

CHAPTER – II

REVIEW OF LITERATURE

The reviews of earlier studies conducted in related area are of prime importance in any research to formulate an effective methodology. The literature pertaining to present study, “Efficacy of CBT on Body image, Emotional Competence and Self Esteem among College Students” is reviewed and discussed on the basis of the following headings:

- Body Image
- Cognitive Behaviour Therapy on Body Image
- Emotional Competence
- Cognitive Behaviour Therapy on Emotional Competence
- Self Esteem
- Cognitive Behaviour Therapy on Self Esteem
- Body Image, Emotional Competence and Self Esteem

Body Image

Shahi and Kohli (2019) compared body image attitudes and perception for gender and Body Mass Index (BMI) categories among students. Three hundred and twenty seven college students from different departments and colleges of the University of Allahabad (Uttar Pradesh, India) were selected and administered by Multidimensional Body Self Relations Questionnaire Appearance Scale (MBSRQ-AS) and Stunkard Figural Scale. Results indicated that male students were more satisfied with their body parts than female students, but in evaluations of their looks, females evaluated more positively than male students. Male students strived towards muscularity however females were strived for thin ideal. Normal body mass index group showed more positive body image for both the genders in comparison of underweight and overweight categories.

Ganesan, Ravishankar and Ramalingam (2018) conducted a study on Body Image Issues Affecting the Adolescents. The data was collected from 1200 college girls in Coimbatore by using semi structured questionnaire on various factors associated with body image dissatisfaction. The results showed that factors such as higher body mass index, sociocultural pressure and depression were all significantly associated with body

image dissatisfaction. It concludes that the body image dissatisfaction is no longer a western concept it also affects Indian adolescent girls to a great extent. Hence, effective interventions on awareness of ideal body weight and protect the youth from pressures of negative body image.

Rashmi, Patil, Angadi, and Pattankar (2016) assessed the body image perception and compared with their body mass index levels. Sixty three female students pursuing Bachelor of Business Management course at a private commerce institution in Vijayapur city were selected and administered questionnaire with basic details of socio demographic information, body mass index and a validated visual analogue scale, Seca Stadiometer used to collect height, weight under biological measures using Digital weighing machine were calculated. The result revealed that Body image satisfaction of participants was found to be significantly associated with their body image perception, and majority of the students were underweight and overweight but perceived themselves to be normal weight.

Mciza et al., (2005) analyzed to validate the questionnaires concerning body image perception, body size dissatisfaction and weight related beliefs in multi ethnic South African mothers and their daughters. Mothers and girls of primary school were interviewed about their demographics and body image, weight, height and skinfold thickness were measured. Silhouettes adapted from the Pathways Study for girls were used to compare Body image questions and Body Mass Index and for mothers Stunkard's body image figures were used. Result shows that body mass index percentiles were positively correlated. Participants who feels that they were fat and dissatisfied with their body size had significantly higher in index scores.

Hadaoo and Gavaravarapu (2020) reviewed body image perception and dissatisfaction among adolescents. One hundred and twelve adolescents from urban coeducational school of Western India were selected and standardized tools with anthropometric measurements were used. The body image perception was distorted among adolescents, the girls found to have higher body image dissatisfaction. The perceived body image, when compared with their body mass index was found to be different across gender.

Kartha and Joshy (2019) assessed the body image perception of adolescents and its factors. It also helps to find the effect of family, friends, peers and others on the body

image perception of adolescents 179 students who were randomly selected. A pretested self administered questionnaire was used to collect the data. The results proved that high proportion of adolescents had negative body image perception.

Singh, Singh, Dixit, Agarwal and Kant (2011) conducted a study on consciousness of adolescent girls about their body image. Five hundred and eighty six adolescent girls of age 10 to 19 years in Lucknow, Uttar Pradesh, India were selected and administered by questionnaires. It concludes that adolescent girls desire to become thin even though who already perceived their body image as too thin

Chakraborty and De (2014) examined the relationship between body image satisfaction and physical self concept among 120 adolescents and young adults were administered by using Body Image Assessment Scale, The Physical Self Description Questionnaire was used to assess the variables. The results revealed that majority of the participants had body image dissatisfaction in which males had more distorted self image.

Van Eck, Morse and Flory (2015) identified the link between negative body image and depression symptoms. Six hundred and twenty seven undergraduate psychology students were selected and assessed by The Current Symptom Scale, Self Report Form, The Brief Symptoms Inventory, and The Multidimensional Body Self Relations Questionnaire Appearance Scale. The results indicated that body image appears to play an important role in the association between attention deficit hyperactivity disorder and depression symptoms for college students.

Latha, Hedge, Bhat, Sharma and Rai (2006) examined Body Mass Index (BMI), the subjective perception of weight, and body shape satisfaction which predicts the extent of self esteem and depression among female college students. One twenty four participants in the age range of 16 to 21 were selected and administered by Body Shape Questionnaire and Rosenberg Self Esteem Scale and General Health Questionnaire. Health care providers need to provide psychoeducation on female adolescents about normal weight range, proper diet and exercise. They also should be able to achieve a sensible, positive perception of their weight so as to stop depression and lowered self-esteem.

Sides-Moore and Tochkov (2011) surveyed the role of competitiveness and depression on body image dissatisfaction. Seventy female students were participated in the study and administered by Body Mass Index, Becks Depression Inventory II, Body Image

Dissatisfaction, The Body Shape Questionnaire and Competitiveness. The results revealed that competitiveness and depression were important contributing factors to the development of body image and shape dissatisfaction. Depression had a consistently positive effect on body dissatisfaction and therefore the estimates were very robust across specifications.

Clark and Tiggemann (2008) investigated the prospective predictors of body image of 150 participants in the age range 9 to 12 year old girls (mean age of 10.3 years) were selected. The questionnaire used to measure the media and peer influences, individual psychological variables and body image were assessed. To analyse the individual psychological variable, the scales used were Internalization of Appearance Ideals, Appearance Schemas, Autonomy and to find out the body image Children's figure rating scale and body esteem scale were used. The present study concluded that both biological and individual psychological variable helps in the development of body image. Individual psychological variables provided useful programme in prevention and interventions for body image.

Sands and Wettenhall (2000) explored on attitudes to body image of female wheelchair athletes with a effect of psychological intervention programme. A six national female wheelchair basket ball players were examined in six sessions and cognitive behavioural intervention programme was administered. Initial screening was carried out by using four measures of the Physical Self Perception Profile, Multi Dimensional Body Image Scale, Social Physique Anxiety Questionnaire, and the Body Parts Questionnaire. Results indicated that cognitive behavioural intervention programme, had a significant effect on self perceived competence indicating post-hoc significant differences between baseline data and Week 6 of the intervention programme. The study showed that the improvement in various aspects of body image satisfaction by a cognitive behavioural approach on wheelchair athletes and other special populations.

Mancuso (2016) focused on the relationship between body image evaluation and maladaptive body image coping strategies. The sample comprising of 156 females aged 18 to 51 years ($M = 22.76$, $SD = 6.96$) in a college and community. Results indicated that responsible for negative body image was related to an unwillingness to experience negative appearance related thoughts and emotions. It also supports the interventions had

explicitly target body image inflexibility, which helps in treating body dissatisfaction in nonclinical populations.

Priya, Prasanna, Sucharitha and Vaz (2010) assessed the body image self perception has used body mass index as an indicator of nutritional status. The visual analogue scale has a highly effective instrument for assessing people's level of dissatisfaction with their body weight, questionnaire regarding body image perception, diet, physical activity and attempts to change weight was instituted. Among 147 subjects, according to body mass index, 25(17%) were undernourished while 111(75.5%) and 11(7.5%) were normally nourished and overweight respectively; 35 (23.8%) of the subjects felt they were lean, 95 (64.6%) felt they were normal and 17 (11.6%) felt they were overweight. Regarding image satisfaction, 98 (66.7%) of them were satisfied with their image and out of 49 who were not satisfied 30 (20.4 %) wanted to reduce weight. Results indicated that most of them perceived their image correctly regarding to their weight. Most of the underweight and all overweight females were not satisfied. Underweight females preferred to gain weight and overweight females preferred to lose weight.

Cognitive Behaviour Therapy on Body Image

Hilbert and Tuschen-Caffier (2004) examined the effects of body exposure in the treatment of Binge Eating Disorder (BED). Twenty eight patients randomly assigned to cognitive behavioural therapy with a body exposure component was compared with cognitive behaviour therapy with a cognitive restructuring component focused on body image. Experimental thought sampling techniques used to assess negative automatic thoughts about one's body, dysfunctional assumptions about shape and weight, and body dissatisfaction were assessed a clinical interview (Eating Disorder Examination) and self report questionnaires. An effective treatment in improving body image disturbance on all indicators was assessed. Results suggested that cognitive behaviour therapy with an exposure component and cognitive behaviour therapy with a cognitive component for the treatment of body image disturbance equally decreased negative automatic thinking and dysfunctional assumptions about one's body.

Strachan and Cash (2002) compared on the components of a Cognitive Behavioural Programme on self help negative image. It assessed the body dissatisfied of

89 persons with self help conditions like psychoeducation with self monitoring, the intervention combined with procedures to identify and alter dysfunctional body image cognitions. Despite high levels of programme attrition (53%), results were confirmed by the more conservative intent-to-treat analyses. The result indicated that the greater the body image satisfaction was lesser the dysfunctional thought about the appearance and there was a significant improvement in body image and psychosocial functioning.

Jarry and Ip (2005) examined the meta-analysis of the effectiveness of stand alone Body Image (BI) Cognitive Behavioural Therapy (CBT). Individual with clinical body image disturbance with nineteen studies were selected. The attitudinal, behavioural, and perceptual components of body image were more effective in body image cognitive behaviour therapy to improve the least. Body image variables improved more than the general psychological variables in the therapeutic techniques.

Khazaal (2007) studied the effectiveness of cognitive and behavioural treatment on weight related cognitions, binge eating symptomatology and weight loss in patients who reported weight gain during antipsychotic drug treatment. The study was carried out on 61 patients for 12 weeks. Results showed that the experimental group showed some improvement in weight loss with respect to binge eating symptomatology and weight related cognitions, whereas the control group did not. It also concluded that cognitive behaviour therapy treatment was useful for patients suffering from weight gain associated with antipsychotic treatment.

Marchesini et al.,(2002) measures the Health Related Quality of Life (HRQL) with the effects of cognitive behavioural therapy in obese patients, in relationship with binge eating disorder. In order to fulfill the objectives, 92 patients were treated by cognitive behavioural therapy, 76 were selected for the control group. Data was collected using psychometric testing, structured clinical interview and health related quality of life by means of Short Form 36 questionnaire at baseline and after 3 to 5 months. Results indicated that an average weight loss of 9.4 ± 7.5 kg, corresponding to a body mass index reduction of 3.48 ± 2.70 kg/m² treated using Cognitive Behavioural Treatment and found no changes in the control group. It helps to improve in treating subjects (by 5–19%). There was a significant change in self-perceived health status with positive effects of cognitive behavioural therapy.

Cash and Hrabosky (2003) analyzed the effect of Cognitive Behavioral Therapy (CBT) was an efficacious treatment for body image difficulties and disorders. The current study evaluated two combined components of Cash's (1997) self administered body image cognitive behaviour therapy programme psychoeducation and self monitoring. Twenty five body dissatisfied college students enrolled in the three weeks programme and were required to hand in homework weekly in brief meetings with the experimenter. From pre to post test, participants became significantly more satisfied with their appearance and reported less situational body image dysphoria, less weight related concern and less investment in their appearance as a source of self evaluation. Changes generalized to improved self esteem, eating attitudes, and social anxiety. Better self monitoring compliance predicted greater reductions in body image dysphoria.

Ahmadi, Abbaspoor, Behroozy and Malehi (2017) determined the effects of Cognitive Behaviour Therapy (CBT) on body image in infertile women. Twenty four of infertile women were selected by convenient sampling method. The participants were divided into 2 groups experimental and control group with 12 patients per group, using a table of random numbers. The experimental group participated in 10 sessions of cognitive behaviour therapy weekly, based on the 8 step programme (Cash), Body Self Relations Questionnaire and Beck Self Concept inventory were completed in each group before, immediately after, and 1 month after the intervention. Results indicated that after intervention, the mean scores of body image were 156.9 ± 3.4 and 148.7 ± 4.8 in the experimental and control groups respectively, the difference was significant ($P = 0.025$), and the effects persisted until the follow-up. Cognitive behaviour therapy is based on the 8 step programme by Cash can improve the body image of infertile women through challenging and improving their irrational beliefs about their bodies.

Emotional Competence

Garner (2010) provided an interdisciplinary review of theory and research linking aspects of emotional competence to learning and school related outcomes across childhood. Drawing upon work in developmental psychology, educational psychology, and teacher education, it also discusses the role of teachers in socializing students' emotions and considers the strategies and the challenges they face in regulating their own emotions in the classroom context. The result indicated that components of emotional

competence explained outcomes in children and youth namely emotional knowledge, emotional regulation and also behaviour in children's learning were high.

Ciarrochi and Scott (2006) explained about in measuring emotional competence and emotional well being at 1-year intervals. One sixty three university students' explicitly, ineffective problem orientation predicted increases in anxiety and stress, and decreases in positive affect. The tools administered were The Problem Orientation Scale, The Emotional Control Questionnaire, The Toronto Alexithymia Scale, The Depression Anxiety Stress Scale and Positive and Negative Affect Schedule Scale (PANAS- X). The result suggested that an aspect of difficulty managing emotions (i.e. rumination) predicted decreases in positive affect. Each emotional competence variable predicted unique variance after controlling for other significant variables.

Wang, Young, Wilhite and Marczyk (2011) reported that the development and validation studies of the Widener Emotional Learning Scale (WELS) a self report measure for assessing students' social and emotional competence in higher education. The tools consists were Widener Emotional Learning Scale (WELS), Bar On Emotional Quotient Inventory (Bar-On EQ-i) and Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) for graduate and undergraduates. The results represented significant progress toward our goal of developing a measure of emotional competence for use in the higher education environment that reflects a conceptualization based on both awareness and effective management of emotional reactions and a limited set of interpersonal and intrapersonal skills related to working productively with others in potentially emotionally charged situations.

Laible (2007) examined the links between attachment security and social behaviour in late adolescence were mediated by emotional competence. One hundred and seventeen late adolescents completed self report measures of parent and peer attachment, social behaviour, and emotional competence. A path model revealed that parent and peer attachment had no direct links with social behaviour. Instead, the links between parent and peer attachment and social behaviour were indirect, mediated through aspects of emotional competence. These results suggested that secure attachment relationships foster appropriate social behaviour by promoting high levels of emotional awareness, empathy, positive expressiveness, and low levels of negative dominant expressiveness.

Ciarrochi, Scott, Deane and Heaven (2003) analyzed independently of each other have created numerous measures of Social and Emotional Competence (SEC). These measures tend to correlate with each other and with measures of stressful events, suggesting potential redundancy. Three hundred and thirty one university students participated cross sectional study and measured stressful events, and a wide variety of social and emotional competences including social problem solving skill, alexithymia, effective emotional control, and level of emotional awareness. It also assessed a variety of aspects of social and mental health. The results revealed that all social and emotional competence measures except minimising emotions had significant incremental value over the other measures and over stressful events in predicting social and mental health. The optimal set of predictors differed depending upon the type of health predicted.

Lau and Wu (2012) explained the concept of emotional competence as a positive youth development construct and differences between emotional intelligence and emotional competence. Assessment methods of emotional competence with an emphasis on its quantitative nature we introduced. The theories of emotional competence, the functionalist and developmental perspectives and the relationships with positive youth development were highlighted. Possible antecedents, especially the influence of early child caregiver and expected outcomes of emotional competence were examined. Practical ways to promote emotional competence among adolescents, particularly the role of parents and teachers, and the future direction of research were also discussed.

Jennings and Greenberg (2009) proposed a model of the prosocial classroom that highlights the importance of teachers' Social and Emotional Competence (SEC) and well being in the development and maintenance of supportive teacher student relationships, effective classroom management, and successful social and emotional learning programme implementation. It proposes that these factors contributed to create a classroom climate that was more conducive to learning and that promotes positive developmental outcomes among students. The current research suggested a relationship between social and emotional competence and teacher burnout and reviews intervention efforts to support teachers' social and emotional competence through stress reduction and mindfulness programmes.

You and Kim (2016) evaluated whether the quality of attachment to parents and peers influences aggressive behaviours and whether social emotional competencies serve as significant mediators for middle school students. Total 730 students consisted of 448 (61.3%) males and 282 (38.6%) females were selected for the survey. The tools used to measure the variables were Inventory of Parent and Peer Attachment, Behavioural and Emotional Rating Scale, Child Self Control Rating Scale, Interpersonal Reactivity Index, Suppression of Aggression Subscale from Weinberger Adjustment Inventory were used. Results implies that parent and peer attachment had indirect effects on aggression via behavioural self control among boys whereas for girls, parent attachment was found to have both direct and indirect effects on aggression via empathy and behavioural self control. The findings of the study underscored the importance of parent and peer attachment during adolescent years.

Bomba et al. (2013) investigated self image, psychological functioning, and quality of life in children and adolescents with Juvenile Idiopathic Arthritis (JIA). Thirty nine children with juvenile idiopathic arthritics were compared with 80 healthy peers and administered using the Human Figure Drawing Test (HFDT), The Children Depression Inventory (CDI), Self Evaluation for Anxiety (SAFA-A), Generic Core Scales Child Report, Health Related Quality of Life (HRQOL). Parents were asked to complete the Child Behaviour Checklist (CBCL) and the Generic Core Scales Parental Report (PEDSQLTM 4.0). Result indicated that there was a significant correlation between the physical well being and the perception of poorer quality of life in patients, mostly in the psychosocial domains. Children and adolescents with juvenile idiopathic arthritics exhibited emotional difficulties and a delay of psychological development leading to low self esteem, a distorted self image, more anxiety and depression traits, and a worse quality of life, when compared to healthy subjects.

Brand (2015) explored the association between subjective insomnia and self reported emotional competence in areas such as regulating and perceiving one's own emotions and empathy among 366 adolescents pursuing 10th to 12th grade (mean age: $M = 16.9$ years). They were administered by the emotional competencies, empathy, and sleep. The results revealed that higher scores for insomnia were associated with lower scores on emotional competence and empathy. Compared to males, females generally had

higher scores for emotional competence. Poor sleep as subjectively experienced among adolescents was associated with specific impairments in emotional competence, empathy, gender related patterns were also observed.

Nelis et al. (2011) inspected on earlier work showing that adult Emotional Competencies (EC) could be improved through a relatively brief training. Fifty Eight undergraduate students were selected for the study consists of 21 women and 8 men in both the training group (M = 20, SD = 3.4) and control group (M = 20, SD = 1.3). They were administered by Global Emotional Competence, Emotion Regulation Profile-Revised, Situational Test of Emotional Understanding and NEO Five Factor Inventory Revised. Emotional Competence could lead to improved emotional functioning, long-term personality changes, and important positive implications for physical, psychological, social, and work adjustment. Results showed that there was a significant improvement on emotion regulation, emotion understanding, and overall emotional competence. It also increased the emotional competencies which brings changes in psychological well being, subjective health, quality of social relationships, and employability. The long term significant increases in extraversion and agreeableness as well as a decrease in neuroticism.

Pallich, Blättler, Gomez Penedo, Holtforth and Hochstrasser (2020) aimed the effect of emotional competence on the course of burnout and depression. The sample consisted of 113 psychiatric inpatients were analysed using the questionnaire for Self Evaluation of Emotional Competency, Beck Depression Inventory and Shirom Melamed Burnout Measure standardized self report questionnaires at intake, discharge and three months after treatment, were assessed. The result supported that emotional competence as a reputed mechanism of change in the multimodal treatment of inpatients with a stress related depressive disorder and burnout.

Emotional Competence and Cognitive Behaviour Therapy

Suveg, Kendall, Comer and Robin (2006) observed the efficacy of an Emotion Focused Cognitive Behavioural Therapy (ECBT) for six anxious youths in the age range of 7–13 years. The tools used in the study were Anxiety Disorder Interview Schedule for Children—Child and Parent versions, Multidimensional Anxiety Scale for Children, Kusche Affective Interview Revised, Positive and Negative Affectivity Scale for Children

and Emotion Expressivity Scale for Children were administered. The results showed that the majority of children had improvements in anxious symptomatology, emotion understanding and regulation skills, and overall functioning. Such improvements in emotion related skills, related to anxiety were significant because of emotional competence is a crucial component in children's adaptive social functioning and psychological adjustment.

Suveg, Sood, Comer and Kendall (2009) examined the emotion related functioning following Cognitive Behavioural Therapy (CBT) with 37 youth with anxiety disorders (22 boys, 15 girls) ranging in age from 7 to 15. The tools used were The Anxiety Disorder Interview Schedule for Children and Parents (ADIS-IV-C=P), Multidimensional Anxiety Scale for Children, Coping Questionnaire Child Version, Emotion Expressivity Scale for Children, and Childrens Emotion Management Scale. The results suggested that the gains made in worry regulation do not generalize to other emotions that were not specifically targeted within the cognitive behaviour therapy protocol. It also reduces the level of anxiety and increase in self efficacy and emotional awareness after intervention.

Self Esteem

Clay, Vignoles and Dittmar (2005) conducted a study on body image and self esteem among 136 adolescent U.K. girls in the age range of 11 to 16 years. Structural equation modeling showed that the age trend was partially accounted for by a corresponding downward trend in body satisfaction; this, in turn, was fully accounted for by upward age trends in awareness of sociocultural attitudes toward appearance, and in social comparison with media models. Results supported that psychoeducational interventions helped the girls to deconstruct advertising and media images.

Keppel and Crowe (2000) explored the effects on body image and self esteem in a population of previously neurologically intact young adults. Forty participants (mean of 36.7 years) were screened using The Body Cathexis Scale, Rosenberg's Self esteem Scale and Tennessee Self Concept Scale were used for measuring the body image and self esteem. The results indicated that self reported body image was negatively affects the young adults, and also associated with reductions in all measures of self esteem. The effect of body image on self-esteem was generalised and become intact in young adults.

Gentile, Servidio, Caci and Boca (2021) investigated the meditational effects of social stigma and self esteem on the connection between Body Mass Index (BMI) and Internet Addiction Disorder. A total of 413 participants in the age range of 18 to 26 years old ($M=20.94$ $SD=2.95$) were assessed using self report standardized questionnaire to such as Self Esteem Scale, Young Internet Addiction Test and Perception of Teasing Scale and with objective measures associated with body mass index. Results showed that body mass index was directly significant to Internet addiction and social stigma. Social stigma, in turn, predicted self esteem and internet addiction. Moreover, self esteem predicted internet addiction and people who were stigmatized for being overweight show low levels of perceived self esteem, and increase, in the levels of internet addiction.

Kim and Kim (2003) mediated the relationship between sex differences in Body Mass Index, subjective perception of body weight, body shape satisfaction, and self esteem in Korean adolescent boys and girls. The sample consisted of 109 boys and 131 girls, from high schools in Korea with the study variables of body mass index, perception of body weight, body shape satisfaction, and self esteem were taken. The result indicated that self esteem mean score was significantly higher for boys than in girls and also there was a relationship between actual body mass index and perception of body weight and negative relationship between body mass index and rated self esteem among girls.

Kim and Lennon (2007) examined the level of exposure to mass media which was related to self esteem, body image, and eating disorder among 114 females. They were screened using the Visual Analog Scale, Multidimensional Body Self Relations Questionnaire and Eating Attitude Test. The result showed that there was a positive relationship between overall appearance dissatisfaction and eating disorder tendencies. In addition, risk of eating disorder tendencies was related to low self esteem, body dissatisfaction, and overall appearance dissatisfaction.

Grossbard, Lee, Neighbors and Larimer, (2008) analyzed the gender as a moderator of the association between contingent self esteem and body image concerns, including weight and muscularity. Body dissatisfaction in females was lesser to an extent in males, which was associated with low self esteem, depression, and eating disorders. The sample consists of 359 first year college students who completed a screening survey on demographic variables, Body Mass Index, Contingent Self Esteem Scale, Drive for

Muscularity Scale and Eating Disorders Diagnostic Scale. The results indicated the relationship between contingent self esteem and weight concerns was stronger among females, and for males, greater contingent self esteem was associated with a greater drive for muscularity.

Furnham, Badmin, and Sneade, (2002) conducted a study on Body Image Dissatisfaction with Gender Difference in Eating Attitudes, Self Esteem and Reasons for Exercise. Two hundred and thirty five adolescents completed a questionnaire on the variables of eating attitudes, self esteem, reasons for exercise, and their ideal versus current body size and shape. The result predicted that girls were more likely to be dissatisfied than boys, which was more associated with self esteem. Specific reasons for exercise were found to correlate with low self esteem and disordered eating, regardless of gender.

Ahadzadeh, Rafik-Galea, Alavi, and Amini, (2018) examined the correlation between body mass index, body image and fear of negative evaluation, as well as the moderating role of self esteem. A three hundred and eighteen Malaysian young adults were assessed by doing the self-administered survey on the demographic characteristics of body image, fear of negative evaluation and self-esteem. The results revealed that body mass index was negatively associated with body image, while no such correlation was found with fear of negative evaluation. Meanwhile, the negative correlation of body mass index with body image was stronger among those with lower self esteem, while a positive association of body mass index with fear of negative evaluation was significant only among individuals with low self esteem.

Pop (2016) determined the relationship established between self esteem and body image dissatisfaction, among 160 young female students. One hundred and sixty in the age range of 19 to 21 years. Results confirmed that a prevalence of body dissatisfaction was reported among 79% of girls, displeased with their physical appearance. Self esteem and body dissatisfaction were negatively correlated and also body mass index and body image. So self esteem was correlated with body image than body mass index and also results indicated that physical activity resulted in certain improvements in the physical and psychological parameters.

Lowery et al. (2005) explored the relationships between self esteem, body image, and health related behaviours of 267 female and 156 male first year college students. The tools included were Demographic Sheet, The Objectified Body Consciousness Scale, The Weight and Appearance Visual Analogue Scales, The Contour Drawing Rating Scale, The Rosenberg Self Esteem Scale, and a measure of Physical Fitness/Health Related Behaviors. The result showed that self esteem was consistently related to body image dissatisfaction among women than men. Even when both were in consistent exercisers, the women had poorer in body image satisfaction. So, for both men and women more positive physical fitness and health related behaviours were positively associated to self esteem and body image.

Seekis, Bradley and Duffy (2017) investigated whether single session self compassion and self esteem writing tasks meliorate the body image concerns evoked by a negative body image induction. Ninety six female university students in the age range of 17 to 25 years ($M_{age} = 19.45$, $SD = 1.84$) were randomly selected to one of three writing treatment groups: self compassion, self esteem, or control. The participants completed the scales which measures the state body appreciation, body satisfaction, and appearance anxiety. The result suggested that both self compassion and self esteem which affected body satisfaction. Self compassion was more efficacious for improving body appreciation and also it can help them to relate with kindness and concern for satisfaction with their body. The groups did not differ on appearance anxiety. Writing based interventions, especially enhances the self compassion, may improve certain body image concerns.

Ümmet (2015) examined college students' self esteem according to the satisfaction of their basic psychological needs and certain variances. Three hundred and forty two college students were administered by Coopersmith Self Esteem Inventory, Basic Psychological Needs Scale and an information form developed by the researcher. The result indicates that the satisfaction of autonomy and relatedness significantly predicted their self esteem, while the competence did not predict self esteem. Moreover, self esteem of the students showed significant difference as to educational level of mother, income level and perceived parent attitudes by them, while educational level of father and had no effect on self esteem.

Maheswari and Maheswari (2016) analyzed the level of self esteem among the 61 college students which were assessed using a Self Prepared Interview Schedule and a standardized questionnaire on self esteem and how it reflects the intrinsic belief in the self, the overall opinion and value of a person. The results suggested that the study revealed that more than half of the respondents (52.5%) had low self esteem whereas 47.5% of them had high self esteem.

Priya and Muraidaran (2014) identified the factors influencing the level of self esteem of adolescent college students with various disorders like depression and anxiety. The participants were selected by purposive sampling method consists of 284 college students and the data was analyzed using ANOVA and 't' test. The results show that the birth order had a significant effect over their self esteem.

Thomas and Warren-Findlow (2020) observed the relationship between two body image constructs and five health behaviours are associated with risk for chronic disease, controlling for self esteem. Three hundred and forty four college students were screened to measures of body appreciation, body satisfaction, self esteem and frequency of engagement in preventive health behaviours. Results illuminate that body appreciation, but not body satisfaction or self esteem, significantly and positively engaged in diet, physical activity, and weight related health behaviours and there was no associations were found for substance use outcomes. The health risks among college students provide additional evidence to support the development of holistic preventive interventions which address the aspects of mental and physical health among college students.

Self Esteem on Cognitive Behaviour Therapy

Yu (2021) analyzed the effects of cognitive behavioural therapy on social psychological stress under different demographic variables. The sample consisted of 108 freshmen of Northeast Agricultural University were divided into the experimental group and control group. The experimental group received group training for one month, while the control group did not accept any intervention. The Fear of Negative Evaluation (FNE) Scale, Interaction Anxiousness Scale (IAS), and Interpersonal Efficacy Scale (IES) were used. The results revealed that social psychological stress was positively correlated with loneliness and unplanned impulse, and negatively correlated with self-esteem ($P < 0.001$). The students in the experimental group were satisfied with the cognitive

behavioural group training. The cognitive behaviour group training based on impulse, self esteem, and loneliness can effectively improve the affinity efficacy, self impression efficacy, communication efficacy, and negative evaluation fear of freshmen, which is instrumental in easing the psychological stress of students and can maintain long term effects.

Anwar and Saadah (2020) was aimed to change negative thoughts and maladaptive behaviour to increase self esteem through cognitive behaviour therapy. Schizophrenia is a psychotic disorder that is characterized by major disturbances in terms of thoughts, emotions, and behaviour. The subjects were schizophrenics with low self esteem problems. The assessment methods consist of interviews, observation, psychological tests, and documentation. The result was a change in the form of thoughts or beliefs that everyone had weaknesses and strengths, including themselves and an increase in self esteem scores.

Cajanding (2016) explored the diagnosis and complications impact on individual's physical and psychosocial well being, with an intervention of cognitive behavioural techniques which have demonstrated potential positive benefits among patients with Heart Failure. It also determined the effectiveness of a nurse led cognitive behavioural intervention programme on the quality of life, self esteem and mood. The sample consisted of 48 control group and 52 participants in the intervention group and measures the quality of life, self esteem and mood were obtained at baseline and after the intervention. The results indicated that nurse led cognitive behavioural intervention was an effective strategy in improving the quality of life, self esteem and mood among patient living with Heart Failure.

Beattie and Beattie (2018) investigated the effectiveness of a cognitive behaviour therapy programme for low self esteem delivered within primary care. Self esteem refers to how an individual appraises themselves and is associated with good mental health. Fifty four participants attended a 9-week 'Boost Your Mood' group programme. Paired sample *t*-tests were conducted on before and after treatment scores on measures of depression, anxiety and self esteem. Results indicated that there were statistically significant differences in levels of depression, anxiety and self esteem in post treatment. Cognitive behaviour therapy may be effective at increasing levels of self esteem and reducing levels of depression and anxiety.

Hussin, Othman, Hussin and Alias (2018) examined the effects of Brief Group Cognitive Behavioural Therapy on Self Esteem among drug users. The up and down in self esteem will seriously affect the person emotional development and their reasoning process. Thus, reforming self esteem is an important key to help the rehabilitation of drug abuser. The sample consisted of 108 drugs users was chosen using purposive sampling procedure with one treatment group and one control group and four measurements. The tools used to collect the data were using standardized psychometric instruments, including Internal Control Index and The Rosenberg Self Esteem Scale and analysed using descriptive analysis. The result shows that the intervention of Group Brief Cognitive Behavioural Therapy were very effective in increasing the self esteem mean score compared to control group in different time interval. So, self esteem among the subjects can be enhanced with an intervention of proper and systematic therapy instead of unplanned therapy sessions.

Chen, Lu, Chang, Chu, and Chou (2006) evaluated the impact of cognitive behavioural group therapy on the depression and self esteem of clinically depressed patients. The study involved 26 experimental group patients who received 12 weeks of cognitive behavioural group therapy and 25 control group underwent pretest, post test, and follow-up, respectively. The experimental group patients experienced greater effect on cognitive improvements in depression relief, self esteem increase as compared with the comparison group subjects. Cognitive behaviour therapy is effective in decreasing the level of depression and improves the level of self esteem.

Body Image, Emotional Competence and Self Esteem

Polce-Lynch, Myers, Kliewer and Kilmartin (2001) assessed the age and gender patterns in self esteem and to explore the social influences related to adolescent self esteem. Self report influenced on self esteem involving the media, sexual harassment, body image, family and peer relationships, and emotional expression were evaluated with 93 boys and 116 girls. The result indicated that girls reported lower self esteem than boys in early adolescence, and late adolescent boys reported lower self esteem than younger boys. The gender differences were high in emotional expression, with boys becoming more restrictive across adolescence. Girls reported more negative body image and media influence than did boys in late childhood and early adolescence. Body image appeared to

mediate the relationship between certain predictors and self esteem for girls, while gender and grade appeared to moderate the relationship between media influence and self esteem for girls and boys.

Jalali and Zarandi (2020) analyzed a study on predicting histrionic characteristics of female university students based on explicit self esteem, implicit self esteem, social competence and body image. The sample consisted of 100 students were selected by multistage cluster sampling method. The tools used in the study were Rosenberg Self Esteem Questionnaire, Fisher Body Image Questionnaire (Felner et al., 1990) Social Competence Questionnaire and Ferguson and Nagy (2014) Histrionic Personality Scale were given to them, and then computerized Implicit Association Test (IAT) of self esteem were assessed. The obtained data were analyzed by two variables and multivariate correlation and regression. The results showed that there was no significant relationship between social competence and histrionic characteristics but explicit self esteem, implicit self esteem, and body image could predict histrionic characteristics.