PRETEST FINDINGS

- In the experimental group, 92% of participants (23 students) had low self-esteem, while 8% (2 students) demonstrated normal self-esteem.
- In the control group, 96% (24 students) exhibited low self-esteem, with only 4% (1 student) showing normal self-esteem.

POSTTEST FINDINGS (EXPERIMENTAL GROUP)

- 68% (17 students) attained normal self-esteem.
- 32% (8 students) achieved high self-esteem.

STATISTICAL ANALYSIS

- The calculated "Z" value of -24.59 was highly significant (Figure 1).

- The mean self-esteem score increased significantly from 12.64 (pretest) to 24.6 (posttest), indicating the effectiveness of CBT.

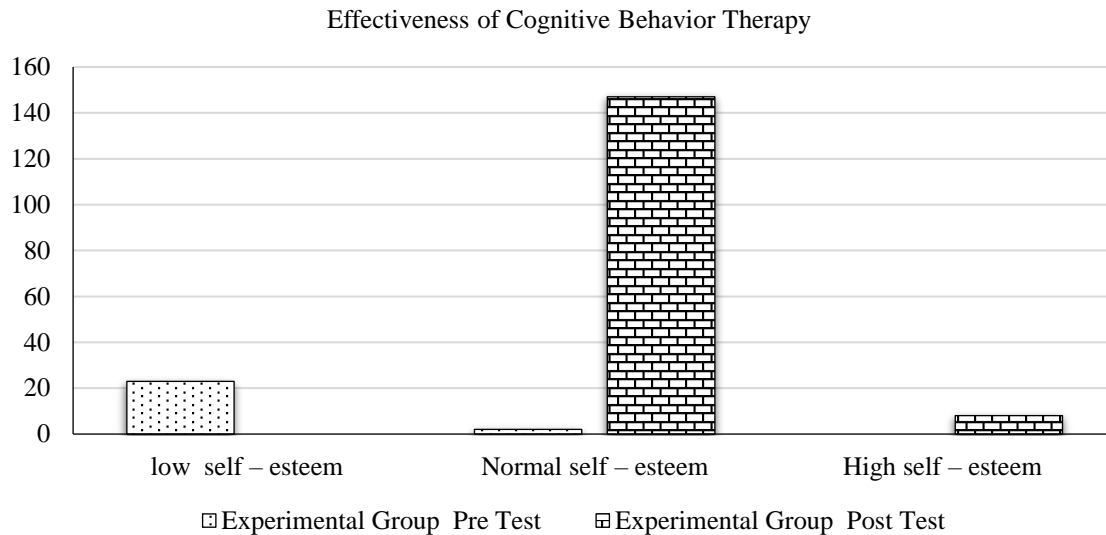


Figure 1. Bar Diagram Showing Comparison of Pretest and Posttest Level of Self-Esteem after Cognitive Behavioral Therapy in the Experimental Group.

DISCUSSION

The findings highlight the substantial impact of CBT on improving self-esteem levels among students. The statistically significant increase in self-esteem scores suggests that CBT effectively addresses low self-esteem by targeting negative thought patterns and promoting healthier self-perceptions.

The lack of a significant association between socio-demographic variables (age, family type, religion, place of residence, parents' education, family income, parents' occupation, birth order, number of siblings, and medium of education) and post-test self-esteem levels indicate that the intervention's effectiveness is independent of these factors.

These results are consistent with previous research that underscores the efficacy of CBT in enhancing self-esteem by fostering cognitive restructuring and positive behavioral changes. The findings support the implementation of CBT-based programs in educational settings to equip students with tools to manage academic stress and build resilience.

CONCLUSIONS

The present study shows that cognitive behavior therapy is more effective in improving the level of self-esteem. Cognitive behavioral therapy proved effective in enhancing self-esteem levels, with students in the experimental group benefiting significantly from the intervention. Based on the findings, a cognitive behavioral therapy program was designed to support individuals with low self-esteem. The post-test results clearly indicate an improvement in self-esteem levels following the therapy.

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