

CHAPTER V

SUMMARY AND CONCLUSIONS

The present study intended to explore the extent to which the Cognitive Behaviour Therapy that can help the college students to manage their body image and to increase their emotional competence and self esteem. In the past decades, the cognitive behaviour therapy yielded many promising outcomes across the world for different kinds of problems. The changes in the thinking pattern and awareness about the distortions in mind was found to be extremely useful for managing body image related problems especially among youth. These outcomes could be positively reflected in other aspects of their life like increased emotional competence, better self esteem can improved productivity in all facets of their life.

This chapter presents the summary of the investigation, the key findings, conclusions based on the interpretation of the data generated by the research and implications of this investigation. It further, lists the limitations of the study and scope of future research.

Objectives

- To find out the Efficacy of Cognitive Behaviour Therapy in reducing the negative aspects of Body Image and enhancing the Emotional Competence and Self Esteem among the college students.

Hypotheses

The following research hypotheses have been framed to fulfill the above stated objectives.

- H1 There will be significant difference between before, after and follow-up phases in Bodily Distress through intervention among College Students.
- H2 There will be significant difference between before, after and follow-up phases in Somatic Negative Feelings through intervention among College Students.
- H3 There will be significant difference between before, after and follow-up phases in Body Image through intervention among College Students.
- H4 There will be significant difference between before, after and follow-up phases in Somatic Nervousness through intervention among College Students.

- H5 There will be significant difference between before, after and follow-up phases in Cognitive Distortions through intervention among College Students.
- H6 There will be significant difference between before, after and follow-up phases in Adequate Depth of Feelings through intervention among College Students.
- H7 There will be significant difference between before, after and follow-up phases in Adequate Expression and Control of Emotions through intervention among College Students.
- H8 There will be significant difference between before, after and follow-up phases in Ability to Function with Emotions through intervention among College Students.
- H9 There will be significant difference between before, after and follow-up phases in Ability to Cope with Problem Emotions through intervention among College Students.
- H10 There will be significant difference between before, after and follow-up phases in Enhancement of Positive Emotions through intervention among College Students.
- H11 There will be significant difference between before, after and follow-up phases in Global Self Esteem through intervention among College Students.
- H12 There will be significant difference between before, after and follow-up phases in Competence through intervention among College Students.
- H13 There will be significant difference between before, after and follow-up phases in Lovability through intervention among College Students.
- H14 There will be significant difference between before, after and follow-up phases in Likability through intervention among College Students.
- H15 There will be significant difference between before, after and follow-up phases in Self Control through intervention among College Students.
- H16 There will be significant difference between before, after and follow-up phases in Personal Power through intervention among College Students.
- H17 There will be significant difference between before, after and follow-up phases in Moral Self Approval through intervention among College Students.
- H18 There will be significant difference between before, after and follow-up phases in Body Appearance through intervention among College Students.

- H19 There will be significant difference between before, after and follow-up phases in Body Functioning through intervention among College Students.
- H20 There will be significant difference between before, after and follow-up phases in Identity Integration through intervention among College Students.
- H21 There will be significant difference between before, after and follow-up phases in Defensive Self Enhancement through intervention among College Students.

Research Design

The present research followed Before, After and Follow-up without Control Group designs (Kothari & Garg, 2020). The college students were pre tested on the variables using the respective tools and those scored high on Body Image and low on Emotional Competence and Self Esteem were screened. The selected college students were administered Cognitive Behaviour Therapy programme for 15 sessions for 2 sessions per week for 3 months. The effect of Cognitive Behaviour Therapy programme was assessed on post and follow-up phases to identify the efficacy.

Area

From an Arts and Science College (Instructed by the authority not to disclose the identity) in Chennai, the data was collected and the intervention was administered for the selected college students. The reasons for selecting this area are as follows:

- Willingness of the college authorities to grant permission and provide the necessary facilities to conduct the action research
- Openness of the students to participate in the study

Participants

Forty eight students in the age range of 18- 24 years were selected through purposive sampling method.

Inclusion Criteria

- Students who are studying in college.
- The students between the ages of 18 - 24 years.
- Students with the abilities to speak understand and communicate.

Exclusion Criteria

- Students who are having serious physical and psychological problems.
- Students who are below 18 years and above 24 years were excluded.
- Students who cannot read and write.

Tools

The tools employed in the collection of data include;

Personal Profile Sheet

It was constructed by the Researcher which consists of the personal details of the college students such as age, gender, place of living, birth order and so on (Annexure I).

Body Image Perception Scale (Margreat & Gayatridevi, 2021)

The scale assesses the perception of body image. It has five major dimensions in it they are Bodily Distress, Somatic Negative Feelings, Body Image, Somatic Nervousness and Cognitive Distortions. This scale consists of 63 statements with 5 alternatives namely Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. All the items are scored from 5 to 1 according to the responses given by the college students (Annexure II).

Emotional Competence Scale

It was developed by Sharma and Bharadwaj (1998) consists of 30 statements with five alternatives. Every incomplete statement can be completed with the help of any alternatives mentioned before the incomplete one. I consist of five dimensions such as Adequate Depth of Feeling (ADF), Adequate Expression and Control of Emotions (AEC), Ability to Function with Emotions (AFE), Ability to Cope with Problem Emotions (ACPE) and Enhancement of Positive Emotions (EPE). All the items are scored from 1 to 5 according to the response given by the college students (Annexure III).

Multidimensional Self Esteem Inventory (O'Brien & Epstein, 1988).

This scale consists of 116 statements with 11 dimensions such as Global Self Esteem, Competence, Lovability, Likeability, Self Control, Personal Power, Moral Self Approval, Body Appearance, Body Functioning, Identity Integration and Defensive Self Enhancement. The statements are divided into two sections. In section 1, respondents are

directed to use a 5-point Likert scale to report how accurately the 61 items describe them with 5 alternatives namely Completely False, Mainly False, Partly True and Partly False, Mainly True and Completely True. For section 2, respondents are instructed to use the following 5-point Likert scale to know how they experience the thoughts and feelings described in the 55 items with 5 alternatives namely Almost Never, Seldom or Rarely, Sometimes, Fairly Often and Very Often. All the items are scored from 1 to 5 according to the response given by the college students (Annexure IV).

Adult Consent Form (Annexure V)

It was developed by the researcher, providing a brief explanation of the purpose and procedure of the research, obtaining their consent to take part in the research and explaining their rights to withdraw from the research if they are willing to.

Procedure

From an Arts and Science College in Chennai, initially 352 college students were selected, and the purpose of the research study was explained to them. The college students who showed willingness to take part in the research, psychological tests were administered and 352 college students' completed it. Out of 352 college students, 84 college students who had high score in body image and low in emotional competence and self esteem were selected for the intervention and only 72 college students showed willingness to participate in the research. Adult consent form to obtain their permission for taking part in the research was given to them. Finally, only 48 college students were reported regularly for all the sessions of before, after and follow-up phases.

Cognitive Behaviour Therapy

Based on the review of the past research and the effectiveness of the Cognitive Behaviour Therapy Based Intervention Programmes to bring about change, the idea of applying Cognitive Behaviour Therapy in the selected college students was hypothesised. Out of numerous types of Cognitive Behaviour Therapy, Self Monitoring, Relaxation, Journaling, and Identifying Negative Thoughts and Replacing with Positive Thoughts were used to modify the level of body image, emotional competence, and self esteem among the college students.

Administration of the Cognitive Behaviour Therapy

The selected 72 college students were divided into 4 groups consisted of 18 in each group. Intervention was given in alternative days to both the groups simultaneously, in the gap of 2 Hours for 15 sessions and each session was lasted for one hour approximately. Out of 72 college students only 48 college students reported to all the sessions and successfully completed the intervention.

Statistical Analysis

The data collected was tabulated, coded and analyzed using SPSS 21. Descriptive statistics like mean and standard deviation was used to identify the intensity of the problems among the college students. To test the efficacy of Cognitive Behaviour Therapy Repeated Measures ANOVA was used further by Bonferroni post-hoc analysis. The mean differences between the phases were analyzed.

Results

The statistical analysis of the collected data revealed that the variables such as Somatic Nervousness, Adequate Depth of Feelings, Adequate Emotional Expression and Control of Emotions, Ability to Function with Emotions, Ability to Cope with Problem Emotions, and Ability to Enhance Positive Emotion, showed a significant difference between the before, after and follow-up phases. The Cognitive Behaviour Therapy techniques were found to be effective in bringing a desirable change for these variables and the significant difference during after and follow-up phase shows that the participants' showed significant improvement in those aspects even after the therapy. However, for the variables Bodily Distress, Somatic Negative Feelings, Body Image, Cognitive Distortions, Global Self Esteem, Competence, Lovability, Likeability, Self Control, Personal Power, Moral Self Approval, Body Appearance, Body Functioning, Identity Integration and Defensive Self Enhancement, showed a significant difference between the before and after phases, hence it is evident that even though the behavioural changes occurred due to the therapeutic intervention did not show significant improvement in the after and follow-up phase, it was evident that the changed behavioural patterns were sustained by the college students even after therapy and they were benefited.

Findings

The following key findings were obtained from the results of the data analysis

- A significant difference was found between before, after and follow-up phases for the Somatic Nervousness, Adequate Depth of Feelings, Adequate Emotional Expression and Control of Emotions, Ability to Function with Emotions, Ability to Cope with Problem Emotions, and Ability to Enhance Positive Emotion of the college students.
- A significant difference was found between before and after intervention in Bodily Distress, Somatic Negative Feelings, Body Image, Cognitive Distortions, Global Self Esteem, Competence, Lovability, Likeability, Self Control, Personal Power, Moral Self Approval, Body Appearance, Body Functioning, Identity Integration and Defensive Self Enhancement but no significant differences in after and follow-up phase among the college students.

Conclusions

- The Cognitive Behaviour Therapy was found to be effective in bringing desirable changes among the college students.
- The Cognitive Behaviour Therapy reduced the negative aspects of Body Image.
- The Cognitive Behaviour Therapy enhanced the Emotional Competence and Self Esteem.

Implications

The implications of the present study are as follows

- It is vital that mental health professionals are trained to recognize the negative perception of Body Image and enhance the Emotional Competence and Self Esteem through Cognitive Behaviour Therapy.
- Helpful in understanding the theoretical aspects of Body Image, Emotional Competence and Self Esteem of College Students.
- The results and intervention could help college administration to gain insight about the problems of college students and they will be able to bring a positive change in their life.

- Health promotion can lead to early detection of health risks and the adoption of positive behavioural adjustments.
- Awareness on optimal body weight, media literacy and impacts of negative body image has to be planned to maintain body weight and lead a quality life.

Limitations

- A certain number of other psychological factors may moderate or mediate the relationship among Body Image, Emotional Competence and Self Esteem, which are not considered in the present study and which opens the door for future research.
- The area of the present research was restricted to a limited geographical location and hence generalizing the results would be done with care.
- Due to the practical difficulties, control group could not be included and hence the role of confounding variables might be present in the obtained results of the study.
- Owing to the time constraints parental and family counselling could not be exercised

Suggestions for Further Research

- Future studies can include waitlist control group to find out the precise impact of the intervention
- Conducting longitudinal study will be more helpful to establish correct sequence of research and to identify changes over time.
- Qualitative or mixed experimental designs could be used to understand about the problems of college students.
- Since body image among youth is a complex construct to understand, similar studies with other variables could be studied by the researchers