

The Effectiveness of Group Therapy Cognition based on Beck's Approach to Increasing Self-Esteem

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ABSTRACT: The present study examined the effectiveness of group therapy cognition based on Beck's approach to increasing self-esteem. The self-esteem scale of Coopersmith was used to collect information. First, the subjects were matched in pairs based on the self-esteem score, and then each pair was randomly assigned into control and experimental groups. The sample consisted of 28 female secondary school students. The treatment group was administered in 9 sessions and two weeks after the completion of post-test sessions. Results showed that Beck's group therapy cognition has increased the self-esteem of students.

Keywords: Beck's Group Therapy Cognition, Self-Esteem.

INTRODUCTION

The level of self-esteem affects the relationship with others and their mental health. Self-esteem is a vital necessity for normal and healthy growth (Shihan, 2004). Unfortunately, one of the most common problems that most people encounter is low self-esteem. Although the reason for referring to health centers may be something else, it turns out that the underlying cause of their discomfort is low self-esteem (Waines, 2004).

Low self-esteem is often an important factor in behaviors such as abuse, anxiety and desperation, isolation, and a low level of success (Adams & Berzonsky, 2006).

They have little belief in their abilities and they are less struggling to achieve their goals, they do not enjoy their surroundings. They find it difficult to establish and maintain close relationships with others. It only makes them feel bored and happy and so they may turn to deviant behaviors (Jacob, 2006).

Holing and Perkill (2005) argue that there is a relationship between high self-esteem and positive personality traits in people. They believe that adolescents with high self-esteem have characteristics such as emotional complexity, stability, realism, and high ability to tolerate failures. In addition, the self-esteem has a reciprocal relationship with people and, evolution, independence, and curiosity.

Families are the first and most important source of the self-esteem formation. The families that have adopted their child or adolescent, and have warm relations with their child, have children with self-esteem and high self-esteem. But families who have their child do not accept it and have a cold temper with him or her, not only do they not create a sense of value in him or her, but also they expose him or her to a lot of behavioral, psychological, social and moral harm (Shirani, 2003).

Messages that children receive over the course of time from the most important people around them is very important to their self-esteem because children usually accept everything without confidence as a matter of fact. Children do everything literally or obviously, they understand why they need very clear, direct messages that they find to be popular and valuable (Shihan, 2004).

Therefore, the messages sent by the environment and surrounding people are gradually internalized, and subsequently, the hypotheses and beliefs based on these experiences are in the person's minds (Idaho University, 2004).

In the opinion of therapists, personal beliefs arise in the early years of childhood. Early childhood experiences provide the foundation for personalized personal beliefs about oneself and the child (Sharef, 2007).

Regarding the above, the present study seeks to answer the following question: Does group therapy cognition based on Beck's approach has a positive impact on adolescent self-esteem?

The aim of this study was to investigate the effect of Beck's group therapy cognition therapy on self-esteem in adolescents (12-13). The hypothesis has been that: Beck's group therapy cognition has a positive effect on the self-esteem in adolescents (ages 12-13).

Method of statistical society, sample and method of implementation of research

The statistical population was 12-13 years old female students of the second grade of the guidance of Zahedan schools of education. Multistage cluster sampling method was used, that is, firstly, a random selection was made from Zahedan educational areas and the whole guidance schools of the 2nd district were selected randomly. At the next stage, among the second grade primary schools of secondary school of Esmat, two classes were randomly selected. The subjects were matched in pairs based on the pre-test results of the self-esteem. Then in each of the pairs, 14 subjects were randomly assigned to control and experimental groups. In this study, Quasi-experimental with pre-test and post-test and control groups were used.

The experimental group participated in the treatment group, which was performed weekly in three sessions for 45 minutes and during 9 sessions, after two weeks after completing the work, both groups performed a posttest.

The content of the treatment group sessions was based on Beck's cognitive therapy. In Beck's cognitive therapy, three levels of thinking are usually considered. Auto-negative thoughts, a particular position, and involuntary enthusiasm when a person is in an emotional disturbance and it seem reasonable and it is difficult to stop. The underlying concepts, for example, if I can influence others, I will be ahead of life and the rules as "we should not disappoint others", direct behavior, and the negative beliefs that are the third and most intense of the belief level, the negative pivot beliefs are too general and non-contingent (for example, I'm worthless).

This belief is usually formed through the experiences of early life learning and remains inactive as long as relevant events in their lives (Ninan & Dryden, 2008).

The content and summary of each meeting are as follows:

The first session, in this session, the rules of group therapy for participants were fully explained.

The second session focuses on recognizing members in a variety of dimensions, including their abilities, talents and weaknesses.

The third session helps the group to identify the unknown areas of its existence that require change.

The fourth session explains the difference between thinking and feeling and explaining the causal relationship between them, explaining the relationship between ABC, identifying the concept of cognitive errors, and explaining its relation to the annoying emotions.

The fifth session: At this session, five cognitive errors of all or none of the thinking, exaggerated generalization, subjective filtering, neglecting the positive, hasty conclusion was first fully explained. Then, using the technique of the question of induction and subjective imaging, the members discussed on detecting automatic thoughts.

The sixth session: A complete description of five cognitive errors, emotional reasoning, duplication, personalization and use of direct questioning techniques, inductive questioning and mental imagery to reveal automatic thoughts and identify their cognitive errors.

The seventh session: Understanding the members with the daily log record and how to complete it and outline the benefits of using this sheet to identify and modify automatic thoughts and assign homework assignments.

The eighth session: Teaching three techniques to ask the question "what do you have?" Are there any other explanations for this phenomenon? The question is what are the real consequences of this issue to evaluate and change knowledge?

The ninth session: Understanding the members with basic schemas

To analyze the data, the statistical method of mean and standard deviation was used to examine the self-esteem of students in pre-test and post-test groups and the research hypothesis was based on the results of the inferential statistics of covariance analysis.

Instrument of measurement

Coopersmith's Self-Esteem Scale: Coopersmith's Self-Esteem Scale Questionnaire was developed by Coopersmith in 1967. Coopersmith et al obtained the retest coefficient of 88% after 5 weeks and the retest coefficient of 70% after three years for this scale. This questionnaire includes 58 questions that the subject should choose among the options of either "yes" or "no". 8 items of the test of the polygraph and 50 other items are divided to the four subscales of general self-esteem, social self-esteem, self-esteem and family self-esteem. The score 25 and above represent normal and high self-esteem, and less than 25 indicates low self-esteem.

RESULTS

Based on the results of Coopersmith's self-esteem, the mean of the self-esteem in the experimental group was obtained in the pre-test and after the test, 21.21, and 28.21, respectively.

As Table 2 shows, since the value of $F = 131/040$ with degrees of freedom ($df = 26, df = 1$) at the significance level is $\alpha = 0.05$, so the assumption of zero probability of the research is confirmed with 95% since the comparison of the mean of the control group and the test group in the post-test phase indicates that the scores of the subjects in the experimental group are higher than the control group, it can be concluded that Beck's cognitive therapy is effective on improving the self-esteem. Based on beta coefficients, the influence of Beck's group therapy cognition of the self-esteem is 83.4%.

Table 1. Descriptive indices of the self-esteem variable in the pre-test and post-test phase.

Self-esteem variable	Pre-test		Post-test	
	Mean	SD	Mean	SD
Experimental group	21.2857	0.99449	27	0.87706
Control group	21.2143	1.12171	21	1.75412

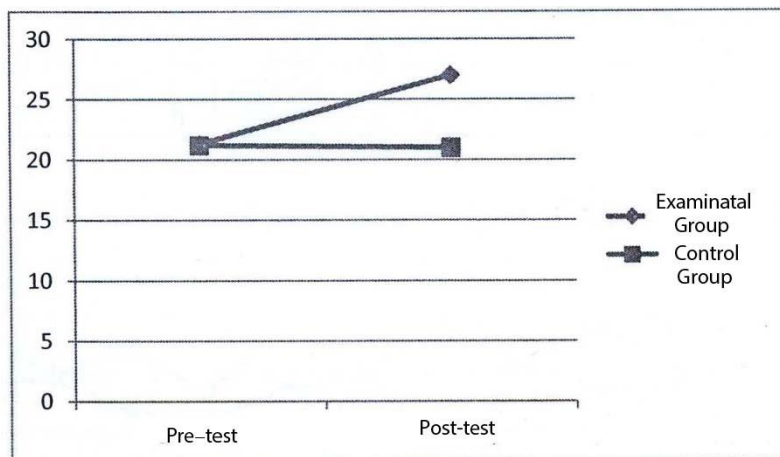


Figure 1. Comparison of the mean of the self-esteem in two groups divided in pre-test and post-test.

Table 2. Results of covariance analysis of self-esteem with the control of pre-test effect.

Index Sources of changes	SS	df	MS	F	Sign.	Effect size	Test power
Overlapping effect	16128.000	1	16128.000	8386.560	0.05	0.997	1.000
Group effect	252.000	1	252.000	131.040	0.05	0.834	1.000
error	50.000	26	1.923				
Total corrected	16430.000	28					

According to the above data, since the value of $F = 131.040$ with degrees of freedom ($df = 26, df = 1$) is significant at a conducting level $\alpha = 0.05$, then the null hypothesis is rejected and the assumption of the research is confirmed with 95% confidence, and because the comparison of the mean of the experimental group in the post-test stage indicates that the scores of the subjects in the experimental group are higher than the control group, so it can be concluded that Beck's cognitive therapy group is effective on improving the self-esteem. Based on the beta coefficients, the effect of Beck's cognitive therapy group on self-esteem improvement is 83.4%.

CONCLUSION

The relationship between low self-esteem and depression and anxiety, and the reduction of emotional-social compatibility has been repeatedly investigated (Biyabangard, 2003). The present study also investigates the effectiveness of group therapy cognition based on Beck's approach to increasing self-esteem. This finding confirms cognitive interventions-behavior in increasing self-esteem. Adams and Berzonsky's study (2006) on the Effect of Cognitive-Behavioral Therapy on Improving Self-esteem Understanding and Cognitive Approach (2001), Waines and Valeriz (2004) on the Effect of Cognitive-Trafficking Therapy on Increasing the Self-Esteem of High School Students and Research of Kazemini and Rajabi (2011) indicates that the cognitive-behavioral group therapy has been effective on improving the self-esteem. Also, the results of research of Hassanavand Amouzadeh Aqili (2013) Kiyani and Pakizeh (2010) support the impact of cognitive methods on the self-esteem enhancement.

The sample size (28 people) can be one of the limitations of this research. Among other limitations of the present study, the statistical society can be limited to the second grade female students of Zahedan. In line with the results of this research, it is suggested that this research be done at high school and college level and also the impact of Beck's therapy cognition on the need for progress and documents be studied.

Conflict of Interest

The authors declare no conflict of interest.

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