

THE EFFECTIVENESS OF POSITIVE GROUP THERAPY ON SELF-ESTEEM AMONG YOUNG GIRL'S IN YAZD

Mohammad Hassan Gerami^{1*}, Mohsen Saeidmanesh², Mojgan Niknam³

1,2.Department of Psychology, Yazd University of Science and Arts, Yazd, Iran.

3.Graduate Student, Child and Adolescent Clinical Psychology, Yazd University of Science and Arts, Yazd, Iran.

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ABSTRACT

The growth of healthy self-esteem is an important indicator of psychological adjustment that is important in childhood and adolescence. The purpose of this study was to investigate the effectiveness of positive group therapy on the self-esteem of adolescent girls in Yazd city.

Methodology: The present study was a semi-experimental and pre-test-post-test with control group. The study population consisted of all free university students and sampled 30 female adolescents, 15 of them in the intervention group and 15 in the control group. The intervention group participated in the treatment group with positive-psychological approach, but the intervention group did not receive any intervention. Data were collected using Cooper Smith Self-Esteem Questionnaire (SED) and analyzed using covariance analysis.

Results: There was a significant difference between the mean scores of pre-test and the test of the experimental group. Positive-therapeutic therapy significantly increased the level of self-esteem in female adolescents ($p < 0.001$).

Discussion and Conclusion: Considering the effectiveness of group therapy in the positive attitude toward self-esteem in adolescent girls, it can be widely used in school environments for students.

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Introduction

The growth of healthy self-esteem is an important indicator of psychological adjustment. Having self-esteem is associated with many cognitive, emotional and behavioral variables, and people with high self-esteem are more socially skilled than those with low self-esteem, less stressed and depressed, substance abuse, and more likely to have Many have a secure attachment style (1). Most therapists have considered self-esteem as a major factor in social-emotional adjustment. The importance of self-esteem for those with adolescents is clear (2). The self-esteem of the people is influenced by four factors: the sense of value of the person who comes from paying attention and rewarding people. Successful experiences of each individual, as well as the inference of each person from his or her position, the definition that each person understands of failure and success. The reaction of an individual when evaluated by a negative and critical approach (3). These aspects are acquired in conversation with others, more precisely; self-esteem is a value that we think others have for us as a person (4).

In young people with poor self-knowledge or unsatisfactory self-esteem, many emotional illnesses are seen. For example, psychotic symptoms of anxiety, drug addiction, unhealthy sexual communication, impaired eating disorder, neurodegenerative anxiety, depression and general anxiety can be clearly seen in these individuals (5). Existing surveys on adolescents and their issues show that there is a lack of self-esteem among the causes of problems in juvenile behavior and their issues. In studies conducted by Karolin, the interconnection between self-esteem and the individual's perception of his ability was validated. This means that if self-esteem decreases, there is a feeling of weakness and disability. On the contrary, with the increase of self-esteem, the feeling of empowerment and value can be restored to the individual (6,7).

Group therapy provides more and more information about individual life plans (8). In group therapy, positive changes in self-concept, increasing the existential value of an individual, increasing efforts to achieve success, increasing academic achievement, are having self-confidence, the desire to have health, more enjoyment of relationships with others, and a positive insight into the success of the next. People appear (9). Psychotherapy is in fact a kind of interpersonal relationship. All

therapists have a firm conviction that one needs to develop a strong therapeutic relationship. Consultation and psychotherapy is a tool for measuring and measuring the mental health symptoms of positive self-esteem, self-esteem, and the integration of exchange analysis with other models leads to more understanding and effectiveness (8).

One of the new approaches introduced in recent years in the field of psychology that has attracted the attention of researchers and clinicians is positivist psychology. Positive Psychology was formally introduced in 2000 by Martin Seligman, whose main objective was to extend the focus of clinical psychology beyond disease and direct relief (10). Positive psychologists emphasize that it is not enough to eliminate the symptoms of the illness, and that therapists also have to lead people in the positive direction. For this reason, psychologists have introduced many therapeutic interventions in recent years. Interventions that are based on positive positivity psychology are therapeutic or quirky activities whose purpose is to develop emotions, behaviors or positive cognitive responses in individuals (11). Among the positive interventions that have been introduced in recent years are positive group psychotherapy. (10). For example, some of the exercises that are suggested in this therapist directly address the interpersonal relationships of patients. These exercises can enhance self-esteem by strengthening communication between the individual and others. Also, at some sessions of this treatment, patients are given training in the use of their strengths and strengths, which can also be effective in improving their symptoms by enhancing the self-confidence of patients with social anxiety (12).

Considering that positive interventions, in addition to reducing negative emotions, also increase positive emotions, and, moreover, are more cost effective in terms of time and cost (13). Their more extensive use is possible. Despite many researches on self-esteem, but as far as the researcher is concerned, the research on the effectiveness of positive-group psychotherapy on the self-esteem of adolescent girls was not found, and so the researcher sought to answer this question Is Positive Group Psychotherapy Effective On Girl's Self-Esteem?

Method and Material:

The purpose of this study is to apply a semi-experimental design with pretest-posttest design with control group. The population of this study was Yazd teenage girl students in the academic year of 2016-2017. The sample of this study was 30 people (15 people per group). The sampling method was available in two groups and the participants were randomly assigned to control and experiment groups. For selecting the sample required after implementation of Cooper Smith's standard self-esteem questionnaire, people with a score of 43 and below (moderate self-esteem and lower) were selected for research. This number was 30, of which 15 were in the intervention group and 15 in the control group. After the training, both groups were tested. Data were collected using Cooper Smith's Self-Esteem Questionnaire (SEI).

The experimental and control groups were selected from female students of Yazd and were assigned to experimental and control groups.

In the first group (experiment), the independent variable of positive psychotherapy was applied.

In the second group (control), the independent variable was not applied. In both groups, pretest and posttest were performed. The research variables included an independent variable (positive psychotherapy) and a dependent variable (self esteem). To evaluate the effectiveness of positive-positive intervention on reducing social anxiety among students, a group of students received 6 sessions of group therapy in a positive manner and the other group was a control group. At the end of the intervention, the post-test was performed and the data were analyzed.

Results:

Covariance analysis between groups was conducted to evaluate the effectiveness of positive-responder treatment intervention designed to increase the self-esteem of Yazdi girl students. Independent variable was the control group and the dependent variable was the self-esteem score performed at the end of the training. Self-esteem test scores that were held prior to the course were also used as a companion variable in the analysis.

Table 1. Self-esteem covariance analysis in two groups (control and experiment) in the post-test phase

| Ata square | Sig. | F | Average squares | df | SS | Source of change |
|------------|--------|-------|-----------------|----|--------|------------------|
| 0/316 | 0/002 | 12/46 | 97/03 | 1 | 97/03 | Pretest |
| 0/73 | 10/001 | 73/13 | 569/58 | 1 | 569/58 | Group |
| | | | 7/79 | 27 | 210/31 | Error |
| | | | | 30 | 39705 | Total |

Table 1 shows that there is a significant difference between the mean scores of self-esteem in the two groups in the post-test stage after the removal of the effect of the pre-test (moderate average) ($p < 0.001$). The effect of training was 0.73, with a significant level of satisfaction ($p < 0.001$), high accuracy of the test and the adequacy of the sample size.

Discussion:

In the present study, the results of covariance analysis showed that positive psychotherapy could increase and improve the self-esteem of Yazd female students. In other words, the results showed that students who were treated positively, saw increasing dignity Self-esteem did not see any improvement in their self-esteem score in comparison with control group students who did not receive treatment.

Analyzing and analyzing this hypothesis, using covariance analysis test on the acquired scores of the test subjects in the post-test self-esteem among the test and control groups showed that positive attitude training has affected students' self-esteem. Since the significance of this variable in the test and control group is greater than the significance level of 0.05, this hypothesis was confirmed.

The result of this hypothesis is the findings of Seligman et al. (1996) on 142 children aged 10 to 13 years old, suggesting that the education of optimism overshoot self-esteem and problem-solving in children and adolescents, and the study of God's personality using the positive method Negri is in harmony with those who are more positive about their situation, have more confidence, and depression is improving. And with the study of Borkery et al. (2009), which in their research assessed the

effectiveness of group thinking positivity on various factors such as self-esteem, they concluded that positive thinking skills training did not have a significant effect on students' self-esteem. It was not in harmony (14).

In explaining the impact of the positivist approach on self-esteem, one of the techniques and techniques used in the positivist intervention approach, and in this study deeply emphasized this technique in the sessions of therapeutic interventions, using the ability to It was. According to Seligman et al. (15), the ability to have its own element consists of six elements: wisdom and knowledge, courage, faith and love, justice, mediation, and spirituality and transcendence. By emphasizing and working on later, the ability to personality allows a person to be self-centered and have a high degree of self-confidence in his relationships. A person, when he has the best use of his knowledge and builds up his own resources, will have the courage to gain more success in his individual and interpersonal life, and to be able to find and love in his own way. It also manages to interact with one another. This process will be cyclical, in such a way that by gaining every success in interpersonal and interpersonal relationships, the individual will develop the courage to repeat the behaviors and test new behaviors, and will be more courageous to test new experiences.

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