International Journal of
Advanced Psychiatric Nursing

Gayatri S Verma
Ph.D. Scholar, Department of Nursing, Malwanchal University, Indore, Madhya Pradesh, India

Dr. Reena Thakur
Department of Nursing, Malwanchal University, Indore, Madhya Pradesh, India

A study to assess the effectiveness of a tailored psychosocial intervention on self-esteem of adolescents studying in selected high schools of Jabalpur

Gayatri S Verma and Dr. Reena Thakur

Abstract
Adolescent is a stage of development in which there are multiple changes in physical, cognitive, psychological and socio-cultural levels. This study was aimed to assess the effectiveness of a Tailored psychological intervention on self-esteem of adolescents studying in selected high school of Jabalpur. A quantitative research approach with experimental control group pretest posttest research design was selected for the present study. Non-probability purposive sampling technique was used and 12 subjects were selected. A Adolescent Self-Esteem Questionnaire (ASQ) used for assessment of self-esteem and Cognitive Behavior Therapy (CBT) used for Intervention The results of the study has revealed that In Controlled Group the maximum was in Health level of self- esteem group that was 66.66%, followed by 33.33% in Low level of self- esteem group and 0 in Excessive level of self- esteem group respectively. In Experimental Group the maximum was in Health level of self- esteem group that was 50% followed by 50% in Low level of self- esteem group and 0 in Excessive level of self- esteem group respectively. The Controlled and Experimental Self Esteem Scores knowledge was statistically tested by applying t-test method at the 0.05%. In the case the calculated value of t was 2.5 more than the table value (2.23). Comparison of self-esteem level between experimental group and control group after providing tailored psychosocial intervention maximum was in Health level of self- esteem group In Controlled Group. Comparison of Self Esteem Test Score shows the Controlled and Experimental Self Esteem Scores knowledge was significant.

Keywords: A6dolescent, self-esteem, effectiveness, tailored psychological intervention, and high school students

Introduction

Self-esteem refers to an overall evaluation of one's worth or value as a person. Global self-esteem is distinguished from domain-specific self-esteem, such as scholastic competence, athletic competence, peer likeability, physical appearance and behavioural conduct. The ability to make global self-evaluations does not occur until mid-childhood. Younger children are able to judge their ability in specific domains, but they are not able to make overall judgments about their self-worth. In adolescence, self-evaluations become more differentiated and other domains become relevant, such as close friendship, romantic appeal, and job competence. For social functioning, research has demonstrated that children with low self-esteem are usually less accepted by their peers. Finally, many studies have shown that low self-esteem is related to child psychopathology, including anxiety, depression and eating pathology. Self-esteem is a central concept that is related to academic achievement, social functioning and psychopathology of children and adolescents. With respect to academic achievement, various studies indicate that children with low self-esteem are less successful at school. According to Terror Management Theory, people strive for positive self-evaluations, because self-esteem provides a buffer against death-related anxiety (Greenberg, Pyszczynski, & Solomon, 1986) [11]. Thus, parents who are approving, responsive and nurturing are likely to build high levels of self-esteem in their children, whereas disapproving, unresponsive and uninterested parents may break down self-esteem levels in their children. In adolescence the link between parenting style and self-esteem is still quite strong, but approval of peers becomes the most important predictor of self-esteem

Corresponding Author:
Gayatri S Verma
Ph.D. Scholar, Department of Nursing, Malwanchal University, Indore, Madhya Pradesh, India

Objective of the study

1. Assess the pre-interventional self-esteem level of adolescents studying in selected high school of Jabalpur.
2. Assess the effectiveness of Tailored Psychosocial Intervention of self-esteem among adolescents studying in selected high school of Jabalpur.
3. Assess the post-interventional self-esteem level of adolescents studying in selected high school of Jabalpur.

Find out association between post-interventional self-esteem levels of adolescents with socio- demographic variables.

Literature Review

Sanvand and Khaledian, (2020) found that satisfying the self-esteem; one can ensure that he has competences, values and capabilities. This helps him to be deserved in all aspects of life and in the absence of self-esteem, he feels contempt, failure and hopelessness and he is not sure he can cope with them and also there study about self-esteem among gender and found that there is no difference between male and females self-esteem.

Rachel and Vermulst (2002) [12] conducted a study tested a four step model consisting of family background, perceived parental support and demandingness, educational aspiration and academic achievement. The model was estimated on data collection from eight graders (N=686 growing up in two cultural setting: transition to modernity (Israeli Jews). Family background had direct and indirect effects on the academic achievement of Arab but not Jewish Adolescents. The indirect family background- academic achievement path showed gender differences only for Arab adolescents via educational aspirations for girls and parental demandingness for boys and it was directly related to academic achievement of Arab boys and Jews adolescents.

Ana María Casino-García (2019) [13] in the study titled, "Emotional Intelligence Profiles and Self- Esteem/Self-Concept: An Analysis of Relationships in Gifted Students" analyzed the relationships between emotional intelligence profiles and both self-concept and self-esteem of identified gifted students between 8 and 18 years of age who study in regular Spanish schools and non-identified peers. A total of 118 identified gifted and 122 non-identified subjects participated in the study. The Self-Concept Scale Form 5 (AF5), the Rosenberg Self-Esteem Scale (RSES), and the Trait Meta-Mood Scale-24 (TMMS-24) were administered. Clusters of students were identified on the basis of their scores in the three dimensions of EI. Subsequently, the differences in self-esteem and self-concept according to the student's emotional intelligence profile were analyzed. The results showed a taxonomy of three-cluster profiles in both groups and the existence of differences between profiles of EI in the self-esteem and self-concept dimensions in gifted students, not so in the non-identified group. The results have important implications for education and health professionals, both for the evaluation and for the introduction of adjusted intervention programs in case of vulnerability.

Research Methodology

- **Research approach:** Quantitative research approach.
- **Research design:** under experimental Research design control group pre-test and post- test research.
- **Research setting:** The study was conducted in high school of Jabalpur.
- **Study population:** The study was carried out among high school adolescent students of Jabalpur.
- **Sample and sampling technique:** Sample size was 12 adolescent studying in selected high school of Jabalpur. Non- probability Purposive sampling technique was used in the study.

Data collection tools and techniques
The tool includes three section i.e.

Section I: A brief Questionnaire to related to the demographic variables like age, sex, education. Place of living, etc.

Section II: The Adolescent Self-Esteem Questionnaire (ASQ). The range for the total score is 13 to 65. Item no 1,5,8,9,10,12,13 are reverse-scored, sum scores from all items and keep scale as a continuous measure of adolescent self-esteem.

Section III: Cognitive Behavior Therapy (CBT) for Intervention.

Results and Discussion

The collected data was analyzed and interpreted in accordance with objectives using descriptive statistics. The data presented in Table 1 indicates that Among 12 respondents, the Distribution of variable of Age showing Maximum reading was in 14-15 years group that was 66.66%, followed by 33.33% in 15-16 years group variable, Maximum reading was in Male group and Female group that was 50%, followed by 0 in Other group respectively for Controlled and Experimental group mostly samples reading was in 9 Class group and 10 Class group that was 50% respectively for Controlled and Experimental group respectively. In variable Education of Father. In Controlled Group Maximum reading was in Below 10th and Graduation group that was 33.33%, followed by 16.66% in 10th -12th and Post-Graduation group and 0 in Illiterate and Any professional group respectively. In Experimental Group Maximum reading was in below 10th-12th and Graduation group that was 33.33%, followed by 16.66% in below 10th and Post-Graduation group and 0 in Illiterate and Any professional group respectively. Distribution of variable of Education of Mother. In Controlled Group Maximum reading was in Below 10th and Graduation group that was 33.33%, followed by 16.66% in 10th -12th and Post-Graduation group and 0 in Illiterate and Any professional group that was respectively. In Experimental Group Maximum reading was in below 10th-12th and Graduation group that was 33.33%, followed by 16.66% in below 10th and Post-Graduation group and 0 in Illiterate and Any professional group that was respectively. In Controlled Group Maximum reading was in Government Job and Agriculture group that was 33.33%, followed by 16.66% in Self Business and Private Job group respectively. In Experimental Group Maximum reading was in Private Job and Agriculture group that was 33.33%, followed by 16.66% in Self Business and Government Job group respectively. In next which was Occupation of Mother. In Controlled Group Maximum reading was in Government Job and Self Business group that was 33.33%, followed by 16.66% in Homemaker and Private Job group respectively.

In Experimental Group Maximum reading was in Private Job and Self Business group that was 33.33%, followed by 16.66% in Homemaker and Government Job group respectively. In variable of Family Monthly Income. In Controlled Group Maximum reading was in below 1000 and 2000-30000 group that was 33.33%, followed by 16.66% in 10000-20000 and 30000- above group respectively. In Experimental Group Maximum reading was in Below 10000 and 10000-20000 group that was 33.33%, followed by 16.66% in 20000-30000 and 30000- above group respectively. Distribution of variable of Type of Family. In Controlled and Experimental Group All the group was 33.33% respectively. Distribution the area of Residence. In Controlled and Experimental Group the maximum was in Urban group that was 50% followed by 33.33% in Semi urban group and minimum was in Rural Group the was 16.66% respectively. In next variable Environment of the Family. In Controlled and Experimental Group the maximum was in Favorable group that was 50%, followed by 16.66% in Unfavorable group respectively. Distribution of variable of Number of Siblings. In Controlled Group the maximum was in two group that was 50%, followed by33.33% in one group and minimum was in more than Two Group that was 16.66% respectively. In Experimental Group All the group was 33.33% respectively. In the variable of any drug abusive person in the Family. In Controlled and Experimental Group the maximum was in No group that was 100% followed by 0 in Yes group respectively. The Table No. 2 and Figure No. 1 Graph revealed the Comparison of the level of self-esteem between in experimental group and control group after providing tailored psychosocial intervention. In Controlled Group the maximum was in Health level of self- esteem group that was 66.66%, followed by 33.33% in Low level of self- esteem group and 0 in Excessive level of self- esteem group respectively. In Experimental Group the maximum was in

Health level of self- esteem group that was 50%, followed by 50% in Low level of self- esteem group and 0 in Excessive level of self- esteem group respectively. Table No. 3 shows Comparison of Self Esteem Test Score. The Controlled and Experimental Self Esteem Scores knowledge was statistically tested by applying t-test method at the 0.05%. In the case the calculated value of t was 2.5 more than the table value (2.23), the difference between the two conditions is significant.

Discussion
The study aimed to assess the effectiveness of a tailored psychosocial intervention on self-esteem of adolescents studying in selected high schools of Jabalpur. Study the socio demographic characteristics among 12 high school adolescent students. The characterization of this study participants shows that most of adolescent students were in 14-15 year of age group in both group and the equal majority present in male and female and their class. The maximum level of education in father and mother group was 33.33%.maximum reading shows in occupation of father in both group was agriculture and in mother that was self-business. Maximum samples family monthly income was below 10000 in both group. Type of family of the samples was equally distributed in all three groups mostly samples lived in urban area in both group and the environment of the family was favorable. Maximum number of siblings were two in control group and no any drug abusive person was present in the family in both group. Comparison of self-esteem level between experimental group and control group after providing tailored psychosocial intervention maximum was in Health level of self- esteem group In Controlled Group. Comparison of Self Esteem Test Score shows the Controlled and Experimental Self Esteem Scores knowledge was significant.

Table 1: Distribution of socio-demographic variables of adolescents

S. No	Variable	Controlled		Experimental	
		Frequency	%	Frequency	%
1	**Age**				
A	14-15 year	4	66.66	4	66.66
B	15-16 year	2	33.33	2	33.33
C	16-17 year	0	0	0	0
D	17year and above	0	0	0	0
2	**Gender**				
A	Male	3	50	3	50
B	Female	3	50	3	50
C	Other	0	0	0	0
3	**Class**				
A	9th	3	50	3	50
B	10th	3	50	3	50
4	**Education of father**				
A	Illiterate	0	0	0	0
B	Below 10th	2	33.33	1	16.66
C	10th -12th	1	16.66	2	33.33
D	Graduation	2	33.33	2	33.33
E	Post-graduation	1	16.66	1	16.66
F	Any professional	0	0	0	0
5	**Education of Mother**				
A	Illiterate	0	0	0	0
B	Below 10th	2	33.33	1	16.66
C	10th -12th	1	16.66	2	33.33
D	Graduation	2	33.33	2	33.33
E	Post-graduation	1	16.66	1	16.66

F	Any professional	0	0	0	0
6	**Occupation of father**				
A	Self-business	1	16.66	1	16.66
B	Private job	1	16.66	2	33.33
C	Gov. Job	2	33.33	1	16.66
D	Agriculture	2	33.33	2	33.33
7	**Occupation of mother**				
A	Homemaker	1	16.66	1	16.66
B	Private job	1	16.66	2	33.33
C	Gov. Job	2	33.33	1	16.66
D	Self-business	2	33.33	2	33.33
8	**Family monthly income**				
A	Below 10000	2	33.33	2	33.33
B	10000-20000	1	16.66	2	33.33
C	20000-30000	2	33.33	1	16.66
D	30000-above	1	16.66	1	16.66
9	**Type of Family**				
A	Nuclear Family	2	33.33	2	33.33
B	Joint family	2	33.33	2	33.33
C	Single parent	2	33.33	2	33.33
10	**Area of residence**				
A	Rural	1	16.66	1	16.66
B	Urban	3	50	3	50
C	Semi urban	2	33.33	2	33.33
11	**Environment of family**				
A	Favourable	5	83.33	5	83.33
B	Unfavourable	1	16.66	1	16.66
12	**Number of sibling**				
A	One	2	33.33	2	33.33
B	Two	3	50	2	33.33
C	More than two	1	16.66	2	33.33
13	**Any drug abusive person in family**				
A	Yes	0	0	0	0
B	No	6	100	6	100

Table 2: Compare the level of self-esteem between in experimental group and control group after providing tailored psychosocial intervention

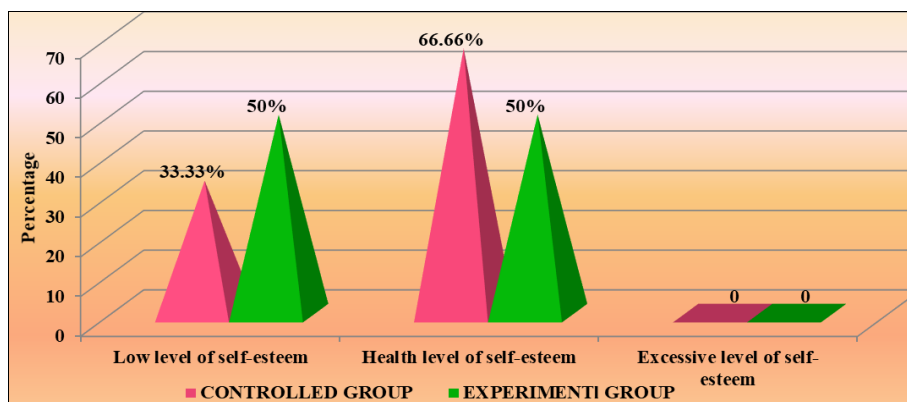| S. No.	Self-esteem test	Controlled group		Experimental Group	
		Frequency	%	Frequency	%
1	Low level of self-esteem (0-17)	2	33.33	3	50
2	Health level of self-esteem (18-55)	4	66.66	3	50
3	Excessive level of self-esteem (56-65)	0	0	0	0

Fig 1: Pyramid Graph revealed the Comparison of the level of self-esteem between in experimental group and control group after providing tailored psychosocial intervention

Table 3: Comparison of Self Esteem Test Score N= 12

S. No.	Group	Mean	Mean Difference	SD	t-value	Inf.
1	Controlled	7.75	4.67	±6.46	2.5	S**
2	Experimental	20.44				

** Significant at 0.05 level of significance

Conclusion
Adolescents are the future of our nation. The study was helpful to find out the effectiveness of tailored psychological intervention on self-esteem of adolescents at selected high school of Jabalpur. With the help of this research we can also assess the self-esteem level of adolescents and suggested intervention given to the adolescents after search which was very helpful for improving their self-esteem. Future researches can investigate the effect of various psychological measures to promotion of self-esteem with the aim of improving their quality of life.

Conflict of Interest
Not available.

Financial Support
Not available.

References
1. Akdemir D, Cak T, Aslan C, Aydos BS, Nalbant K, Cuhadaroglu-Cetin F, *et al*. Predictors of self-esteem in adolescents with a psychiatric referral. Turk J Pediatr. 2016;58(1):69-78.
2. Good CA. Contemporary Psychiatric Mental Health Nursing; The brain-behaviour Connection. F A Davis Company; c1998.
3. Casino-García AM, Llopis-Bueno MJ, Llinares-Insa LI. Emotional Intelligence Profiles and Self-Esteem/Self-Concept: An Analysis of Relationships in Gifted Students. Int. J Environ Res Public Health. 2021 Jan 23;18(3):1006. DOI: 10.3390/ijerph18031006. PMID: 33498734; PMCID: PMC7908084.
4. Clay D, Vignoles VL, Dittmar H. Body Image and Self-Esteem Among Adolescent Girls: Testing the influence of Sociocultural Factors. J Res. Adolesc. 2005;15(4):451-477.
5. Harter S. The construction of the self. New York: Guilford; c1999.
6. Hewitt JP. Oxford Handbook of Positive Psychology. Oxford University Press; c2009. p. 217-224. Available from: http://en.wikipedia.org/wiki/Self-esteem
7. O'Donnell WJ. Adolescent self-esteem related to feelings toward parents and friends. J Youth Adolesc. 1976;5:179-186.
8. Wild LG, Flisher AJ, Bhana A, Lombard C. Associations among adolescent risk behaviours and self-esteem in six domains. J Child Psychol. Psychiatry. 2004;45(8):1454-1467.
9. Townsend MC. Psychiatric Mental Health Nursing; Concept of care in evidence based practice. 5th ed. New Delhi: Jaypee Publication; c2007. p. 231.
10. Bolognini M, Plancherel B, Bettschart W, Halfon O. Self-esteem and mental health in early adolescence: development and gender differences; c1996.
11. Greenberg J, Pyszczynski T, Solomon S. The causes and consequences of a need for self-esteem: A terror management theory. InPublic self and private self. New York, NY: Springer New York; c1986. p. 189-212.
12. Seginer R, Vermulst AD. Family environment, educational aspirations, and academic achievement in two cultural settings. Journal of Cross-Cultural Psychology. 2002 Nov;33(6):540-58.
13. Casino-García AM, García-Pérez J, Llinares-Insa LI. Subjective emotional well-being, emotional intelligence, and mood of gifted vs. unidentified students: A relationship model. International journal of environmental research and public health. 2019 Sep;16(18):3266.