EFFECTIVENESS OF WRITING THERAPY ON SELF ESTEEM AMONG ADOLESCENTS IN SELECTED COLLEGES AT MADURAI

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ABSTRACT
Adolescence is a period regarded of stress and strain, storm and strike. This is the time when the individual undergoes tremendous changes both physically and mentally and psychologically, which requires lots of care affection guidance proper monitoring and motivation. Self esteem is the feeling that we are appropriate to life and to the requirement of life. Particularly self esteem is the one's own confidence to lead a healthy life in present and future by both physically and mentally. Low self esteem become a noticeable problem in the mid eighties, and since then has carried a reduced response. In fact low self esteem has various destructive consequences and is a serious issue faced by majority of today's youth. Writing therapy is a new way of healing, having been researched since 1970. It is currently the better form of healing psychological trauma because it enables ventilation of hidden emotional upheavals.

KEYWORDS
Adolescents, Self esteem and Writing Therapy.

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INTRODUCTION
Adolescence is a transition stage in human development an age where an individual is not an adult and no more a child. The mental health of this adolescent group is very essential for the upliftment of the society[1]. Inattention to, being unequipped and unskilled leads to feel failure, solitude and seclusion. About 22% of the world population is comprised of the adolescent population, among them 12% are between 10-14 years and 10% between 15-19 years. Young people between 10 and 19 years comprise 1.8 billion of world population. More than half of the

Worlds young people some 850 million between the ages of 10 and 19 years live in Asia and the Pacific (WHO 2011)[2-3]. Adolescents are the future forces but they are the most vulnerable group too. They are prone for more emotional disturbances. Adolescent life is full of tasks, struggles, success and failures. The prevalence of low self esteem can be attributed as a background for various psychological problems like depression, narcissism, aggressiveness and delinquency. Therefore we introduced a psychological ventilation method writing therapy to eliminate all the stress and improve the self esteem among the selected experimental group and control group receive no therapy[4]. The comparison of pre and post test of experimental group shown a positive result but not the control group[5].

MATERIAL AND METHODS
Review of literature
Priyanka. G *et al., (*2011) conducted a study to assess self esteem, loneliness and attachment styles among adolescents and examine their association with each other and with age and gender. The sample consisted of adolescents (55 males and 55 females) from a public school in Delhi, aged 10-13 years were administered Coppersmith self esteem inventory (School form), Attachment scale and UCLA loneliness scale. This study results showed that adolescents aged 10-11 years reported higher self esteem as compared to those aged 12-13 years (p<0.01)[6].
Leela.D (2010) conducted a study to assess the effectiveness of hugging on the self esteem of adolescent girls. The sample consisted of 20 adolescent girls from sunshine orphanage in Bangalore. Convenience sampling method was used. It was a one group pre and post test design. The self esteem was assessed using Rosenberg self esteem scale. The reliability of the tool by Karl Pearson correlation coefficient is r=0.76 was high. The intervention was performed by the director of the institution. The study findings showed that there was a significant increase in post test self esteem after hugging t=8 p>0.05, the study was found that self esteem was associated with frequent visits from home[7].

Rajinikanth A. M.[8] conducted studies on low self esteem therapy on physically challenged adolescents. The study consisted of 30 physically challenged adolescents from J.K.K school for disabled. Convenient sampling method was used. Self esteem therapy was administered through a self esteem therapy module. The investigator administered the therapy himself. The study findings showed that there was a significant increase in self esteem after self esteem therapy among disabled adolescents t=4.52, p>0.001.
Frisina *et al,* (2004) conducted a meta analysis of nine expressive writing studies found a significant benefit for health (d=0.19, p<0.05), although when analysed separately the effects for physical health outcomes in medically ill populations in Brooklyn were significant (d=0.21, p=0.01) but those for psychological health outcomes in psychiatric populations were not significant (d=0.07, p=0.17), although the benefits are more modest than in studies with healthy participants, this meta analysis suggests that expressive writing nevertheless have positive effects in clinical population[9-13].
Deters *et al,* (2002) conducted a study on effect of writing therapy on post traumatic stress disorder related symptoms, 57 adolescents undergraduates who were screened for earlier traumatic experience were selected. They were asked to write about their emotional experiences (d=0.47, p<0.0001) for 15 minutes for 4 days about their trauma or emotional experiences. They all had previously reported PTSD, depression, low self esteem and suicidal ideation. Participants who wrote about their traumatic event responded fewer problems in their post tests. Writing seemed to reduce PTSD and related symptoms like depression, low self esteem and suicidal ideation[14-19].
Conceptual framework
Modified albert bandura's social learning theory[20-23] (1952) FIG 1.
Retention
It refers to later imitate the behavior, must remember the aspects of behavior.
In this study it refers to home work given to the students after each session.

Production

It refers to translating the imaginable representation into overt behavior.

In this study it refers to measuring the level of self esteem after writing therapy.

Behavior

Motivation

It refers to vicarious reinforcement for having a good behavior.

In this study, it refers to the positive reinforcement in high self esteem and feedback given to low self esteem.

Population:

Target population

The target population includes adolescent girls of age group 17-19yrs in Madurai.

Accessible population

The accessible population is adolescents with low self esteem in C.S.I Arts and Science College, K. Puthuras experimental group and Sourashtra Arts and Science College for women, Vilacherias control group.

Sample

A sample is a portion of population of interest. The sample consists of low self esteem adolescents in experimental and control group.

Sample size

Sample size is the number of elements of the population. The main purpose of the researcher is to obtain a sample enough to show statistical significance and economical at the same time.

The total sample for this study was 62 in number, in which 35 from experimental group and 27 from control group.

Sampling technique

It refers to the process of selecting a portion of the population to represent the entire population.

In the present study, samples were selected through non probability purposive sampling technique[6-7].

Criteria for sample selection

The study samples were selected by the following inclusion and exclusion criteria.

Inclusion criteria

1. Who were identified with low self esteem
2. Girls studying only in Bachelor of Arts (English)

3. Girls who are willing to participate

Exclusion criteria

1. Who are absent at the time of data collection

Description of the tool

The tool consists of 2 parts

Part I: Demographic data.

Part II: Rosenberg self esteem scale.

Part I

Demographic variables consists of age, total family income, caste, academic performance, locality, number of siblings, family history of any mental illness, parenting style, number of close friends, do you have any physical defects, are you scorned/ Ridiculed by friends, do you think any of the following is a problem to you, whether physical and psychological needs met.

Part II

Rosenberg self esteem scale is a simple, valid tool measure the level of self esteem, developed by Rosenberg in 1965[8,11]. It consists of 10 questions.

Scoring procedure

For items 1, 2, 4, 6, and 7

For items 3, 5, 8, 9, and 10

The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggests low self esteem.

METHODOLOGY

Data collection period is 6 weeks. After getting the consent, the pretest data collection was carried out by the investigator using Rosenberg self esteem scale. The doubts were clarified and the average time taken for answering the questionnaire was 45 minutes. By consulting with the in charge and students convenience, whereas writing therapy was planned for 14 days (1 hour per day), only to experimental group, data collection schedule table 1. It includes, writing positive attitudes, negative attitudes, wounds given to others, wounds got by others, balloon virtues, achievements, failures came across, positive statements about self, narrating a story about themselves, comparing them with a tree/ flower[23-26]. Descriptive and inferential statistics are used in data analysis and interpretation[27-30].Writing therapy is a form of expressive therapy that uses the words from heart to scribble and treat in form of

expressing the feels and emotion. Writing therapy hypothesize that writing one's feelings gradually comfort feelings of stress[31-36].

RESULTS AND DISCUSSION

The overall result of low self esteem in pre test in experimental and control group were 35(100%) samples and 27(100%) samples respectively and in post test in experimental group 0(0%), and control group were 27(100%) samples shown in Table No.2 and Figure No.2.

The comparison of pretest and post test level of self esteem among adolescents in experimental group using paired t test was 27.8 which showed a high statistical significance at $p<0.0001$. The comparison of pretest and post test level of self esteem among adolescents in control group using paired t test was 0.25 which showed no significance at $p<0.0001$. Hence, there is a significant improvement in the level of self esteem after giving writing therapy for experimental group shown in Table No.3, Table No.4 and Table No.5.

The significant association between the demographic variables with the pretest level of self esteem in experimental and control group describes that there was significant association with some variables (academic performance $(p<0.0188)$, locality $(p<0.0130)$ and number of close friends $(p<0.8756)$) shown in Table No.6.

Strongly agree	Agree	Disagree	Strongly disagree
3	2	1	0

Strongly agree	Agree	Disagree	Strongly disagree
0	1	2	3

S.No	WEEKS	SETTINGS	ACTIVITY
1	1st Week	Experimental and control group	Pre test was conducted.
2	2nd, 3rd and 4th Week	Experimental group	Writing therapy
3	5th and 6th Week	Experimental and control group	Post test was conducted.

Table No.1: Schedule for data collection

GROUP	DAY 1 O_1	DAY 1-14 X	DAY 15 O_2
	Assessment of self esteem using Rosenberg self esteem scale	1. Introduction and Ice break 2. Writing positive about themselves 3. Writing negative about themselves . What are the wounds you received from others and who gave it? 5. What are the wounds you given to others and to whom you gave? 6. Advertisement of self image 7. Balloon advertisement about self 8. What are the failures you come across? 9. What is the accomplishment you did? 10. What you perceive about yourselves? 11. Talk to any object and write a story about you 2. Write 20 positive statement about you and repeat it loudly 13. What are the blocks to your own self esteem 14. Consolidate all the day sessions	Post assessment of self esteem using Rosenberg self esteem scale
GROUP	DAY 1 O_1	DAY 1-14 X	DAY 15 O_2
Control group	Assessment of self esteem using Rosenberg self esteem scale	No intervention	Post assessment of self esteem using Rosenberg self esteem scale

Table No.2: Overall result of pre and post test in experimental and control group

S.No	Low self esteem	Experimental group		Control group	
		f	%	f	%
1	Pre test	35	100	27	100
2	Post test	0	0	27	100

Table No.3: Paired 't' test comparison between pretest and post test score in level of self esteem among adolescents in experimental group

S.No	Low self esteem	Experimental group		t value	p value
		mean	SD		
1	Pre test	15.08	3.02	27.8	0.0001***
2	Post test	24.6	2.15		

Table No.4: Paired 't' test comparison between pretest and post test score in level of self esteem among adolescents in control group

S.No	Low self esteem	control group		t value	p value
		mean	SD		
1	Pre test	11.8	1.28	0.25	0.8046
2	Post test	11.9	1.11		

Table No.5: Un-Paired 't' test comparison between experimental and control group post test level of self esteem

	Experimental group (post test)		Control group (post test)		t value	p value
	Mean	SD	Mean	SD		
Self esteem score	24.6	2.15	11.9	1.11	31.75	0.0001***

Table No.6: Chi square test to find out the association between selected demographic variables and pretest level of self esteem among experimental and control group

Demographic variables	Above mean	Below mean	χ^2	P value
Age: 17 yrs	19	17	1.22	0.2694
18 yrs	10	16		
Income: 5,000-15,000	9	7	5.595	0.0610
15,000-25,000	27	12		
25,000-35,000	3	14		
Religion: Hindu	17	22	0.437	0.9325
Christian	7	9		
Muslim	4	3		
Others	0	0		
Academic performance: First ten ranks	4	2	7.95	0.0188*
Last ten ranks	17	15		
Between first ten and last ten ranks	7	17		
Locality: Urban	8	24	8.68	0.0130*
Semi urban	1	2		
Rural	17	10		
Number of siblings More than two	0	0	0.69	0.8756*
Two	5	6		
One	30	21		
None	0	0		
Any history of family mental illness: Yes	0	0	0	-
No	49	13		
Number of close friends: More than three	7	9	8.04	0.0180
Less than three	16	2		
One	19	9		
Do you have any physical defects: Yes	5	1	2.8	0.0943
No	26	30		

Are you scorned/ ridiculed by friends: Always	3	5	0.92	0.6313
Sometimes	22	25		
Never	2	5		
Do you think any of the following is the problem for you? Any subject	0	0		
Studies	0	0		
School	0	0		
Teacher	0	1		
Friends	15	17		
Family	20	9	3.75	0.5859
Whether physical and psychological needs met: Yes	46	16		
No	0	0	0	-
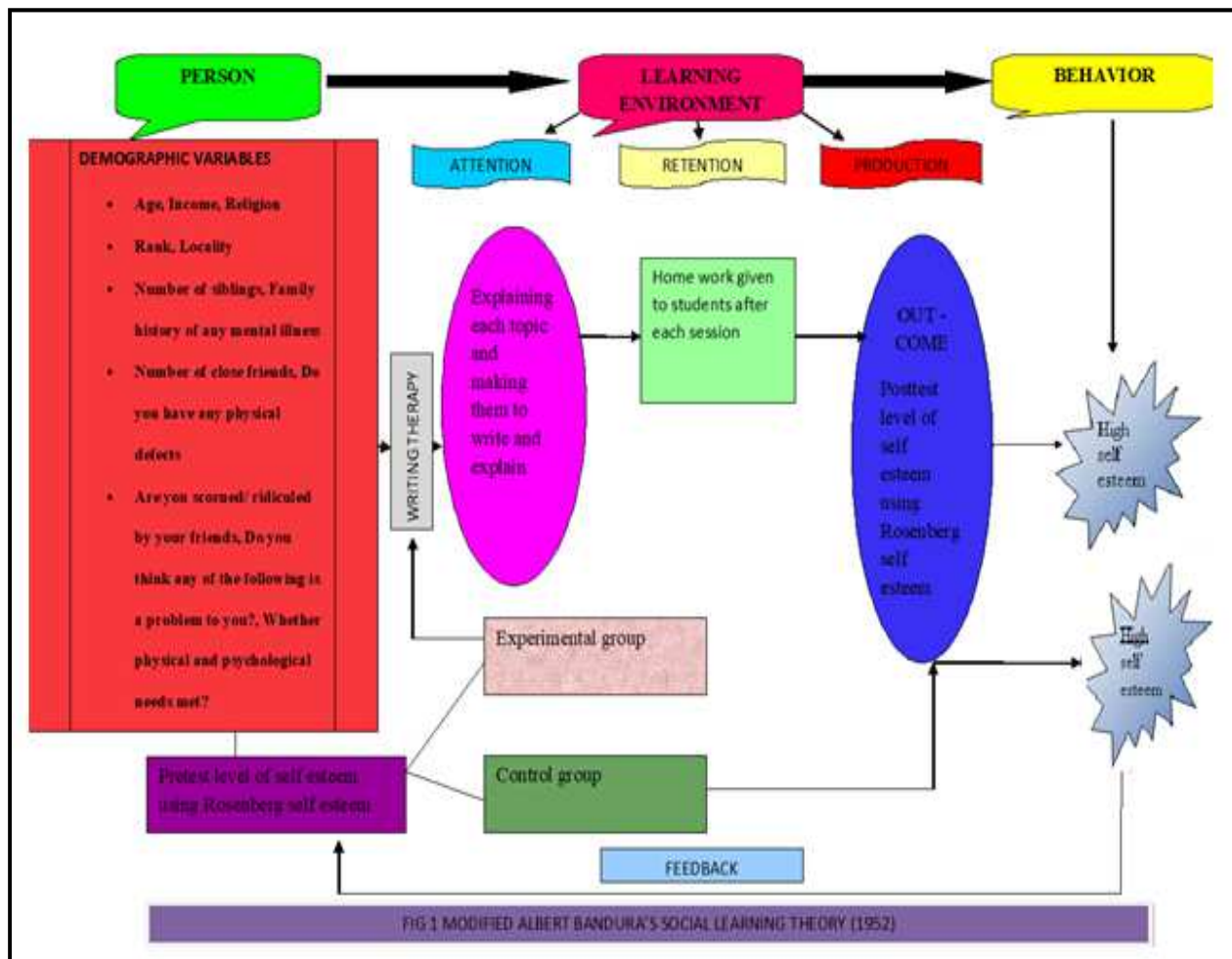
Figure No.1: Modified Albert Bandura's Social Learning Theory (1952)
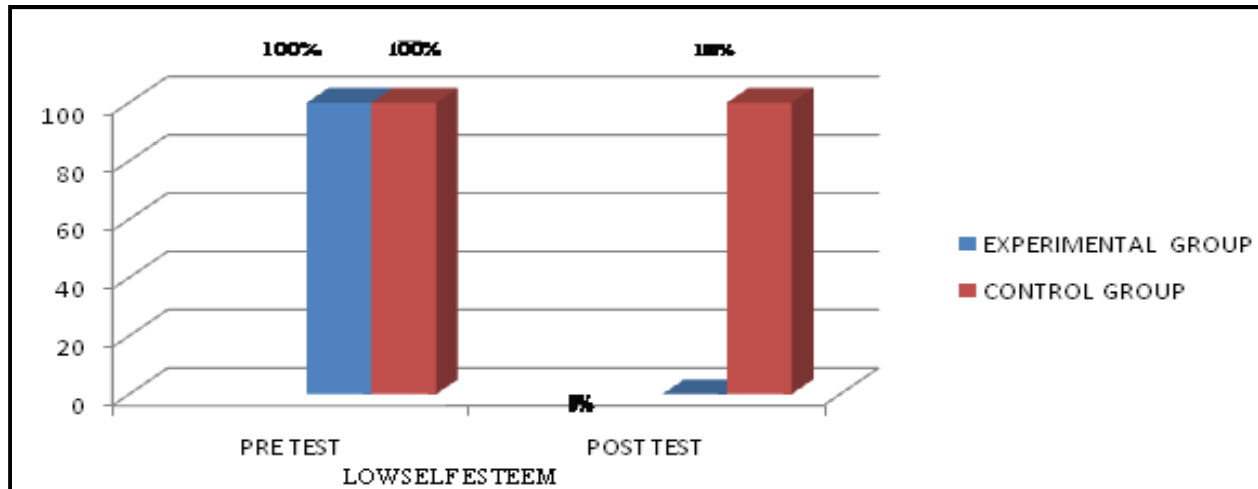
Figure No.2: Overall result of pre and post test in experiment and control group

CONCLUSION

The main study concludes that, the existing level of self esteem for adolescents in both experimental and control group is low. So, the researcher planned for giving the writing therapy to the experimental group and control group has not get the therapy. The result revealed that after the writing therapy there was a significant improvement in the level of self esteem among adolescents in experimental group but the control group score remained same. Many of the students were impressed in some sessions in writing therapy. Hence the study concluded that the adolescents need writing therapy in their daily life when getting the higher responsibilities and facing the failures in order to increase the self esteem.

LIMITATIONS

1. The investigator faced difficulty in the explanation of tool.
2. There was a difficulty in making the adolescents to reveal their attitudes, after explanation they co operated with the investigator.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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