

CHAPTER I

INTRODUCTION

“Body and soul are not two different things, but only two different ways of perceiving the same thing. Similarly, Physics and Psychology are only different attempts to link our experiences together by way of systematic thought”.

– Albert Einstein

The majority of eating disorders begins in adolescence and also studies shows that almost 60% of girls suffer from low self esteem and have body image concerns. Dissecting who is too fat, thin, eats a lot, and has acne can quickly change to shaming remarks, contributing to negative body image issues (Times of India, 2020). The development of distortions and subjective body image problems appears to be influenced by the socio cultural environment (Strauss & Corbin, 1998). Puberty is a big influence on a growing preteen's body. It is also the time most adolescence undergo most changes, appearance wise, and become more conscious about themselves. There is also an increased amount of pressure teenagers and young adults can face living in the era of social media, peers, parents and unrealistic physical standards can also feel overwhelming and paint a false image.

Males in the age range of 15 to 25 years are not developed psychologically and struggle with self identity and are not equipped to deal with bullying, peer pressure, parental conflict and other emotional traumas which lead to low self esteem. It is therefore high time that critical discourses which challenge body shaming and hail body positivity are recognized, posited and accepted in India. Low self esteem and body image difficulties can serve as direct triggers for mental health issues, requiring immediate intervention.

The self perception of one's physical image is especially significant. Negative psychological functioning has been linked to body dissatisfaction. A negative attitude toward one's body has been connected to a variety of mental health problems. Individuals

in many parts of the world are at risk of having a negative body image irrespective of gender.

The most common age for the onset of Body Dysmorphic Disorder is between 15 and 30 years. More than 90% cases of Body Dysmorphic Disorder coexist with depression, anxiety and other psychological ailments. The condition can be treated with a combination of medicines and psychological counselling sessions. A healthier lifestyle paves way for an enhancement in mind and body. Supportive relationships and friends who foster positive attributes and not just physical ones help reinforce the idea of self acceptance and body positivity (The Hindu,2020).

For college students, self perception or body image perception plays a significant role in determining their quality of life. Negative perception or negative psychological functioning leads to body dissatisfaction, low sense of self worth, distorted thoughts and emotions. Body dissatisfaction and a negative attitude toward one's own body is also the root of several mental health issues. College students and adolescents, regardless of age, culture and background are at risk of experiencing negative body image perception.

Body Image

“Body image is a multidimensional concept which includes perceptual, attitudinal, affective, and behavioural dimensions” (Gardner, 2011). Body image issues are the result of the complex relationship between an individual's psychological experiences, emotions, the appearance of one's own body which is influenced by their self perception and societal issues (Taleporos & McCabe, 2002).

Body image or the perception of one's own body is a result of societal, personal and psychological pressures and a commonly occurring phenomenon that puts a strong emphasis on appearance of how one ought to present oneself. The ideal image that one should look is blatantly displayed across all social platforms, which is discussed and scrutinized by everyday people. Furthermore, evidence suggests that body image pressures have negatively impacted more in women and it might be just an impact in men (Cash & Smolak, 2011). The general public understanding of the very concept of body image is that it is a problematic entity that individual possess which leads to body dissatisfaction and results in several behavioural and psychological disorders such as anxiety, depression and eating disorders (Gleeson & Frith, 2006).

In a rapidly developing country like India, culture plays a huge role in society. The growing acceptance and adaptation of western culture and the globalization of media and other social platforms, adolescents and young adults are more exposed and under constant pressure to adapt themselves for changing and sometimes unlikely body values (Shroff & Thompson, 2004).

A positive body image or body satisfaction is when one is happy with their body image and feels they meet the body standards of society. However, a negative body image or body dissatisfaction is caused when one feels their body image does not meet the standards and perfection as enforced by the society. Body satisfaction, body dissatisfaction and self esteem issues are all a direct manifestation body image perception on individuals and the magnitude of these issues are a result of one's emotional competence. Being conventionally overweight or underweight, failing to look like the models and prominent people in the media is also another reason one might feel inadequate or different. Individuals exhibiting body dissatisfaction, when compared beside their peers who have a healthy and positive body image perception, would show more depressive traits, greater anxiety, lower emotional health, and hence lower quality of life (Bomba et al., 2013).

This positive or negative perception of an individuals' own body is uniquely crafted by the individual based on important factors:

- Biological factors
- Psychological factors
- Sociocultural factors

Biological Factors Influencing Body Image

The most biological characteristics associated with body satisfaction is body mass index (Jones, 2004) and also seems to be a predictor of body dissatisfaction in children (Holt & Ricciardelli, 2002) and adolescent (Neumark-Sztainer, Story, Flakner, Beuhring, & Resnick, 1999). Early detection of one's awareness of being overweight or obese has been demonstrated to be an important element in both men and women losing weight successfully. There is evidence that the obesity is linked to poor body image, which leads to higher body dissatisfaction (Radwan et al., 2019).

Psychological Factors Influencing Body Image

Other than biological factors, there seems to be number of psychological factors that can affect body image, mainly self esteem (Muris, Meesters, Van de Blom & Mayer, 2005). As society often forces individuals to focus on physical appearance, the body dissatisfaction and negative feelings results in lower self esteem and a struggling emotional competence. This dissatisfaction with one's body and negative feelings associated with it puts the individual under constant psychological stress (Shin & Shin, 2008).

Sociocultural Factors Influencing Body Image

Sociocultural theories of body image disturbance “examine the influence of common or culture wide social ideals, expectations, and experiences on the etiology and maintenance of body image disturbance” (Heinberg, 1996). The most noticeable factor affecting body image perception would be sociocultural. Individuals exposed to the body standards displayed on television, the internet, magazines, clothing stores, billboards etc., either perceive themselves differently or contribute to individuals in their social circles, being dissatisfied with their bodies. Additionally, constant criticism or comparison within an individual's peer group, about the desirable body presented in the media, only worsens a negative perception of their body image. Cultural backgrounds and the ideal standards of beauty as perceived by the specific culture also pressure individuals into evaluating their bodies and creating a strained body image.

It have been underlined that sociocultural model indicates that the function of the socially promoted thin ideal, which symbolises an increasingly unrealistic standard to which young adolescents seek. Adolescents who are pushed to higher social and cultural pressures to be thin are more prone to internalise the slim ideal as their personal standard leading to body image dissatisfaction as a result of the disparity between the their own physical appearance (Rodgers, Paxton & McLean, 2013). This process is aided by comparing one's body to that of others such as peers, media which increases the perception of the disparity between the ideal and self (Schutz et al., 2002). As they see their body weight as extremely adjustable and seek to control it through dieting and restraint, the accompanying body dissatisfaction commonly leads to eating issues and disordered eating behaviour.

Body Image on College Students

In an adolescent or college student's life, educational institutions are a major component to play the key role of shaping their individual outlook on their body image. Their social experiences at these educational institutions can either leave them satisfied or dissatisfied of how they perceive themselves. Therefore, educating these adolescents or college students about the physical changes they might experience during puberty and the steps they can take along with realistic expectations they should set for themselves, is vital to promote a positive body image. Educating them from an early age will enable them to more effectively screen the body image expectations and unrealistic ideals of attractiveness transmitted through the media and as a result perceive themselves more positively (Singh et al., 2015). This early intervention of sorts would help to lessen the negative feelings of body dissatisfaction that our social environment imposes; negative feelings that are, interestingly, more an inner feeling one has about oneself and how they are perceived by others, rather than one's actual physical appearance (Hargreaves & Tiggemann, 2002).

Emotional Competence

According to Goleman (1995) "emotional competence, is an ability to realize and recognize own feelings, and also feelings of others, for self motivation, for management of the emotions itself and in the relations with others". The term "emotional competence" was coined in the 1990s. It was introduced into psychology through the work of foreign researchers (Bar-On et al., 2006).

The level of one's emotional competence is a key indicator of how one would handle their emotions or the emotions of others. One can handle their emotions by either positive emotions or negative emotions. A high emotional competence would mean a higher chance of a positive outcome from one's emotional experience, while a lower emotional competence would mean a greater risk of negative effects from one's emotions. Noticeably a higher emotional competence is often attributed to greatest happiness, better relationships and a more stable mental health associated with greater educational and career success. Most individuals, regardless of their emotional intelligence, might know the proper way to handle emotion, but while in their emotionally vulnerable state, instinctively react negatively or positively depending on their level of emotional

competence. Teaching individuals on how to manage their emotions might help them to achieve higher emotional competence and also equip them to fight against the consequences of lower emotional competence such as depression, anxiety, mental breakdowns, eating disorders, outbursts of anger and so on (Mikolajczak, Brasseur & Fantini-Hauwel, 2014).

Characteristics and Skills of Emotional Competence

Emotional competence is one's inbuilt emotional coping mechanism, but which can be fine tuned to function better. An important characteristic that serves as an important first step in developing emotional competence is being aware of and understanding oneself and being able to understand others too. Individuals with a higher level of emotional competence are more likely to be aware of their emotions and understand the effect it is having on them and be able to channel them more positively.

Furthermore, being able to control one's identified emotion and helps them to express appropriately and regulate them in their social situation or to their intended goals. These individuals can leverage their emotions and use it to their benefit and create a positive emotional experience overall. On the contrary, those with lower emotional competence have lesser control and find it more difficult to sort through the feelings invoked by emotions and thus become overwhelmed by them. The evidence of one's high emotional intelligence is being able to use their awareness, understanding, control and used to improve their thoughts and actions to better navigate their emotions and emotional events.

Emotional competence can be explained in three levels they are knowledge, abilities, and traits. The first level, knowledge, is an indicator of one's understanding and knowledge of emotion and emotional intelligence. Knowledge of what is emotion, and what to expect from themselves or others' emotions helps one determine the how to handle these emotions. The ability level is an indicator of one's ability to apply the knowledge they have during an emotional situation. However, individuals with higher emotional competence will be able to better apply their knowledge, compared to those with lower emotional competence who may not be able to do, when faced with emotional adversity. Finally, the trait level is an indicator of one's natural tendency to act in a firm manner in emotional circumstances. The focus here is not one's knowledge of what should

be done, but what one is typically inclined to do spontaneously. Specific training to gain command and enhances one's emotional competence in psychological and social situations. (Mikolajczak et al., 2015).

The eight emotional competence skills are

- Understanding of their own emotions
- Capability to distinguish and understand of others feelings
- Ability to employ emotional and expressive vocabulary
- Empathic involvement capacity
- The ability to distinguish between internal and external emotional expression
- Adaptive coping with unpleasant emotions and stressful situations
- Recognize the importance of relationships with emotional communication
- Ability for emotional self efficacy (Cherland, 2004).

Emotional Competence and College Students

College students, some of whom are still adolescents, are faced with improving and developing their social, emotional, and motivational emotional competence capabilities, despite new and unfamiliar environmental influences they might face at this stage of their life. Adolescents need to have these emotional competence capabilities modeled positively in their environment so that they can emulate the positive experiences which help develop their own emotional competence, to manage their behaviours and tendencies in their social educational environment.

Forming positive thinking habits i.e. the natural instinctive tendency of one's thoughts is important to pave the way to cognitive thought patterns. By developing a positively inclined natural tendency in the way they handle their emotions and behaviours, college individuals can find themselves on the path to greater academic achievement, better emotional well being and increased positive social experiences. On the contrary, negative tendencies would result in academic under achievement, poor mental and emotional health, and discouraging negative social experiences. Exercising positive thought patterns result in cognitive thinking that facilitates confidence, persistence and emotional resilience, which are the foundations that ensure college students having a

positive social educational experience. For instance accepting oneself, taking risks, and being self reliant are positive thought patterns that would help college individuals to develop in academic and social confidence (Bernard, M. E., 2006).

Positive emotions or a high emotional competence can result in positive successful experiences of one's intellectual endeavours, which can lead to highly motivated and enthusiastic college students eager to progress and aim for higher achievements. Adversely, negative emotions or lower emotional competence can result in futile intellectual experiences which leave college individuals discouraged and exposed to the risk of losing motivation in their education and even complete withdrawal from studies. Even the smallest positive and encouraging emotional experience can have a great impact on these college individuals helping them to have a better learning experience, just as growing research suggests that in an academic environment, emotional aspects rather than intellectual skills have a higher chance of being the driving force behind a college students' success (Kingston, 2008).

Self Esteem

Self esteem can be defined as one's subjective evaluation, perception, and beliefs of oneself (Çivitci & Çivitci, 2009). Self esteem can sometimes be used to evaluate one's psychological well being and also an attitude toward the self (Bost, 2013).

An individual's self esteem result in an outcome has a motive and is sometimes used by one as a protective shield for their inner self. The outcome and motive can either be positive or negative, depending on the psychological emotional experiences, based off which one has formed their self esteem. It can be viewed as a key player in the process of self verification that one conducts in their social situations. Verification of oneself and finding their place in their circles increases their worth based and efficacy based self esteem. Rising one's self esteem could prove to be beneficial for the individual and as a result for their society, because one's positive evaluation of oneself would cause them to be a constructive, productive, and successfully associated with the society.

Self esteem can be built up or torn down by one's socio cultural environments. Quite often one's higher or lower self esteem is a direct reflection of how they perceive their value in social situations. On the contrary, even individuals within an established

higher self esteem, lose some of their high self worth because of negative interactions in their social groups.

Furthermore, self esteem could also be described as a defense mechanism used by one to protect their self worth and their emotions when faced with negative emotional situations such as being unaccepted in their social circles. Hence self esteem is always built up and lost through every positive and negative emotional experience. Self esteem is highly stable but also highly reactive in social situations. When individuals make an effort to manage and maintain their self esteem, they are self motivating towards positive tendencies and behaviours (Cast & Burke, 2002).

Components of Self Esteem

According to Branden (1969) some of the key components of self esteem are

- It is an inherent human need that is necessary for survival, good and healthy development.
- Based upon a person's beliefs and consciousness self esteem arises automatically
- It occurs in concurrence with a person's behaviours, thoughts, feelings and actions.

Types of Self Esteem

Implicit and Explicit Self Esteem

Implicit self esteem refers to an individual disposition to assess themselves positively or negatively in a impulsive, automatic or unconscious manner. It contrasts with explicit self esteem, which involves more conscious and reflective self evaluation. Both explicit self esteem and implicit self esteem are subtypes of self esteem proper (Baumeister, Smart & Boden, 1996).

Narcissism

Narcissism is a disposition people may have that represents an excessive love for one's self. It is characterized by a magnified view of self worth. There is a moderate correlation between narcissism and self esteem, that is to say that an individual can have high self esteem but low narcissism or can be a conceited, obnoxious person and score high self esteem and high narcissism (Sedikieds et al., 2004).

Threatened Egotism

Threatened egotism is a reaction to a criticism that threatens the ego of narcissists; they often react during a hostile and aggressive manner (Twenge & Campbell, 2003).

High Self Esteem

High or healthy self esteem is based on one's capability to evaluate oneself accurately and still be accepting of who one is. This means being able to acknowledge one's strengths and weaknesses and at the same time recognize that one is worthy and worthwhile.

Signs of High Self Esteem

There are some of the signs of positive self esteem

- ♦ Confidence
- ♦ Self awareness
- ♦ Non blaming attitude
- ♦ An understanding of one's own strength
- ♦ An ability to learn from the mistakes
- ♦ An ability to accept others fault
- ♦ Hopefulness
- ♦ Problem solving skills
- ♦ An autonomous and cooperative behaviour
- ♦ Having no trouble in dealing with emotions
- ♦ The ability to trust others
- ♦ A good understanding of one's own limitations
- ♦ Taking care of self
- ♦ Assertiveness (Myers, 2001).

Low Self Esteem

Low self esteem is a debilitating condition that prevents people from realising their full potential. Low self esteem makes a person feel unworthy, incapable and incompetent. Individuals with low self esteem sometimes rely on their current situation to settle how they feel about themselves. They need positive external experiences to counteract the negative feelings and thoughts that constantly afflict them. People with poor self esteem

sometimes takes unfavourable remarks personally and get agitated as a result. People with low self esteem evaluate their likeability based on their achievements; others will like them only if they succeed, but not if they fail. (Baldwin & Sinclair, 1996).

Signs of Low Self Esteem

There are some of the outward signs of low self esteem

- ♦ Pessimistic view of life
- ♦ Perfectionist approach
- ♦ Having a negative attitude toward others even those who show affection
- ♦ Blaming attitude
- ♦ Fear of taking chances
- ♦ Feelings of unlovability
- ♦ Dependent — allowing others to make decisions for you.
- ♦ Apprehension of being mocked (Myers, 2001).

Characteristics of Self Esteem

Evidence suggests that self esteem has significant real world consequences and its development thereof have important social significance (Orth & Robins, 2014).

Self esteem is a general indicator of one's self worth and reveals beliefs about oneself and their emotional responses to those beliefs. Higher and lower self esteem have specific characteristics. Individuals with higher self esteem exhibit the capacity to feel like they deserve happiness and success. This positive outlook and feeling of self worth help them navigate through their everyday challenges with positivity.

Every adolescent's self esteem plays a vital role in determining their mental health and overall cognitive development. However those with low self esteem exhibit signs that are essentially derogatory to their mental and overall well being. Being ashamed of oneself, fearful of failure, feeling inferior, being self critical and having an overall feeling of not being good enough and a negative disposition are just some of the obvious indicators of low self esteem. Increasingly, low self esteem has also been linked to several psychological and physical consequences that could hinder successful development of an adolescent into adulthood, resulting in poorer choices in future education, jobs, personal finances etc. Depression, anxiety, suicidal ideation, eating disorders and aggression are

some of the common psychological low self esteem consequences. (McClure, Tanski, Kingsbury, Gerrard & Sargent, 2010).

Studying one's cognitive and emotional state over time and detecting subtle cues that point towards a lower self esteem can help to recognize the key factors associated with self esteem that result in poor mental well being (Zaman, Acharyya, Kautz, & Silenzio, 2019).

Role of Self Esteem among College Students

Self esteem is a critical aspect of a college students' life. A healthy positive self esteem is important for one to have a positive experience in an intimidating college environment. Setting achievable goals and accomplishing these social or educational goals would increase a student's self confidence and self worth. Since self esteem impacts all aspects of life, it is a definite determinant of how a college student would navigate their college life. Feeling confident and worthy of oneself would help them to make friends and build relationships. Feeling socially accepted and worthy would increase their self esteem which would increase their mental well being resulting in greater academic achievements. Greater academic achievement, in turn, would continue to boost their self confidence, self worth and self esteem, essential for healthy human functioning, i.e. mental well being, and quality of life. (Patel, Tiwari, Singh, & Lindinger-Sternart, 2018).

Furthermore, individuals with higher self esteem are more likely to like themselves, while those with lower self esteem have a sense of dependent self acceptance and believe that failure would make them less likable (Heatherton & Vohs, 2000). Feeling unaccepted and unlikable results in increased negative thoughts and poor mental health are both factors of low self esteem. As new college students, adolescents are very prone to feel lost and lonely due to their new unknown environment. Having a healthy self esteem they navigate their social educational environment, gain knowledge about college life, familiarise themselves with academic standards, and find their place in the social construct, will inevitably facilitate a positive experience. (Hiçdurmaz, İnci, & Karahan, 2017).

Relationship between Body Image, Emotional Competence and Self Esteem

The perception of ones' body (Body Image), the ability to manage the emotions (Emotional Competence) that arise a result of their self perception and the subsequent evaluation of themselves (Self Esteem), are connected.

A healthy Emotional Competence means one would be self efficient in effectively and positively, managing their emotional state because of body image issues. Emotions arising from body dissatisfaction could have little to no effect on one with a high emotional competence, who understands and realizes their emotions resulting in taking care of themselves and body positive behaviour, increasing their quality of life (Silva, Campos, & Marôco, 2018). Adversely, for an individual with low emotional competence struggles to control their emotions, body dissatisfaction could cause them to spiral further down toward a poor mental and psychological state.

Similarly self esteem is also closely linked with body image. Adolescents are highly sensitive to the socio cultural standards of beauty and are at a higher risk to feel dissatisfied with their bodies. Body image perception and self-esteem are intertwined to the point that perceived appearance is the most powerful predictor of self worth and self esteem (Clay, Vignoles, & Dittmar, 2005).

Self Esteem is the emotional response to how one feels about oneself, and emotional competence is the natural emotional tendencies of an individual. Clearly self esteem and emotional competence are closely related. A higher emotional competence is associated with better psychological adjustment and a positive self esteem, while a poor emotional competence is related to poor mental well being and the consequences thereof (Bibi & Saqlain, 2016).

Therefore, Body Image, Self Esteem and Emotional Competence are all closely related in a cause and effect relationship.

Cognitive Behaviour Therapy

Cognitive Behaviour Therapy (CBT) is a psychotherapy technique that uses a number of goal oriented explicit systematic procedures to address dysfunctional emotions, maladaptive behaviours, cognitive processes and contents. Cognitive behaviour therapy is a combination of behaviour therapy and cognitive therapy on the basis of cognitive

behavioural concepts and research are all covered under this term. This therapy is problem focused which is undertaken for specific problems and action oriented when the therapist tries to assist the client in selecting specific strategies to help address those problems (Schacter et al., 2010).

Cognitive Behaviour Therapy is a thought to be useful for the treatment of a variety of condition, including mood, anxiety, personality, eating, substance abuse, tic and psychotic disorders. (Lambert et al., 2004).

The focus of Cognitive Behaviour Therapy is to relieve individuals of the psychological distress caused by mental and psychological disorders, by encouraging adaptive cognitive thinking and behaviours. The way one thinks, the patterns, and the content of their thoughts are central to the cognitive treatment approach. Dysfunctional and rigid assumptions about how one ought to live and the thought patterns that they adopt are unrealistic and therefore maladaptive. Negative automatic thoughts are involuntary thoughts activated in certain situations commonly revolve around negativity, low self esteem, and feelings of worthlessness. Cognitive Behaviour Therapy focuses on treating the immediate issue at present, rather than focusing on the past causes and symptoms and trying to get to the root of the issue. It focuses on treating the individual's current state of mind rather their past mindset that got them to their current state.

Cognitive Behaviour Therapy requires setting goals for the individual for an effective treatment path. These goals should be SMART, i.e.

- Specific
- Measurable
- Achievable
- Realistic
- Time–constrained.

The individual is encouraged by their therapist through their goals, by prioritizing and breaking down problems into smaller achievable goals. Therapy sessions are designed to be efficient and focus efforts on treating specific issues with possible solutions. Furthermore, Cognitive Behaviour Therapy goes beyond in-session treatment and individuals are given homework to extend their efforts and reinforce the techniques they

learn. Hence, Cognitive Behaviour Therapy has proved to be an effective treatment and has shown to have long lasting positive effects on cognitive behaviour therapy patients minimizing relapse and recurrence of symptoms. Cognitive Behaviour Therapy aims to change the cognitive or thinking aspect, and the behaviour or the involuntary tendency aspect of individuals and their emotional responses, therefore using both cognitive and behavioral techniques for therapy (Fenn & Byrne,2013).

Cognitive Behaviour Therapy achieved the criterion for well established empirically supported therapy which have been evaluated and recognized its efficacy in a few carefully designed methodologically reliable randomized controlled trials. (Meyer & Scott, 2008). It helps the individual analyze their emotional responses and use their own ways to overcome negativity and live a purposeful life (Hoffman, 2011).

Techniques of Cognitive Behavioral Therapy

Cognitive behaviour therapy techniques are efficient, focused, and purposeful and are cognitive or behavioral. Thus, Cognitive Behaviour Therapy techniques are divided into cognitive techniques and behavioral techniques.

Cognitive restructuring

In this process, therapists help the patient to recognize, evaluate and modify their negative automatic thoughts (maladaptive thoughts). Therapists help the individual to identify situation specific automatic thoughts that arise during emotional and mental stress. Individuals are also encouraged to recognize underlying negative beliefs and work towards eventually eliminating these negative beliefs.

Guided Discovery

The cognitive behaviour therapist does not conclude that the individual's thinking is destructive or negative. They guide the individual through their thought and encourage them to evaluate their thoughts to make sure they are balanced. The way therapists do this and evaluate maladaptive thinking is through Socratic questioning. Socratic questioning is a series of open ended questions asked by the therapist to facilitate thinking and encourage the individual to evaluate the accuracy and helpfulness of the thoughts they have.

Journaling / Recording Thoughts

Socratic questions are used to enable belief modification and the modification of automatic thoughts. Beliefs do not change overnight; rather they shift gradually and incrementally over time. A way for the patient to be assured of their shifting beliefs is to keep a logbook or a journal to record all their thoughts and beliefs over time. Patient's complete entries in their journals during their sessions and are assured of the skills they are acquiring and the restructuring that is happening. This record is maintained during sessions and as homework for them so that they continue to practice their positive skills.

Role Playing

Modifying the individual's beliefs can be achieved through techniques of role playing. The therapist conducts a role playing session with the participants where they revisit all the situations of their past that caused their maladaptive thinking and formed the beliefs they embody now. Individuals who participate in role playing often learn that negative experiences that occurred in their past are not a result of any personal defects but were caused by circumstances beyond their control. It helps to improve

- problem solving abilities
- familiarity and confidence in specific situations
- Social skills practices
- assertiveness training
- communication abilities

Self Monitoring

Self monitoring is a fundamental tool in cognitive behaviour therapy. It can be used to identify the negative automatic thoughts and helps the client to understand the links between thoughts, emotions, body sensation and response.

Problem Solving Therapy

One of the main issues that are presented by a patient in cognitive behaviour therapy treatment is that they are unable to cope with the problems and issues in their lives. It is problem focused and focuses on how help the participants to identify and enact solutions to their problems. The individual must be interactive and ask questions and talk to others

to ask for help (social skills training). The therapist would also encourage the individual and coach them through the interactions, help them to acquire problem solving skills and enact solutions to their problems with efficiency. Problem solving technique is subsisted for more than 30 years.

Relaxation and Breathing Techniques

Teaching the individual relaxation techniques and breathing exercises helps them when they are in a state of anxiety or emotional distress and need to use relaxation and breathing to reduce their levels of stress and refocus.

Exposure Therapy

It is a type of cognitive behaviour therapy. It involves gradual and calculated contact with a feared stimulus or situation. When conducted gradually, this helps the participants feel less fear associated with the stimulus and eventually do not feel the fear anytime. This treatment is a key focus of treatment for anxiety, trauma and stressor related disorders. Therefore, the simple, active, problem focused, time sensitive quality of cognitive behaviour therapy makes it a highly effective long term solution in treating a large number of common mental health disorders (Wenzel, 2017).

Need for the Study

Coping with unexpected changes in their bodies, controlling their sexual preferences, creating new kinds of relationships and planning their academic and occupational futures are all distinct developmental problems for college students. Body image dissatisfaction is primarily caused by peer, media and parental criticism of their own children's weight and physical limitations. At this scenario the body image dissatisfaction among college students is very high. The society today portrays a very twisted image of beauty for men and women of all ages. Physical appearance and self worth are intricately intertwined and perceived appearance is routinely the most powerful single predictor of self esteem among adolescents.

Researchers are interested in investigating body image dissatisfaction in college students that leads to low self esteem, as well as the relationship between body image dissatisfaction and self esteem. Body image is a significant factor that can be viewed positively or negatively. Body dissatisfaction can occur when a person has negative

thoughts and feelings about his or her own body. Although body dissatisfaction is a personal experience, it can be influenced by a variety of extrinsic influences. For example, how a person perceives and feels about themselves and their appearance is influenced by family, friends, acquaintances, teachers, and the media. The goal of this study is to increase awareness among college students about how poor body image evaluations and dissatisfaction can lead to feelings of failure, unhealthy dieting, cognitive distortions, emotional problems. The cognitive behaviour therapy is based on the idea that how an individual think about and interpret life events has an impact on how s/he acts and feels. It is problem focused, goal oriented strategy that relies on the individual's active participation to be successful. It focuses on their current problems, thoughts, and actions. Hence the practice of cognitive behaviour therapy results in bringing structural and functional changes both in the body as well as mind. The vital areas like thinking pattern, distorted thoughts, emotional regulation, attention and concentration, are vitalized and nourished because of these practices and hence college students should be encouraged to use cognitive behaviour therapy in everyday life by deliberately focusing awareness on all sorts of their activities. For these reasons, the present study is carried out to reduce the level of perception on body image among college students. Hence the need for the study is to find out the “Efficacy of CBT on Body Image, Emotional Competence and Self Esteem among College Students”.