

**A QUASI EXPERIMENTAL STUDY TO ASSESS THE
EFFECTIVENESS OF BIBLIOTHERAPY ON SELF
ESTEEM AMONG ADOLESCENT GIRLS IN
SELECTED NURSING COLLEGES AT CHENNAI.**

By
N. Ramya



A dissertation submitted to

**THE TAMILNADU DR.MGR MEDICAL UNIVERSITY,
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In the partial fulfillment of the

**REQUIREMENT FOR THE AWARD OF THE DEGREE OF
MASTER OF SCIENCE
IN PSYCHIATRIC (MENTAL HEALTH) NURSING**

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ABSTRACT

Introduction: Adolescent period is a particularly critical time when many variables affect self concept and self-esteem. The adolescent experience appears to adversely affect self esteem; more sensitive about their appearance and how others view them. Thus, it is important to assess changes in self esteem between early, middle, and late adolescents.

Aims: a. To assess the level of self esteem among adolescent girls in control and experimental group. b. To determine the effectiveness of Bibliotherapy on self esteem among adolescent girls in experimental group and control group. c. To associate the level of self esteem with selected demographic variables of adolescent girls in the experimental group.

Methodology: A Quasi experimental study to assess the effectiveness of Bibliotherapy on self esteem among adolescent girls .The data were generated by using modified Brief self-esteem inventory. Non probability convenient sampling technique was adopted to select 30 adolescent girls from each experimental and control group. Descriptive and inferential statistics were used for data analysis.

Results:The mean pretest score 61.67 is lesser than mean post test score 72.30. This denotes the administration of Bibliotherapy was effective. The calculated 't' value of 5.194 was statistically highly significant at $p < 0.001$ level. The findings revealed that there was significant association between age and level of self-esteem.

Conclusion: Bibliotherapy will help the students to improve their psychological well being which in turn will reduce the occurrence of mental health problem in their life.

CHAPTER –I INTRODUCTION

“To establish true self-esteem we must concentrate on our successes and forget about the failures and the negatives in our lives.”

-Denis waitley

Adolescence is the period that begins with the onset of puberty and ends at the age of 18 or 19 years. Therefore it is said to be a period of transition from childhood to adulthood. Through Physical, social and mental changes, the child must develop into an adult.

Physical change towards the end of the later childhood, sexual changes or puberty begins and the secondary sexual characteristics develop. Social change life is in a state of disequilibrium. Every aspect of life is likely to be characterized by stress, storm and turmoil as the young individual attempts to become completely free from his family. Because of this conflict over dependency-independency needs, the adolescent may be hostile towards adults, particularly parents and teachers and rebellious towards authority. He craves for love, recognition and encouragement.

Adolescents is a particularly critical time when many variables affect self concept and self-esteem. The adolescent experience appears to adversely affect self esteem; more sensitive about their appearance and

how others view them. Thus, it is important to assess changes in self esteem between early, middle, and late adolescents.

World health organization refers adolescent period as 10 – 19 years. Among the global population 6.3 billion were adolescents. In India as per WHO country corporation strategies, (2006-2011) census explored that there are 225 million adolescents comprising nearly one-fifth of India's total population. Of the total adolescent population, 12 percent belong to the 10-14 years age group and nearly ten percent are in the 15-19 years age group.

Self esteem is the experience of being capable of managing life's challenges and feeling worthy of living. This is an essential component in everyone's life for psychological survival and is a measure of worth, of one's awareness on his/her capacity of judgment, and is an important differentiation of human from animal.

Self esteem begins in childhood and it progresses throughout one's life span. Self esteem promotes positive self worth among the individuals, to lead a quality life with the life demands of the society. When the individual is exposed to the episodic occurrences of negative life events , his or her ego strength is disturbed, which in turn leads to poor quality of life attributing to low self esteem and impaired adaptability.

Marlow has suggested that many of the problems of people are due to failure to satisfy two basic needs of love or belonging and self-esteem.

It has been said that a person's self esteem is the key to his behavior. It has two interrelated aspects like self confidence and self respect. It influences his thinking process, his emotions, his desires, his values, and his goals. Hence self-esteem has to be boosted, one of the many ways of doing so is reading. Reading can be attributed to many reasons.

BACK GROUND OF THE STUDY

Gupta. P (2008) stated that adolescence is relatively a period of good health but faces a number of problems related to various aspects of growth and development. Hence they often have a lack of knowledge, experience which put them into various problem. The problems may be related to physical and mental growth, puberty, pressure from peers, parents, schools, and influence of media. Therefore adolescents require information and knowledge to address their concerns and challenges about self esteem.

Stanley (2005) stated that Bibliotherapy is the therapeutic use of books in the treatment of illness or personal problems. It is both an art and a science. Individual Bibliotherapy involves identifying areas of challenge in life such as spirituality, parenting, divorce, or grief and reading purposefully to gain insight. So with the use of Bibliotherapy, adolescents may become aware of their underlying unconscious issues, and with the help of the counselor is able to bring them to the conscious mind. This allows for issues to be discussed and examined and for solutions to be

developed. Thus Bibliotherapy is an effective, psychological treatment for adolescents with low self-esteem. Irrespective of the reason, the fact that reading improves self esteem will be clarified in this study.

Muris & Schaalma (2006) found that the adolescence is a turbulent period in which self-esteem becomes more challengeable. Researchers accepted that due to some significant biological, social, psychological, and academic changes that make adolescence period stressful, self-esteem which is high during childhood drops in adolescence. Low self-esteem is the major problem in many adolescents and could be expressed in moderate and severe levels of anxiety.

Yilmaz (2002) conducted a study to examine the effectiveness of Bibliotherapy in the level of conflict on teenagers who have conflicts with their parents. Participants have been divided into two groups as the test and the control group. Each group included 12 people. Bibliotherapy lasted for 10 weeks. The result of this study indicated that Bibliotherapy had positive effect on decreasing the level of the conflict between teenagers who were in 9th class and their parents.

Behamdouni (1993) concluded that self-esteem is crucial for personal happiness and effective functioning. People want and need high self-esteem to overcome their problems effectively, to feel them better and to reach their personal goals. For these reasons, self-esteem has been regarded as central psychological concept.

Hall (1904) proposed that adolescence is inherently a time of storm and stress. This period is characterized by a teenager's conflict with parents, mood disruptions, and engagement in risky behavior.

Kaplan (1975) conducted an extensive study into the causes of violence, including a study of 7,000 7th graders, and underscores the significance of self-esteem as a factor in crime and violence. He too found that, a violation to self-esteem serves a major source of hostility and aggression.

NEED FOR THE STUDY

Marlow identified self esteem as one of the hierarchical needs of human. Human beings are social animals. They are made to live in a society, which is definitely a mixture of different cultures having its own values, beliefs and philosophy. Therefore the individuals have to fulfill the requirements of the society to lead a quality life.

Development task at this stage is to develop a sense of identity regarding occupational familial and social roles as opposed to the development of role confusion. This requires a stable, loving home life and wise, mature parents who understand the needs of their children and treat them as individuals. The adolescent during the stage of identity formation is likely to suffer from a confusion of rules or identity confusion. This state causes one to feel isolated, empty.

High self esteem is a feeling based on unconditional acceptance of self, despite mistakes, defeat, and failures. Individuals with low self esteem perceive themselves to be incompetent, unlovable, insecure and unworthy. The ability to adapt to environmental changes is impaired when individuals hold themselves with low self esteem . An individual uses his or her determined sense of self esteem to identify and to create a range of social support to meet his or her social life needs.

A National Report on the State of Self-Esteem,(2008-June) explored that seven in ten girls believed that are not good enough or do not measure up in some way, including their looks, performance in school and relationships with friends and family members. Sixty two percentages of all girls feel insecure. A girl's self-esteem is more strongly related to how she views her own body shape and body weight, than how much she actually weighs. Also found within these low self esteem statistics were girls with low self-esteem are significantly more likely to engage in negative behaviors.75% of girls with low self-esteem reported engaging in negative activities such as disordered eating, cutting, bullying, smoking, or drinking when feeling badly about themselves. More than one-third (34%) of girls with low self-esteem believe that they are not a good enough daughter.

Mandelson B.K (2002) did a study to identify the relationship of self esteem and body esteem in women with and without eating disorder.

The results showed the presence of positive relationship between body esteem and self esteem among the eating disorder.

Covington (1989) reported that as the level of self esteem increases, automatically achievement scores increased; as self-esteem decreases, achievement scores decline. Furthermore, he concluded that self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains. Specifically student's perceived efficacy to achieve, combined with personal goal setting, has been found to have a major impact on academic achievement.

Reasoner & Borba (1999) explored that self-esteem programs have been introduced into the school setting. It has been found that such programs can significantly reduce the incidence of anti-social behavior in schools, as well as reduce the incidents of verbal or physical aggression by 40-50%.

Above the studies are explained that one of the important cause for mental illness is the low self esteem. If researchers have identified and given an appropriate support to the adolescents to increase a sense of self worth attempt ensure that individuals will be able to find themselves more assuredly and not fall into dependent, negative, relationships with stronger and more dominant peers. Hence the investigator feels that it is imperative to identify the factors which would be influencing the self esteem of the adolescents who have low self esteem. The investigator perceived that the identification of influencing factors would help the nurses to concentrate

in those areas to promote their self esteem. Thereby, their compliance and homeostasis are promoted and they are enabled to lead a successful quality life. So this motivated the investigator to do the special study.

STATEMENT OF THE PROBLEM

A Quasi experimental study to assess the effectiveness of Bibliotherapy on self esteem among adolescent girls in selected nursing colleges at Chennai.

OBJECTIVES

- 1) To assess the level of self esteem among adolescent girls in experimental and control group.
- 2) To determine the effectiveness of Bibliotherapy on level of self esteem among adolescent girls in experimental and control group.
- 3) To associate the level of self esteem with selected demographic variables of adolescent girls in the experimental group.

OPERATIONAL DEFINITION

1. Effectiveness

It refers to the outcome of Bibliotherapy in terms of improvement in self-esteem as measured by Modified brief self esteem inventory.

2. Bibliotherapy

It refers to use of articles from various books on subcomponents of self-esteem like appearance, competence, intelligence, personality,

success, un-conditional worth, self forgiveness, self-love, acceptance of weakness, and freedom from guilt.

3. Adolescent girls

It refers to young girls between 17-20 years of age group.

4. Self esteem

Self-esteem refers to the degree of regard or respect of Adolescent girls have for themselves which will be evaluated by modified brief Self-esteem inventory.

HYPOTHESIS

H1- There is a significant difference in the level of self esteem among adolescent girls before and after Bibliotherapy in experimental group.

H2- There is a significant difference in the post test level of self esteem between experimental and control group among adolescent girls.

H3- There is a significant association in the level of self esteem among adolescent girls with selected demographic variables.

ASSUMPTIONS

- 1) Low self esteem is a common problem among adolescents.
- 2) Unidentified and untreated low self esteem has unfavorable consequences.
- 3) Psychiatric nurses have an important role in enhancing self esteem among adolescent in various settings.

LIMITATIONS

- ❖ The study was limited to the adolescent girls who are studying in selected Nursing colleges at Chennai.
- ❖ Sample size was limited to 30 in each setting.
- ❖ Data collection period was limited to 6 weeks.

PROJECTED OUTCOME

- ❖ The adolescent girls will have high self-esteem after giving Bibliotherapy.
- ❖ The adolescent girls will develop high confidence level and project in a society with better personality.

HUMAN RIGHTS PROTECTION

- ❖ The pilot study and main study were conducted after the approval of the research committee of the college.
- ❖ Permission was obtained from the Principals of both the College of Nursing.
- ❖ The purpose and other details of the study were explained to the study subjects.
- ❖ Oral consent was obtained from the students.

CONCEPTUAL FRAME WORK MODIFIED WIEDENBACH HELPING ART CLINICAL NURSING THEORY

Wiedenbach 1st published her ideas in 1964 in clinical nursing. She further refined her theory in nurses wisdom in nursing theory published in 1970 by the “American Journal of Nursing”. Wiedenbach proposes a prescriptive theory for nursing which is described as a conceiving of a desired situation and the ways to attain its prescriptive theory action towards an explicit goal consisting of 3 factors central, purpose, presentation and realities.

Wiedenbach views nursing as a art based on goal directed care. Factual and speculative knowledge, judgment, and skills are necessary for effective nursing practice.

Wiedenbach vision of nursing practice closely parallels the assessment, implementation, and evaluation in steps of nursing process. According to wiedenbach, nursing practice consists of identifying a patient’s need for help, ministering the needed help and validating.

IDENTIFYING A NEED FOR HELP

It involves viewing the patient as an individual with unique experiences. Determining a patient’s need for help is based on the existence of a need whether the patient realizes the need and what prevents the patient from meeting the need. In this study it refers to the

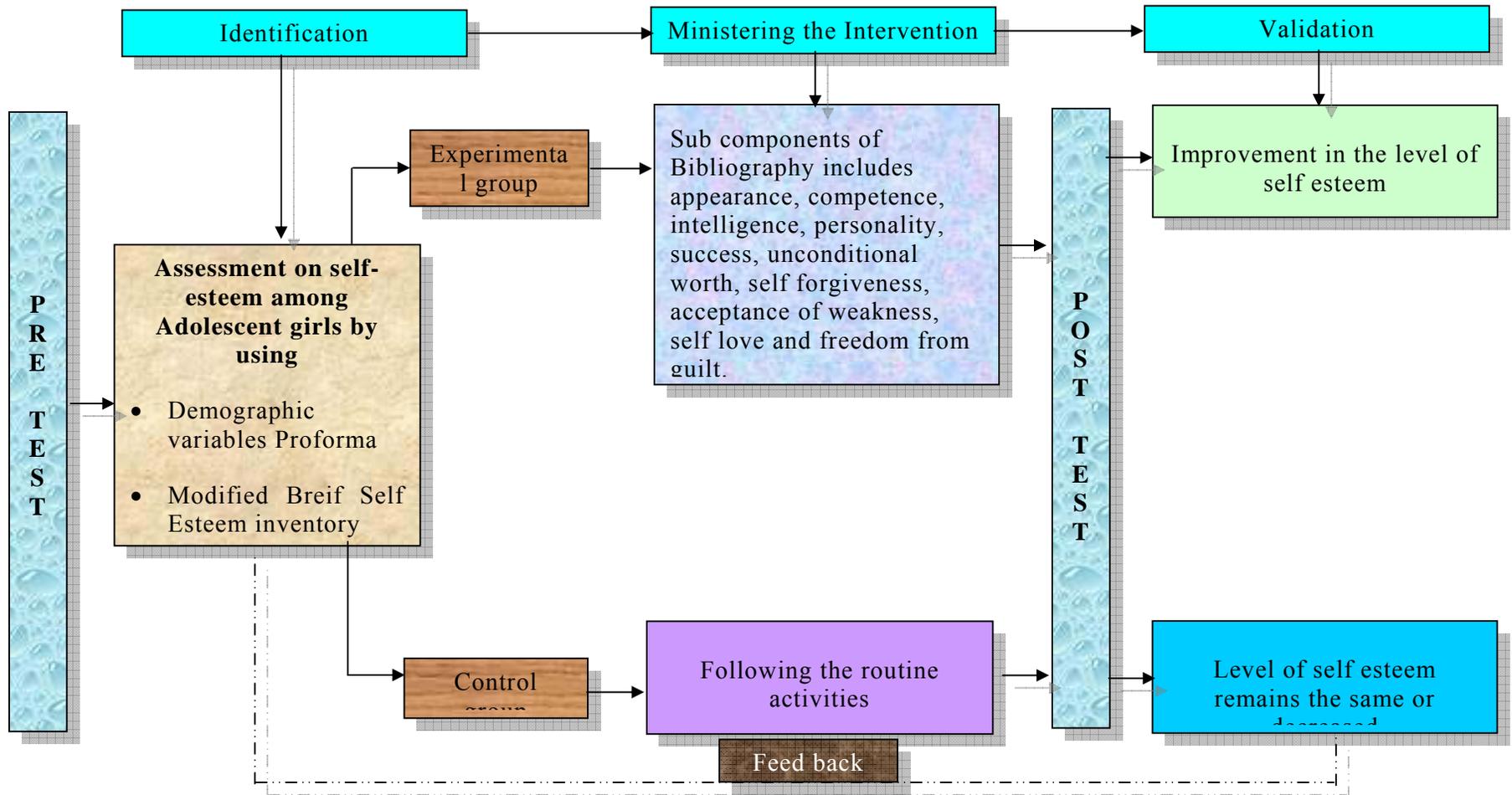
assessment of level of self esteem among the adolescent before administering the Bibliotherapy.

MINISTERING THE NEED HELP

It means the provision of needed help. This requires an identified need and a patient who wants help. In this study it refers to the ministering of Bibliotherapy to the adolescents with low Self esteem. The help was rendered through self-esteem reading materials on self-esteem and interactive group discussion methods.

VALIDATION

It means collection of evidence which shows the patient's need have been met and his functional ability has been restored as a direct result of the nurses action. In this study it refers to the post test level of self-esteem. After Bibliotherapy, end result showed improvement in the level of self esteem.



**FIG-1 CONCEPTUAL FRAME WORK MODEL
MODIFIED ERNESTINE WEIDENBACH'S HELPING ART THEORY (1070)**

CHAPTER-II REVIEW OF LITERATURE

A Review of literature is an essential part of scientific research. It is systematic identification, location, scrutiny, and summary of written materials that contain information relevant to the problem. An extensive review was done to gain insight into the selected problem. This chapter has organized and presented under the following headings:

- 1) Literature related to self esteem
- 2) Literature related to Bibliotherapy
- 3) Literature related to Bibliotherapy on self esteem

1. LITERATURE RELATED TO SELF ESTEEM

Glogowska et.al., (2011) conducted a study on perception of body image among thin and medium girls in the age group of 13-17 years. The result shows that, thin girls self-rated their body shapes and the desired ones significantly higher ($p < 0.05$) compared with the external rating. In medium-shaped girls the same was true for self-rating, the desired shape being concordant with the external rating.

Teng et.al., (2011) designed to examine the process of attachment transfer from parents to peers, as well as factors related to this transfer process among Mainland Chinese. A total of 147 Chinese college students were taken. Major findings of the study include the following: (a) Hazan

and Shaver's sequential model of attachment transfer was generalized to the Chinese sample; (b) the extent of attachment transfer was found to be associated with participants' emotional states (loneliness and positive affect) and there was a significant predictor of these emotional states beyond the effects of attachment style and attachment support.

Birkeland et.al., (2011) conducted a study on Trajectories of global self-esteem development during adolescence. Longitudinal studies of 1083 adolescents, from the ages of 13 to 30 years, were selected. The average development of self-reported global self-esteem was found to be high and stable during adolescence. He concluded that considerable inter-individual variance in baseline and in development of global self-esteem.

Birndorf et.al., (2005) conducted a comparative study on self-esteem among adolescent girls and boys .The sample of the study was 200 boys and 200 girls. The results shows that boys versus girls were more likely to report high self-esteem in all grades. They conclude that fewer adolescent girls than boys report high self-esteem. Adults may foster self-esteem in adolescents by providing positive communication through supportive and caring relationships.

Martins et.al., (2003) conducted a study to analyse the self-esteem and academic achievement among adolescents. Participants were 838 from the seventh to the ninth grades of secondary school.The study revealed that students with low level of academic achievement attribute

less importance to school-related areas and reveal less favourable attitudes towards school.

Nayek et.al., (2003) attempted to examine the scene of self-esteem of women with depression and physical disabilities. Self-esteem was found to be significantly lower($r=1.2^{**}$) among the depressed women with physical disabilities than women without disabilities.

Mcgee & Williams (2002) conducted a study to assess the association of low self-esteem with such health-compromising behaviours in adolescence as substance use, early sexual activity, eating problems and suicidal ideation. This longitudinal study examined the predictive association between both global and academic self-esteem from ages 9 to 13 years. The study revealed that levels of self-esteem were unrelated to later substance use and early sexual activity.

Mares S.H et.al., (2002) conducted a study to assess the effectiveness of facial attractiveness on self esteem among adolescents. The participants were 230 adolescents. The Results showed that younger adolescents with higher levels of attractiveness had lower levels of self-esteem at baseline. The study indicates that attractive children are more likely to have lower levels of self-esteem when they enter into early adolescence.

Vandenberg et.al., (2002) conducted a study on cross-sectional association between body dissatisfaction and low self-esteem varied across

gender, age, body weight status, race/ethnicity, and socioeconomic status among adolescents who aged between 11-18 years(N=2516).The study reveals that The relationship between body dissatisfaction and self-esteem was strong and significant in both boys and girls. He concluded that body dissatisfaction and self-esteem are strongly related among nearly all groups of adolescents.

McGee (2001) discussed the relationship between self-esteem, hopelessness and thoughts of self-esteem among adolescents with suicidal ideas. Significant relationship was found between low self-esteem and hopelessness with P value at <0.001 level. Low self-esteem becomes generative mechanism to suicidal ideation in early adulthood.

Puskar et.al., (2001) conducted a study to identify and describe gender-related differences in the self-esteem and optimism levels of rural adolescents. A cross sectional survey design was done among students (N = 193) in rural high-schools in Pennsylvania, USA. Self-esteem and optimism have been broadly examined and were associated with health-practices, social interaction, attachment, resiliency, and personal identity. Rosenberg Self-Esteem Scale and the Optimism scale were used. Both instruments mean scores were in the range of average for this population, with females scoring lower than males in both self-esteem ($p < 0.0001$) and optimism ($p < 0.0001$). The results of this study had nursing implications for evidence based interventions that target self-esteem and

optimism. Attention to self-esteem and optimism in female youth is recommended.

2. LITERATURE RELATED TO BIBLIOTHERAPY

Blechinger.T& Klosinski.G (2011) conducted a study to assess the effectiveness of Bibliotherapy and expressive writing therapy among adolescent. The survey conducted among 122 child and adolescent psychiatric clinics in Germany, Austria, and Switzerland. The study concludes that Bibliotherapy was very effective.

Naylor E.V et.al., (2010) conducted a study to determine whether a physician-delivered Bibliotherapy prescription would compare favorably with the prevailing usual care treatment for depression in primary care .Thirty-eight patients were randomly assigned to receive either usual care or a behavioral prescription .The study provided empirical evidence that a behavioral prescription for feeling good may be as effective as standard care, which commonly involves an antidepressant prescription.

Malouff et.al., (2009) examined the efficacy of Bibliotherapy in assisting individuals experiencing distress related to tinnitus. 162 tinnitus sufferers from Australia participated in the study, received tinnitus self-help book, showed significantly less tinnitus-related distress. The results showed that information on the effectiveness of Bibliotherapy, without therapist assistance, in alleviating distress is important.

Chung and Kwon (2008) conducted a study on the efficacy of Bibliotherapy for social phobia. 38 subjects were randomly assigned to one of three conditions: Bibliotherapy with feedback (BT 1), Bibliotherapy without feedback (BT 2), and a waiting-list (WL) control condition and the Social Phobia Scale (SPS) and Social Interaction Anxiety Scale were administered. After the Bibliotherapy, 16 of the 38 participants received cognitive-behavioral group treatment (CBGT). The findings revealed that the participants who had received CBGT and Bibliotherapy with feedback exhibited a significantly higher reduction on the social phobia.

Nordin.S et.al., (2005) conducted a study on Cognitive behavioral Bibliotherapy for panic disorder . The randomized design was used to select participants for experimental group (n=20) and for control group (n=19). Participants in the treatment group were sent a self-help book consisting of 10 chapters based on cognitive behavioral strategies for the treatment of panic disorder. The Results showed that the treatment group had good prognosis when compared to control group. He concluded that Bibliotherapy can be effective for people suffering from panic disorder with or without agoraphobia.

Farkas g.s & Yorker.b (2005) conducted a study to explore and describe the use of Bibliotherapy with homeless children. A case study method was used with drawings, audiotapes and clinical records by using convenience sample method. He concluded that the children improve self confidence after Bibliotherapy.

Jones (2002) did an experimental study on the role of Bibliotherapy in health anxiety. 40 patients drawn from general surgeries were randomly allocated to two groups, one receiving Bibliotherapy and half of the patients had a medical diagnosed problem. Anxiety was assessed before and after the Bibliotherapy intervention in the form of a cognitive-behavioral self-help booklet. The results disclosed that the patients in the Bibliotherapy group showed reduced levels of anxiety at post-test, even when they had an identifiable physical problem.

Sridhar & Dheepa (2000) conducted a study to evaluate the effectiveness of modified Bibliotherapy in improving text comprehension, reading attitude, and self-concept in third and fourth grade students with attention difficulties. Participants were randomly assigned to an experimental (N=30) and control group (N=25). The intervention was given for 12 weeks with three sessions per week. After the conclusion of the intervention, all students in each group were evaluated on measures of reading comprehension, reading attitude, and self-concept. The effectiveness of Bibliotherapy was examined using a repeated measure design. Results indicate that effectiveness of Bibliotherapy in enhancing text comprehension. Bibliotherapy had effect on reading attitude and resulted in a increase in self-concept scores.

Amer .K (2000) conducted a study to identify whether Bibliotherapy will help children with short stature and diabetes to discuss their feelings and to explore themes that may help children cope with short

stature and diabetes. Twenty-seven children, referred to a pediatric endocrinologist, aged 7-16 years, participated in interviews after reading a work of fiction. A semi-structured interview was used. The study concluded that Bibliotherapy was an effective nursing intervention in children with short stature and diabetes. Bibliotherapy can be used by nurses to facilitate open discussion between nurses, children, and families.

3. LITERATURE RELATED TO BIBLIOTHERAPY ON SELF ESTEEM

Karacan and Guneri (2010) did an experimental study on the effect of self-esteem enrichment bibliocounseling program on the self-esteem among sixth grade students. Out of 166 students, 24 students (13 female, 11 male) were randomly selected based on Coopersmith Self-Esteem Inventory (CSEI) scores from the private middle school in Ankara and assigned to treatment and no-treatment control group conditions. The treatment group participated in an 8-week-long self-esteem enrichment bibliocounseling program. Findings indicated a significant increase in the self-esteem scores of treatment-group subjects.

Sainampran (2009) conducted a quasi-experimental study on the effectiveness of Bibliotherapy on self-esteem among 21 crippled children in the Pakkred Special Home for Crippled Children at Nonthaphom. The various methods in this study were reading, reading and discussion, and reading and writing. These findings suggested that Bibliotherapy is a

useful way to develop self-esteem. Readings and discussions proved to be the most effective way in increasing self-esteem of the crippled children.

Harris (2009) conducted a descriptive study to determine the relationship that exists between the self-esteem and academic success of 260 African American students in the Minority Engineering Program (MEP) at United States. The Coppersmith Self-Esteem Inventory Adult Form (CSEI-A), a 25-item dichotomous self-report questionnaire was used to measure the level of self-esteem of all respondents. Findings revealed that respondents with high cumulative and engineering GPA's were found to have higher levels of self-esteem.

Frieswijka (2005) conducted a study on the effectiveness of Bibliotherapy in increasing the self management ability of slightly to moderately frail older people by comparing the SMA(Self-management ability) mastery, and subjective well-being of 97 older people participating in the Bibliotherapy to those of 96 older people in a delayed-treatment control condition. The Bibliotherapy resulted in a significant increase in self-management ability and mastery compared to the delayed-treatment control condition.

George (2005) conducted a study on the effectiveness of Bibliotherapy on stress reduction among Hansen's disease patients in selected settings in Mangalore. 40 Hansen's disease patients (20+20) were selected by purposive sampling method and stress was assessed using

stress scale prepared by the investigator. Interpretation and findings showed that there was a decrease in stress among the experimental group which indicated that Bibliotherapy was very effective in preventing psychiatric morbidity in patients with Hansen's disease.

Calhoun (2005) suggested that Bibliotherapy has been used for generations by professionals in medicine, psychology, counseling, social work, and education. A selected review of the literature is provided to show how Bibliotherapy was used in the past and how it is currently employed to implement and facilitate self-identification and to enhance self-perception. Researchers concluded that the process of providing pupils with carefully monitored literature will result in positive or negative changes in their self-perception.

Melissa et.al., (2005) stated that Children's literature is a therapeutic tool for facilitating emotional growth and healing. Stories provide a catalyst for change, providing children with other perspectives and options for thoughts, feelings and behaviors. Appropriately shared stories provide opportunities for children to gain insight and learn healthier ways to face difficulties. To increase familiarity with Bibliotherapy the following information is reviewed: a background of literature's therapeutic use; the stages of involvement, identification, catharsis, insight and universalism; suggestions for effectively selecting and sharing stories and strategies for creating a positive and productive

learning experience. A list of children's books was provided to support counseling interventions.

Gregory and Vessey (2004) conducted a study on Bibliotherapy to help students with bullying. The children were exposed to a fictional story related to teasing and bullying and shared their own nonfiction account of this devastating experience. The results showed that they have come to develop successful coping strategies for dealing with the teasing and bullying.

Jones (2002) did an experimental study on the role of Bibliotherapy in health anxiety. The 40 patients drawn from general surgeries were randomly allocated to two groups, one receiving Bibliotherapy and half of the patients had a medical diagnosed problem. Anxiety was assessed before and after the Bibliotherapy intervention in the form of a cognitive-behavioral self-help booklet. The results disclosed that the patients in the Bibliotherapy group showed reduced levels of anxiety at post-test, even when they had an identifiable physical problem.

Blake (1999) studied on the effect of Bibliotherapy on the self-esteem of 6 sixth graders. Self-esteem was measured before and after the program by the Culture-Free Self-Esteem Inventory for Children Form A. 45 minutes meetings was held after school once a week for a period of six-weeks. Results showed that 67% of students experienced gain.

CHAPTER –III METHODOLOGY

This chapter includes the research approach, research design, setting of the study, population, sample, and sample size, sampling Technique, sampling criteria and selection of tools.

RESEARCH APPROACH

The research approach chosen for this study was an Quantitative approach.

RESEARCH DESIGN

According to *Polit (2007)* research design is the researcher's overall plan for obtaining answers to the research questions or for testing the research hypothesis. For this study, quasi experimental design was chosen. A Quasi Experimental pre and post test two group design was adopted for this study.

	Pretest	Intervention	Post test
Experimental group	01	x	02
Control group	01	-	02

Keys:

01- Pretest on level of self esteem among experimental and control group.

X- Bibliotherapy

02- Posttest on level of self esteem among experimental and control group.

SETTING OF THE STUDY

The study was conducted in selected nursing colleges at Chennai. The name of the college for experimental group is Mohammed Sathak A.J College of Nursing (M.S.A.J.C.O.N) is a Charitable educational organization established in 1973 by Philanthropic Mohamed Sathak Family of Kilakarai, Ramnad District. College is Located in George Town the historically famous and the most important place in Chennai. It is very near to High Court and Beach station and is easily accessible by bus or train. It consists of 45 adolescents in 1st year B.Sc. The College provides adequate facilities & equipments for the development of students. The other setting of my Study is JV College of Nursing (J.V.C.O.N). This College is Located in Padi and it is very near to Bus Stand. It consists of 42 adolescents in 1st year B.sc. The College provides adequate facilities and equipments for the development of students.

POPULATION

The population of this study includes adolescent girls in selected Nursing colleges at Chennai.

SAMPLE SIZE

Sample for the study was 60 adolescents. 30 adolescent girls of M.S.A.J.C.O.N as experimental group and 30 adolescent girls of J.V.C.O.N as control group were the samples.

SAMPLING TECHNIQUE

The sampling technique employed in this study was Non-probability convenient sampling technique.

CRITERIA FOR SAMPLE SELECTION

Inclusion Criteria

Adolescent who are

- ❖ Studying in 1st year B.sc nursing adolescent girls.
- ❖ Able to understand English.
- ❖ Scored less than 75 in the modified brief self esteem Inventory.

Exclusion Criteria

Adolescent who are

- ❖ Not willing to participate.
- ❖ not available during data collection.

DESCRIPTION OF TOOL

The tool of the study has two sections

PART I: Demographic Variables Proforma

PART II: Modified Brief self esteem inventory.

PART -I

Demographic Variables proforma which includes age, religion, Habitat, medium of study in higher secondary, family system, educational status of siblings, reason for joining the course, educational status of father, educational status of mother, occupational status of father, occupational status of mother , family income, and reading habit.

PART -II

The tool used for this study was Brief self-esteem questionnaire of Ken Williams which was modified by the investigator. It was to assess the level of self esteem among adolescent girls. Modified Brief self esteem inventory has 20 items and 10 subcomponents. It is a 4 point likert scale rated as

4- Definitely Yes,

3- Often,

2- Seldom,

1- Definitely not.

S.No	Name of the Sub Component	No. of items	Item for each sub component
1.	Appearance	2	1, 11
2.	Competence	2	2, 12
3.	Intelligence	2	3, 13
4.	Personality	2	4, 14
5.	Success	2	5, 15
6.	Unconditional worth	2	6, 16
7.	Self forgiveness	2	7, 17
8.	Acceptance of weakness	2	8, 18
9.	Self-love	2	9, 19
10.	Freedom from guilt	2	10, 20

Score Interpretation

76-80 - excellent self esteem.

66-75 - healthy self-esteem,

56-65- high nor low in self-esteem

46-55- some what depressed.

35-45- urgent need for improvement.

< 35 - severe depression.

VALIDITY AND RELIABILITY

Content validity was obtained from experts after the necessary modifications made in the tool. Reliability of the tool was checked by test retest method r value was 0.85 which indicated good reliability of the tool.

PILOT STUDY

After the modification of the tool, content validity was obtained from experts. Pilot study was conducted in Mohammed Sathak A.J.College Of Nursing and J.V.College Of Nursing from 7.3.2011 to 21.3.2011 after receiving permission from the Principals of both the college of Nursing. Six adolescent girls who met the inclusion criteria were selected. Out of them three adolescent girls were assigned to experimental group and 3 were assigned to control group using non-probability convenient sampling technique. The pre-test was conducted by using Demographic variables Proforma and Modified Brief self-esteem inventory for control group. On the same day pretest was conducted for experimental group and Bibliotherapy was given to experimental group alone for five days. The post test was conducted to experimental & control group by Demographic variables Proforma and Modified brief self-esteem inventory. The results were analyzed based on their score. At the end of the programmed hand out's regarding self-esteem were distributed to control group.

DATA COLLECTION PROCEDURE

The main study was conducted from 4.6.2011 to 15.7.2011. By using the non probability convenient sampling, 60 adolescent girls who met the inclusion criteria were selected from both the control and experimental group. The objectives were explained to the students before starting the data collection procedure, to get cooperation in the procedure of data collection. On the first day, pre test was done by interview method with the demographic variables Proforma and Modified Brief self-esteem inventory for the experimental group. On the Same day, pre test was conducted for control group by using the same tool and method.

The intervention was provided only to the experimental group for 15 days as scheduled. During the intervention period, the participants in the experimental group had been given Bibliotherapy to each student. It was divided in to 5 sections. Each section had 2 sub components. Each day they were discussing one sub component for 20 minutes for 10 days and revising with two sub components for five days. Post test was done for both the groups at the end of the data collection period by using the same tool. After that the handouts were distributed to control group.

PLAN FOR DATA ANALYSIS

Two group pretest, post test only-Quasi experimental design

S. NO.	OBJECTIVES	STATISTICAL METHOD	STATISTICAL PROCEDURES
1.	To assess the level of self-esteem among adolescent girls in experimental and control group.	Descriptive Statistics	Frequency, Percentage distribution, mean and standard deviation
2.	To determine the effectiveness of Bibliotherapy on level of self esteem among adolescent girls in experimental group and control group.	Inferential Statistics	Paired t test, & unpaired t test
3.	To associate the level of self-esteem with selected demographic variables of adolescent girls in the experimental group.	Inferential Statistics	Chi square test

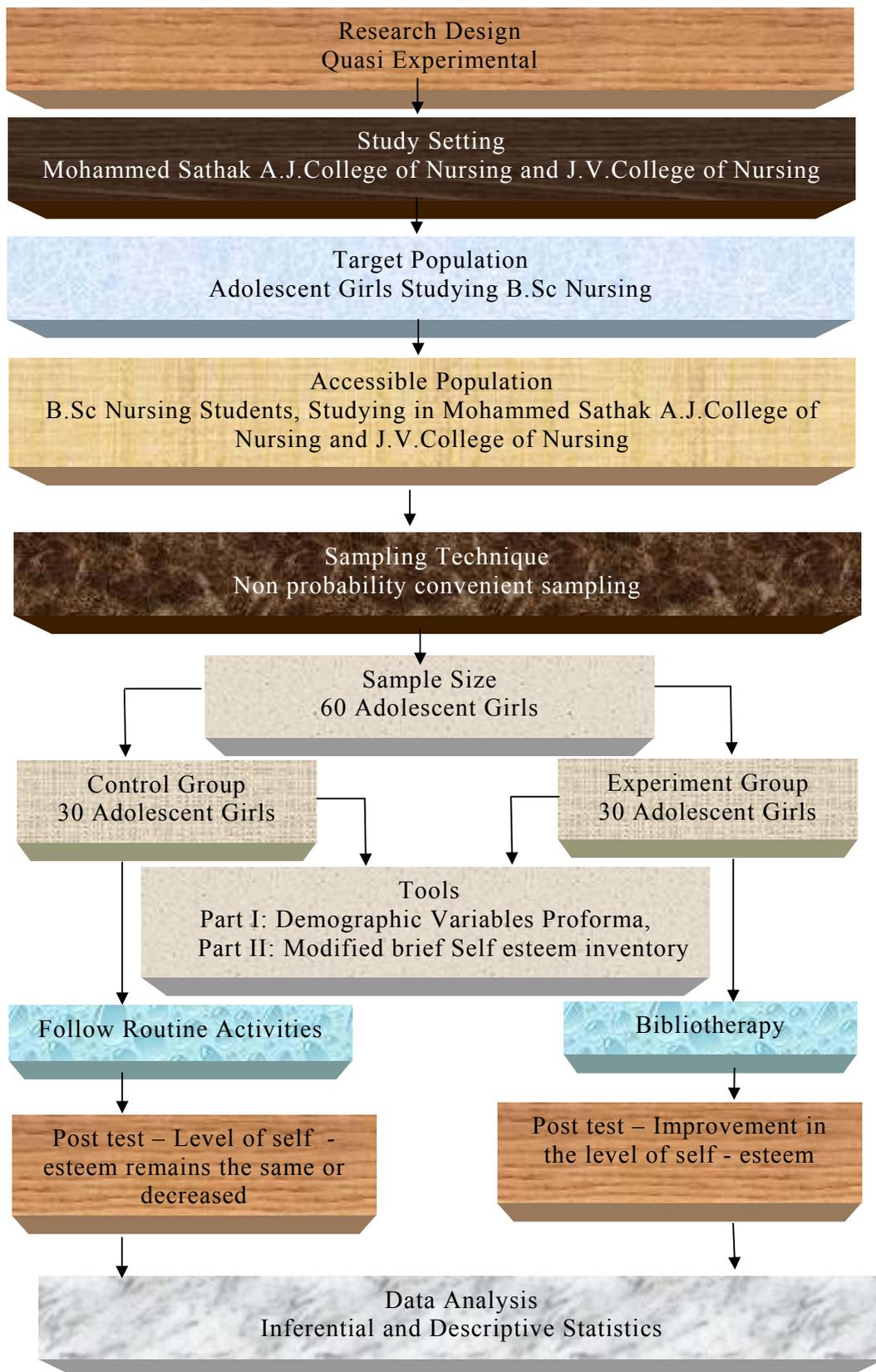


FIG-2: SCHEMATIC REPRESENTATION OF RESEARCH DESIGN

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

This chapter deals with the data analysis and interpretation to assess the effectiveness of Bibliotherapy on self esteem among adolescent girls in selected nursing colleges at Chennai.

Descriptive and inferential statistics were used for the analysis of the data. According to the study objectives the interpretation has been tabulated and organized as follows:

ORGANIZATION OF DATA

Section A: Description of demographic variables of adolescent girls in the experimental and control group.

Section B: Comparison of pre and post test level of self esteem among adolescent girls in the experimental and control group.

Section C: Association between level of self esteem of adolescent girls and selected demographic variables in the experimental group.

SECTION A

Table-1: Frequency and percentage distribution of demographic variables of adolescent girls in the experimental and control group.

(n = 30+30)

S.no	Demographic Variables	Experimental Group		Control Group	
		No.	%	No.	%
1.	Age				
a.	17 – 19 yrs	25	83.33	24	80.00
b.	20 - 22 yrs	5	16.67	6	20.00
2.	Religion				
a.	Hindu	13	43.33	16	54.00
b.	Christian	11	36.67	10	33.33
c.	Muslim	6	20.00	4	13.33
3.	Habitat				
a.	Rural	9	30.00	14	46.67
b.	Urban	11	36.67	9	30.00
c.	Semi Urban	10	33.33	7	23.33
4.	Medium of Study				
a.	English	14	46.67	15	50.00
b.	Tamil	16	53.33	15	50.00
5.	Family System				
a.	Nuclear	16	53.33	13	43.33
b.	Joint	8	26.67	11	36.67
c.	None	6	20.00	6	20.00
6.	Educational Status of Siblings				
a.	Primary	10	33.33	9	30.00
b.	Secondary	9	30.00	9	30.00

<i>S.no</i>	<i>Demographic Variables</i>	<i>Experimental Group</i>		<i>Control Group</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
c.	Graduate and above	11	36.67	12	40.00
7.	Reason for joining the course				
a.	Self interest	9	30.00	9	30.00
b.	Parent compulsion	13	43.33	14	46.67
c.	Friends influence	8	26.67	7	23.33
8.	Educational Status of Father				
a.	Non Literate	10	33.33	8	26.67
b.	Primary	12	40.00	8	26.67
c.	Secondary	6	20.00	8	26.67
d.	Graduation and above	2	6.67	6	20.00
9.	Educational Status of Mother				
a.	Non Literate	16	53.33	13	43.33
b.	Primary	9	30.00	10	33.33
c.	Secondary	4	13.33	5	16.67
d.	Graduation and above	1	3.33	2	6.67
10.	Occupational Status of Father				
a.	Coolie	4	13.33	5	17.00
b.	Skilled worker	14	46.67	11	37.00
c.	Professional	6	20.00	7	23.33
d.	Business	6	20.00	7	23.33
11.	Occupational Status of Mother				
a.	Homemaker	20	67.00	16	53.33
b.	Skilled Worker	9	30.00	9	30.00

<i>S.no</i>	<i>Demographic Variables</i>	<i>Experimental Group</i>		<i>Control Group</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
c.	Professional	1	3.33	5	17.00
d.	Business	0	0.00	0	0.00
12.	Family Income				
a.	Below Rs.5,000	8	26.67	7	23.33
b.	Rs.5,001 - Rs.10,000	9	30.00	12	40.00
c.	Rs.10,001 - Rs.15,000	8	26.67	10	33.33
d.	Above Rs.15,000	5	16.67	1	3.33
13.	Reading Habit				
a.	Regularly	10	33.33	11	36.67
b.	Occasionally	10	33.33	13	43.33
c.	Never	10	33.33	6	20.00

With respect to age in the experimental group, majority 25(83.33%) were in the age group of 17 – 19 years and in the control group, majority 24(80%) were in the age group of 17 – 19 years.

Regarding religion of the adolescent girls in the experimental group, majority 13(43.33%) were Hindus and in the control group, majority 16(53.33%) were Hindus.

With regard to habitat in the experimental group, majority 11(36.67%) were from urban area and in the control group, majority 14(46.67%) were from rural area.

Considering the medium of the study of the adolescent girls, majority 16(53.33%) studied Tamil medium in the experimental group whereas in the control group, majority 15(50%) studied both in the English and Tamil medium respectively.

Regarding the family system of the adolescent girls in the experimental group, majority 16(53.33%) were from nuclear family and in the control group, majority 13(43.33%) were from nuclear family.

With respect to educational status of siblings in the experimental group, majority 11(36.67%) were graduates and above and in the control group, majority 12(40%) were graduates and above.

Considering the reason for joining the course, majority 13(43.33%) joined the course due to parent compulsion in the experimental group whereas in the control group, majority 14(46.67%) joined the course due to parent compulsion.

With regard to the educational status of father in the experimental group, majority 12(40%) had primary school education and in the control group, majority each 8(26.67%) had primary and secondary school education and were non literates.

Regarding the educational status of mother in the experimental group, majority 16(53.33%) were non literates and in the control group, majority each 13(33.33%) had primary school education.

Considering the occupational status of father in the experimental group, majority 14(46.67%) were skilled worker and in the control group, majority 11(36.67%) were skilled worker.

Considering the occupational status of mother in the experimental group, majority 20(66.67%) were homemaker and in the control group, majority 16(53.33%) were homemaker.

With regard to the family income of the adolescent girls, majority 9(30%) had a family income of Rs.5,001 – Rs.10,000 in the experimental group and in the control group, majority 12(40%) had a family income of Rs. 5,001 – Rs.10,000.

Considering the reading habits of the adolescent girls in the experimental group, majority each 10(33.33%) were reading regularly, occasionally and never had the habit of reading.

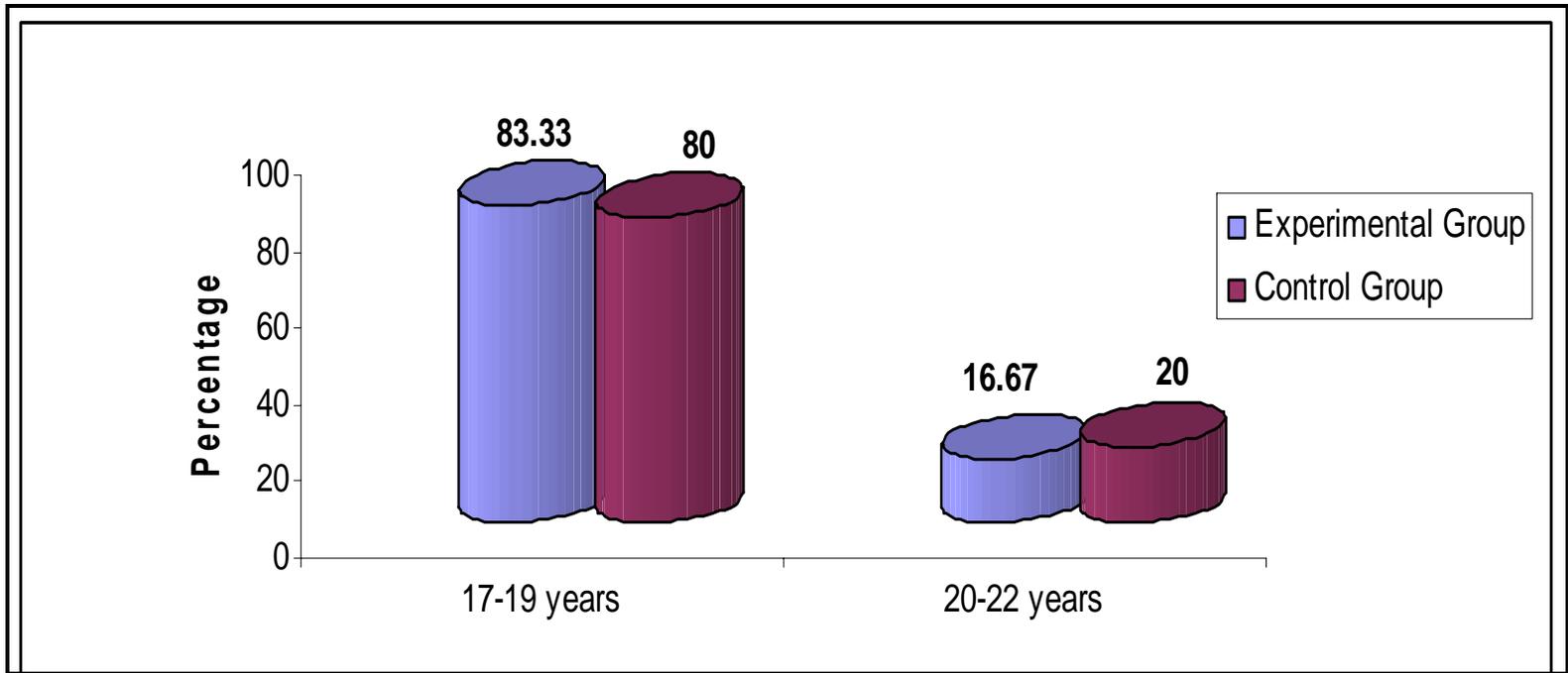


Fig-3: Percentage distribution of age of the adolescent girls in the experimental and control group

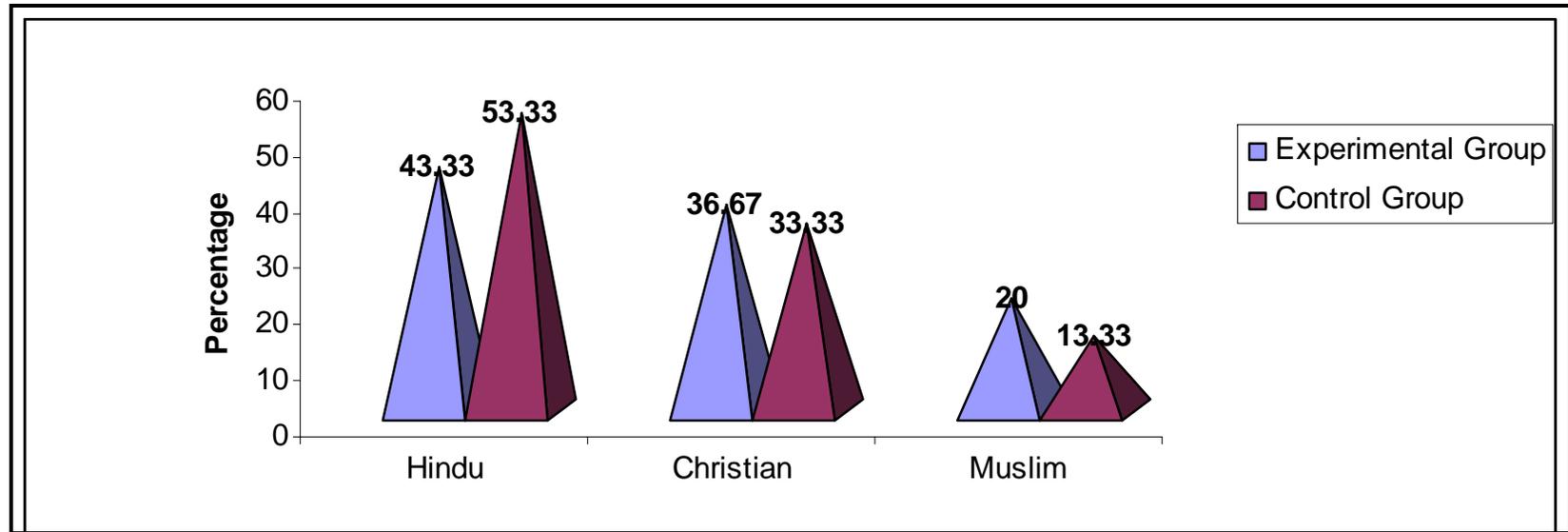


Fig-4: Percentage distribution of religion of the adolescent girls in the experimental and control group

SECTION B

TABLE 2: Frequency and percentage distribution of pre and post test level of self esteem among adolescent girls in the experimental group.

(n=30)

Self Esteem	Severe Dep.		Somewhat Dep.		Neither High nor low		Very Healthy		Excellent	
	No.	%	No.	%	No.	%	No.	%	No.	%
Pre-test	0	0	5	16.7	18	60.0	7	23.3	0	0
Post Test	0	0	0	0	1	3.3	18	60.0	11	36.7

Table 2 depicts the pretest, majority of the adolescent girls 18(60%) had neither high or low level of self esteem and in the post test majority of them 18(60%) had very healthy level of self esteem and 11(36.7%) had excellent level of Self-esteem in the experimental group.

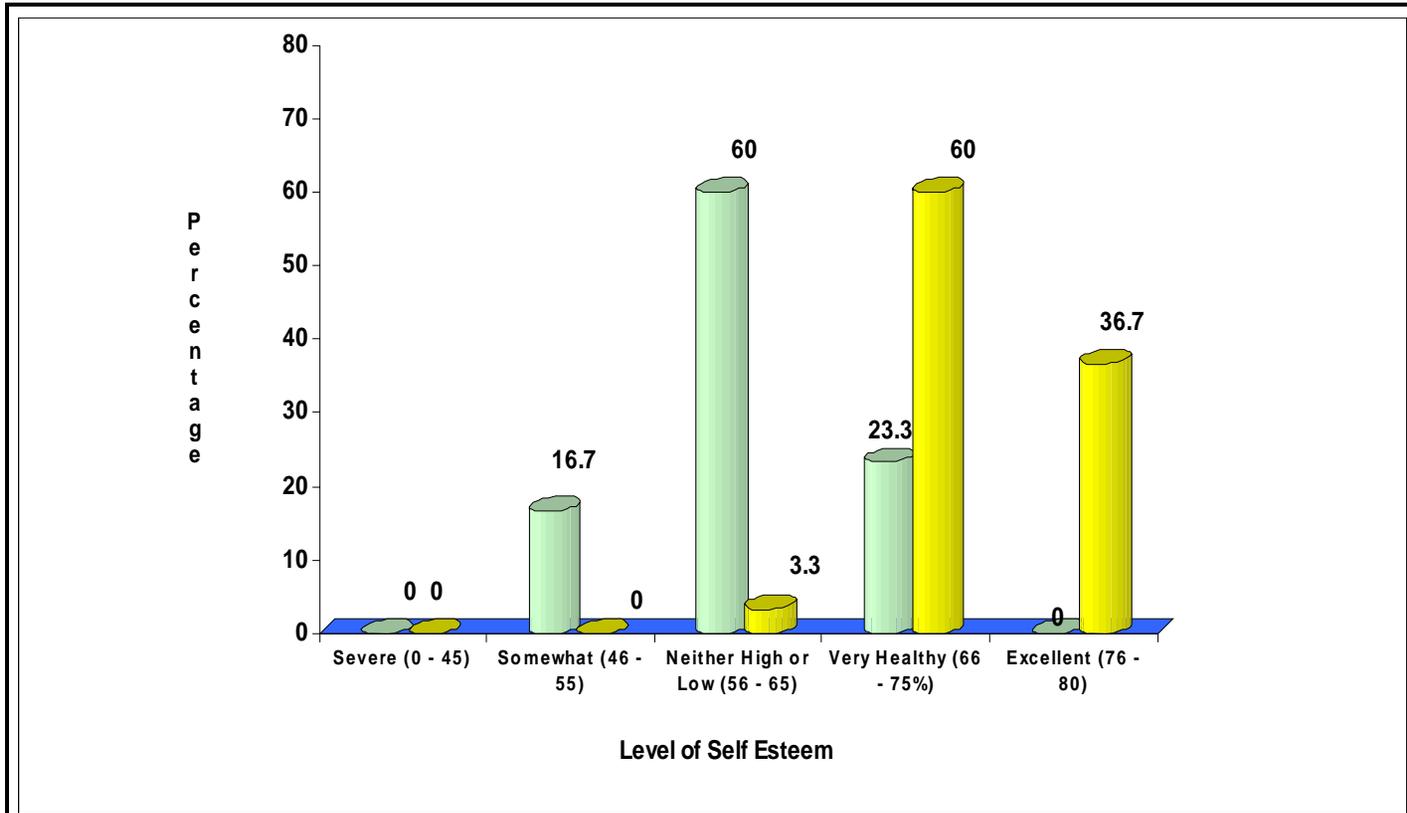


Fig-5: Percentage distribution of pre and post test level of self esteem among adolescent girls in the experimental group

Table-3: Frequency and percentage distribution of pre and post test level of self esteem among adolescent girls in the control group.

(n=30)

Self Esteem	Severe Dep.		Somewhat Dep.		Neither High or low		Very Healthy		Excellent	
	No.	%	No.	%	No.	%	No.	%	No.	%
Pre-test	0	0	10	33.3	18	60.0	2	6.67	0	0
Post Test	0	0	10	33.3	18	60.0	2	6.67	0	0

Table 3 depicts the pre-test, majority of the adolescent girls 18(60%) had neither high or low level of self-esteem and in the post test more than half of them 18(60%) had neither high or low level of self esteem in the control group. No difference was observed between pre and post test.

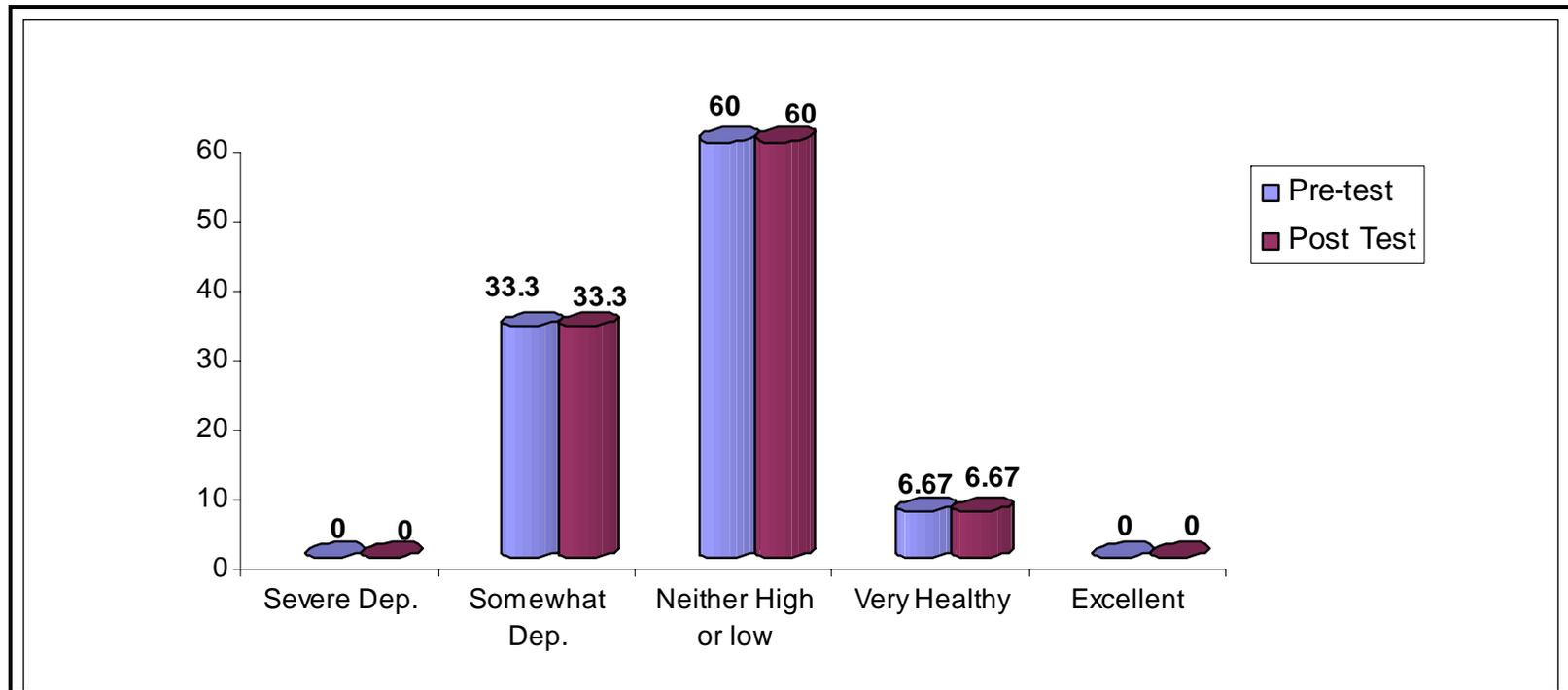


Fig-6: Percentage distribution of pre and post test level of self esteem among adolescent girls in the control group

Table - 4: Mean and SD of pre and post test level of self esteem in the experimental and control group.

(n=30+30)

<i>Self Esteem</i>	<i>Experimental Group</i>		<i>Control Group</i>	
	<i>Mean</i>	<i>S.D</i>	<i>Mean</i>	<i>S.D</i>
Pre-test	61.67	5.82	65.63	6.53
Post Test	72.30	4.79	65.63	6.53

Table 4 shows the experimental group the pretest mean score was 61.67 with S.D 5.82 and the post test mean score was 72.30 with S.D 4.79. Whereas in the control group, the pre-test mean score was 65.63 with S.D 6.53 and the post test mean score was 65.63 with S.D 6.53.

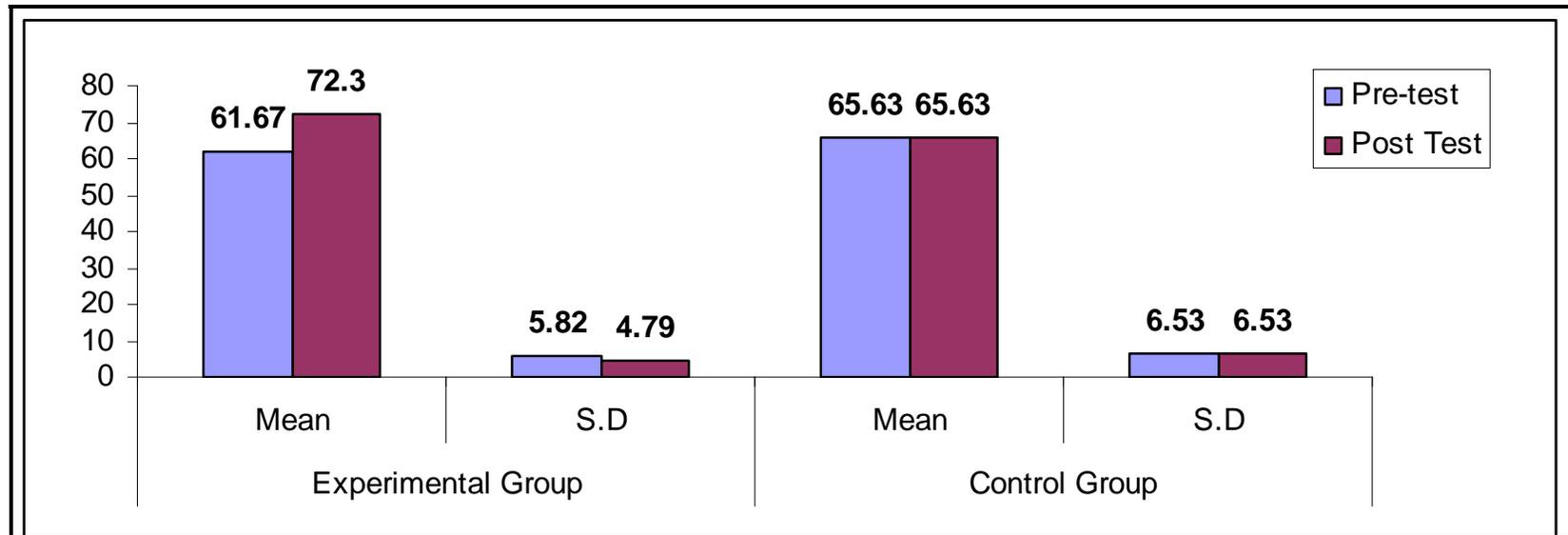


Fig-6: Mean and SD of pre and post test level of self esteem in the experimental and control group

SECTION-B

Table-5: Comparison of post test level of self esteem between the experimental and control group.

(n=30+30)

Self Esteem	Mean	SD	Unpaired 't' Value
Experimental Group	72.30	4.79	5.194***
Control Group	65.63	6.53	p = 0.000, (S)

***p<0.001, S - Significant

Table 5 shows the experimental group, the post test mean score was 72.30 with S.D 4.79 and in the control group the post test mean score was 65.63 with S.D 6.53. The calculated 't' value of 5.194 was statistically highly significant at p<0.001 level. This clearly shows that the Bibliotherapy given to the adolescent girls in the experimental group had increased level of self esteem than the control group. Hence the Hypothesis two was accepted.

SECTION C

Table 6: Association between level of self esteem of adolescent girls and selected demographic variables in the experimental group.

(n=30)

S. No	Demographic Variables	Neither High nor low		Very Healthy		Excellent		Chi-square value
		No.	%	No.	%	No.	%	
1	Age							$\chi^2 = 7.600$ d.f = 2 p = 0.022 S*
a.	17 - 19 yrs	0	0	14	46.7	11	36.7	
b.	20 - 22 yrs	1	3.3	4	13.3	0	0	
2.	Religion							$\chi^2 = 2.886$ d.f = 4 p = 0.577 N.S
a.	Hindu	1	3.3	7	23.3	5	16.7	
b.	Christian	0	0	6	20.0	5	16.7	
c.	Muslim	0	0	5	16.7	1	3.3	
3.	Habitat							$\chi^2 = 8.182$ d.f = 4 p = 0.085 N.S
a.	Rural	0	0	8	26.7	1	3.3	
b.	Urban	0	0	4	13.3	7	23.3	
c.	Semi Urban	1	3.3	6	20.0	3	10.0	
4.	Medium of Study							$\chi^2 = 3.377$ d.f = 2 p = 0.185
a.	English	1	3.3	10	33.3	3	10.0	
b.	Tamil	0	0	8	26.7	8	26.7	
5.	Family System							$\chi^2 = 2.020$ d.f = 4 p = 0.732 N.S
a.	Nuclear	1	3.3	8	26.7	7	23.3	
b.	Joint	0	0	6	20.0	2	6.7	
c.	None	0	0	4	13.3	2	6.7	

S. No	Demographic Variables	Neither High nor low		Very Healthy		Excellent		Chi-square value
		No.	%	No.	%	No.	%	
6.	Educational Status of Siblings							$\chi^2 = 2.445$ d.f = 4 p = 0.655 N.S
a.	Primary	0	0	6	20.0	4	13.3	
b.	Secondary	1	3.3	5	16.7	3	10.0	
c.	Graduate and above	0	0	7	23.3	4	13.3	
7.	Reason for joining the course							$\chi^2 = 2.909$ d.f = 4 p = 0.573 N.S
a.	Self interest	0	0	7	23.3	2	6.7	
b.	Parent compulsion	1	3.3	7	23.3	5	16.7	
c.	Friends influence	0	0	4	13.3	4	13.3	
8.	Educational Status of Father							$\chi^2 = 6.071$ d.f = 6 p = 0.415 N.S
a.	Non Literate	1	3.3	4	13.3	5	16.7	
b.	Primary	0	0	10	33.3	2	6.7	
c.	Secondary	0	0	3	10.0	3	10.0	
d.	Graduation and above	0	0	1	3.3	1	3.3	
9.	Educational Status of Mother							$\chi^2 = 4.955$ d.f = 5 p = 0.550 N.S
a.	Non Literate	1	3.3	9	30.0	6	20.0	
b.	Primary	0	0	7	23.3	2	6.7	
c.	Secondary	0	0	1	1	3	10.0	
d.	Graduation and above	0	0	1	1	0	0	
10.	Occupational Status of Father							$\chi^2 = 5.207$ d.f = 6 p = 0.517 N.S
a.	Coolie	0	0	1	3.3	3	10.0	
b.	Skilled worker	1	3.3	10	33.3	3	10.0	
c.	Professional	0	0	4	13.3	2	6.7	
d.	Business	0	0	3	10.0	3	10.0	

S. No	Demographic Variables	Neither High nor low		Very Healthy		Excellent		Chi-square value
		No.	%	No.	%	No.	%	
11.	Occupational Status of Mother							$\chi^2 = 3.084$ d.f = 4 p = 0.544 N.S
a.	Homemaker	0	0	12	40.0	8	26.7	
b.	Skilled Worker	1	3.3	5	16.7	3	10.0	
c.	Professional	0	0	1	3.3	0	0	
d.	Business	-	-	-	-	-	-	
12.	Family Income							$\chi^2 = 5.588$ d.f = 6 p = 0.471 N.S
a.	Below Rs.5,000	0	0	5	16.7	3	10.0	
b.	Rs.5,001 - Rs.10,000	0	0	5	16.7	4	13.3	
c.	Rs.10,001 - Rs.15,000	1	3.3	6	6	1	3.3	
d.	Above Rs.15,000	0	0	2	2	3	10.0	
13.	Reading Habit							$\chi^2 = 2.182$ d.f = 4 p = 0.702 N.S
a.	Regularly	1	3.3	6	20.0	3	10.0	
b.	Occasionally	0	0	6	20.0	4	13.3	
c.	Never	0	0	6	20.0	4	13.3	

*p<0.05, S – Significant, N.S – Not Significant

Table 6 shows the demographic variable age showing statistically significant association with the post test level of self esteem among adolescent girls at p<0.05 level. So there is a significant association between age and level of self-esteem. Hence the research hypothesis three was partially accepted.

CHAPTER –V DISCUSSION

STATEMENT OF THE PROBLEM

A Quasi experimental study to assess the effectiveness of Bibliotherapy on self esteem among adolescent girls in selected nursing colleges at Chennai.

THE DISCUSSION IS PRESENTED AS FOLLOWS

Description of the population:

The table 1 shows that majority of the adolescent girls belong to 25(83.33%) and 24(80%) belong to 17-19 years of age in control and experimental group respectively.

Regarding religion, nearly half of them 13 (43%) were Hindu in experimental group and more than half of them 16 (53%) were Hindu in control group.

With regard to habitat in the experimental group 11(37%) were from urban area and in the control group 14(47%) were from rural area.

Considering the medium of the study of the adolescent girls, more than half of them 16(53.33%) studied Tamil medium in the experimental group whereas in the control group, they were equal 15 (50%) in both English and Tamil medium.

Regarding the family system of the adolescent girls in the experimental group, more than half of them 16 (53.33%) were from nuclear family and in the control group, only 13(43.33%) were from nuclear family.

With respect to educational status of siblings in the experimental group, one third of them 11(36.67%) were graduates and above and in the control group, majority 12(40%) were graduates and above.

Considering the reason for joining the course, about 9(30%) of them was due to self interest both in experimental and control group. Regarding the educational status of father about 1/3(40%) of them were non literate in experimental group and only 8(27%)of them non literate in control group.

Regarding the educational status of mother, more than half of them 16(53%) were non literate in experimental group and less than half of them 13 (43%) were non literate in control group.

Considering the occupational status of father in the experimental group, less than half of them 14(46.67%) were skilled worker and in the control group, less than half of them 11(36.67%) were skilled worker.

Considering the occupational status of mother in the experimental group, more than half of them 14(66.67%) were homemaker and in the control group, more than half of them 16(53.33%) were homemaker.

With regard to the family income of the adolescent girls, only 9(30%) had a family income of Rs.5,001 – Rs.10,000 in the experimental group and in the control group, only 12(40%) had a family income of Rs. 5,001 – Rs.10,000.

Considering the reading habits, about 1/3 of them 10(33%) were reading regularly in experimental group and less than half of them 13(43%) were reading regularly in the control group.

OBJECTIVES OF THE STUDY

The first objective to assess the level of self-esteem among adolescent girls in experimental and control group.

Among the experimental group in the pre test scores among 30 adolescent girls, majority of the adolescent girls 18(60%) had neither high nor low level of self-esteem. It revealed that there was a need for Bibliotherapy for students on self-esteem.

In the control group the pre test scores among 30 adolescent girls, majority of the adolescent girls 18(60%) had neither high nor low level of self esteem.

Shipra & Chopra (2008) also conducted a study to assess the self-esteem of 112 school going adolescent girls and the factors affecting self-esteem in Kangra District of Himachal Pradesh. Self esteem was measured through self esteem scale and results indicated that majority of the adolescent girls had average scores of self-esteem with an average of

83.56. Self-esteem scores were found to be positively correlated with the educational status and the family type of the girls.

There are many studies to reflect that self esteem is low in most of the adolescent girls and same has been reported in the review of literature.

The second objective was to determine the effectiveness of Bibliotherapy on level of self-esteem among adolescent girls in experimental and control group.

The assessment of post test scores among 30 adolescent girls, Majority 18(60%) had very healthy level of self-esteem in the experimental group. After being exposed to Bibliotherapy on self-esteem the level of self-esteem scores had been increased, the control group the post test scores more than half of them 18(60%) had neither high nor low level of self esteem in the control group. Hence the hypothesis one was accepted.

Wadsworth (2007) conducted a study to determine the effectiveness of Bibliotherapy to foster comprehension skills and self-esteem of 30 fifth-grade students. Students' self-esteem was evaluated through observation, student journals and by Rosenberg Self-esteem Scale and the result showed that students increased their comprehension skills and their self-esteem after Bibliotherapy.

Table 5 shows the experimental group, the post test mean score was 72.30 with S.D 4.79 and in the control group the post test mean score was

65.63 with S.D 6.53. The calculated 't' value of 5.194 was statistically highly significant at $p < 0.001$ level. This clearly shows that the Bibliotherapy given to the adolescent girls in the experimental group had increased level of self esteem than the control group. Hence the Hypothesis two was accepted.

The third objective was to associate the level of self-esteem with selected demographic variables of adolescent girls in the experimental group.

Table 6 shows the demographic variable age showing statistically significant association with the post test level of self esteem among adolescent girls at $p < 0.05$ level. So there is a significant association between age and level of self-esteem. Hence the research hypothesis three was partially accepted.

In conclusion the Bibliotherapy could be considered as an effective method for improving the self-esteem. This encompasses commitment by nurse, who needs to play fervent role by simultaneously upgrading nursing service and teaching to the students.

CHAPTER-VI

SUMMARY, FINDINGS AND RECOMMENDATIONS

SUMMARY OF THE STUDY

This chapter presents the summary, implication and recommendation that would form a stepping ladder for the future researchers to develop and envelope towards nurse led Psychiatric care. The study focused on determining the effectiveness of Bibliotherapy on self-esteem among adolescent girls in selected nursing colleges, Chennai. The study was conducted in the M.S.A.J C.O.N and J.V.C.O.N, Chennai. A Quasi Experimental pre and post test two group design was adopted for this study. The objectives and hypothesis of the study were

- ❖ To assess the level of self esteem among adolescent girls in experimental & control group.
- ❖ To determine the effectiveness of Bibliotherapy on self esteem among adolescent girls in experimental & control group.
- ❖ To associate the level of self esteem with selected demographic variables of adolescent girls in the experimental group.

H1 - There is a significant difference in the level of self esteem among adolescent girls before and after Bibliotherapy in experimental group.

H2 - There is a significant difference in the post test level of self esteem between control and experimental group among adolescent girls.

H3 - There is a significant association in the level of self esteem among adolescent girls with selected demographic variables.

The conceptual model of Modified Widen Bach's model of helping art clinical Nursing theory was applied as nursing intervention on Bibliotherapy towards the improvement of self esteem.

The present study was a quasi experimental Pretest and Post test two group designs was adopted for this study. Pilot study was done to confirm the feasibility of the study. Following prior permission from the Principal of college of nursing, data was collected by using a questionnaire which had two sections comprising of demographic variables Proforma and modified Brief self-esteem inventory. The samples were selected and a pretest and post test was conducted. Based on the objectives, the data was analyzed by descriptive and inferential statistics.

THE MAJOR FINDINGS OF THE STUDY

In the experimental group the pre-test, majority of the adolescent girls 18(60%) had neither high or low level of self esteem and in the post test majority of them 18(60%) had very healthy level of self esteem and 11(36.7%) had excellent level of Self-esteem.

Whereas in the control group the pre-test, majority of the adolescent girls 18(60%) had neither high or low level of self-esteem and in the post test more than half of them 18(60%) had neither high or low level of self esteem in the control group. No difference was observed between pre and post test.

In the experimental group the pretest mean was 61.67 with S.D of 5.82 and the post test mean score was 72.30 with S.D of 4.79. Whereas in the control group, the pre-test mean score was 65.63 with S.D 6.53 and the post test mean score was 65.63 with S.D 6.53. The calculated 't' value of 5.194 was statistically highly significant at $p < 0.001$ level. This clearly shows that the Bibliotherapy given to the adolescent girls in the experimental group had increased level of self esteem than the control group. Hence the Hypothesis two was accepted.

In the demographic variables- age had shown statistically significant association with the post test level of self esteem among adolescent girls at $p < 0.05$ level. So there is a significant association between age and level of self-esteem. Hence the research hypothesis three was partially accepted.

The above results show that the Bibliotherapy given to the adolescent girls in the experimental group had increased level of self-esteem than the control group. Hence the Research hypothesis was accepted.

CONCLUSION

After implementing Bibliotherapy there was a significant increase in the level of self-esteem among adolescent girls at the level of $P < 0.001$. It is evident that the Bibliotherapy significantly increased the self-esteem level, will help the students to improve their psychological well being which in turn will reduce the occurrence of mental health problem in their life.

NURSING IMPLICATIONS

The Psychiatric nurses need to be aware that self-esteem is the base line cause for the development of other psychiatric problems. It is easily applied for all type of nursing professionals like

- ❖ Nursing service
- ❖ Nursing education
- ❖ Nursing administration
- ❖ Nursing Research

Nursing Service

The Bibliotherapy can be used to improve psychological well being among adolescents by that the psychiatric morbidity and mortality rates of the adolescents will be reduced. Nurses practicing in the health care setting should be equipped with the knowledge on various Bibliotherapy techniques. Nursing service department can have a group of adequately

trained nurses for giving Bibliotherapy. Nursing personnel working in the occupational health department, community, should be given in service education to update and improve their knowledge regarding Bibliotherapy. Health promotion is a vital function of the nurse and nurse can use this Bibliotherapy on three levels of prevention. (i.e. Primary, secondary, and tertiary). Departmental library or common library can be established in each wards to refer and update their knowledge.

Nursing Education

Students can utilize the Bibliotherapy to improve their self-esteem. Teacher can utilize the Bibliotherapy programmed to teach nursing students in classroom and clinical settings to improve their self confidence. Bibliotherapy can be included in nursing curriculum.

Nursing Administration

Nurse administrators can utilize the Bibliotherapy while conducting in service education programmed for directing and motivating staff to improve their self -esteem Nurse administrators have more responsibility as supervisors on creating awareness among nursing students regarding Self-esteem by facilitating free distribution of booklets, handouts, regularly to workers in all the level of organization. Periodical performance appraisal in nursing service personnel on all aspects of psychiatric nursing care will in turn promote psychological well being for nurses. Each college should have Bibliotherapy team to identify the

student who is in lower self-esteem and to improve their self-esteem by using this method.

Nursing Research

This study can be effectively utilized by the emerging researchers. This study can be baseline for further studies to build upon.

RECOMMENDATIONS

- ❖ Similar study can be conducted in the hospital set up.
- ❖ Comparative study can be conducted in government and private school
- ❖ A comparative study can be conducted between male and female adolescents.
- ❖ Similar study can be replicated on large sample thereby findings can be generalized.

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PART II: MODIFIED BRIEF SELF -ESTEEM INVENTORY

S. No	Questions	Almost Always	Often	Seldom	Almost Never
1.	I am truly content with the way I look.				
2.	I can accomplish almost any task I attempt.				
3.	I consider my ability to think and reason adequate.				
4.	I think people enjoy being with me.				
5.	I am satisfied with the degree of success I am experiencing so far in my life.				
6.	I feel as worthwhile when I'm just having a good time as when I'm doing something constructive.				
7.	I consistently forgive myself when I blow it.				
8.	When I make a mistake I refrain from telling myself negative things, such as I'm dumb, clumsy, stupid, careless, can't do anything right, etc.				
9.	I can honestly say that I love myself.				
10.	Deep down I feel that God likes me just the way I am.				
11.	When I look at myself in the mirror I am happy with what I see.				
12.	I feel competent to take on most any job or challenge I face.				
13.	I am genuinely happy with the level of my intelligence.				

S. No	Questions	Almost Always	Often	Seldom	Almost Never
14.	I feel good about my personality.				
15.	Overall I regard myself as successful in life.				
16.	I feel of great value and worth to God, even when I fail.				
17.	When I do something wrong or unwise I quickly get over being angry with myself.				
18.	My thoughts toward myself are usually positive rather than negative or critical.				
19.	Even though I am not perfect I appreciate and love myself.				
20.	Though I realize I am a sinner, deep down I can truly feel that God sees me as holy and blameless as His child.				

APPENDIX -II

INTERVENTION SCHEDULE

SECTION	DAY	SUBCOMPONENTS	BENEFITS
Section I	Day 1	1.Appearance	It helps to improve overall appearance and self image.
	Day 2	2.Self Love	It helps to love your self.
Section II	Day 3	3.Competence	It helps to develop skill and Knowledge.
	Day 4	4.Personality	It helps to improve your personality.
Section III	Day 5	5.Intelligence	It helps to improve your overall Intelligence.
	Day 6	6.Success	It helps to how to overcome your failure.
Section IV	Day 7	7.Self Acceptance	It helps to Accept your self.
	Day 8	8.Unconditional worth	It helps to improve your self worth.
Section V	Day 9	9.Self forgiveness	It helps to forgive mistakes of yours and others.
	Day 10	10.Freedom From Guilt	It helps to reduce your guilty feelings.

SELF ESTEEM

What is Self Esteem?

“It is simply a belief about our own worth.”

To esteem something means to respect it or value it. If a person has low self esteem, it means that they do not value themselves highly. They think they are of less worth than other people. Self esteem is different from self confidence, which is more about the way that we present to the world. People can be very confident and have a lot of faith in their ability to perform, but still place a low value on themselves. Self esteem is usually measured by means of a questionnaire or quiz. People are asked various questions that demonstrate their views about themselves and the world.

Seven Ways to Radically Improve Your Self-Esteem and Self-Worth

Everyone needs to feel a sense of self-worth and healthy self-esteem in order to live a successful, contented life. While some people look to others and their material success to gauge their own self-worth, the most important assessment is how you feel about yourself.

There are many things you can do to boost your own self-esteem. By taking the steps to build your own self-worth and well-being, you're practicing the best form of preventative medicine possible.

1. Do things you love.

The more time you spend doing things you love to do, the better it makes you feel. Doing the things you enjoy causes your brain to produce higher levels of endorphins, which are chemical in the brain that increase

your sense of joy and well-being. Engaging in activities we love also helps us recall other times we've done them, and those memories increase our self-esteem. Our favorite activities are often things we do well, which is a factor in increasing our self-esteem.

2. Strengthen your strengths.

When you exercise your strengths, they become stronger and your self-esteem rises as well. We all like to feel proud of the things we excel at and those things cause us to feel better about ourselves. Spend time working on, building, and renewing your strengths, and your inner approval rating will soar.

3. Surround yourself with positive people.

Positive energy is like an electrical charge as it spreads from one person to the next. When you spend time in the company of positive people, your own attitude will lift to match theirs, and you'll be charged from their energy.

4. Measure your worth based on yourself, not on others.

Everyone sees the world based on his or her own biases and circumstances. When someone pours negative thoughts on another person, it's a greater reflection on their own deficiencies than the person they're attacking. Basing your self-esteem on another person's opinions is never a good idea. Instead, take your value from what you know to be the truth about yourself from the inside out, not the other way around.

5. Believe in yourself.

Trust in your ability to achieve whatever you set your mind to accomplish. When you believe that you're capable of attaining your goals, you unleash the ability to do so from deep within you, so trust in the process.

6. Set your thoughts on the things you want to attract.

Albert Einstein determined all things are made of energy and energy attracts more of the same energy. Focusing your thoughts on the things you desire in your life keeps the energy of those things moving toward you.

7. Speak affirming thoughts to yourself.

We've all heard the phrase "act as if." Affirmations work on that principle. Instead of saying, "I want to be happy," say, "I am a happy person." Say it out loud everyday. You'll begin to reprogram your subconscious to believe it as the truth, and soon you'll be feeling that truth every day.

These simple steps to boost your self-esteem are easy to put into practice in your day-to-day life. Start today and build your self-worth and self-esteem into the foundation of your character. Your life will never be the same.

Top six Symptoms of Low Self-Esteem

Low self-esteem is something that many people across the world deal with on a daily basis. Poor self image and lack of confidence leads to a fearful mindset. This article will show you several symptoms of low self-esteem that you can use to see if you, or someone you know, fit(s) the bill.

1. Inability to make decisions.

A person suffering from low self-esteem often has extreme difficulty making decisions for themselves or others. You'll rarely find them in managerial or supervisory positions simply because they lack the ability to make good decisions in a timely manner.

2. Enormous amount of shame.

Poor self-esteem always causes a sense of shame inside a person. They are ashamed because they don't look a certain way or act in a way they think others expect them to. Shame is often a driving factor for someone suffering from low self-esteem.

3. The need to be perfect.

One of the major signs of poor self-esteem is the incessant need for that person to be perfect. A huge majority of perfectionists embrace that frame of mind because they think by being "perfect" they will please others or make others like them more.

4. Inability to handle criticism.

The lack of confidence a person with low self-esteem has causes them to be unable to accept or handle rejection or criticism. When presented with such a circumstance, a person with low self-esteem often retreats or becomes depressed because of a comment made by someone else.

5. Overly pessimistic and/or critical.

In order to protect their own feelings, a person with low self-esteem often takes out their inner feelings on others. They become extremely critical,

especially of those closest to them. They are often pessimistic, and can rarely see the positive in any situation, let alone hope for the best.

6. Constantly worries about the future.

A person with low self-esteem tends to “predict” the future by worrying constantly about things that “might” happen. They find it difficult to simply live in the moment and have an intense fear of bad things to come.

Why Do Women Have Lower Self-Esteem?

Of all adults dealing with low self-esteem, women seem to be the ones who suffer the most. Even women who seem to have it all together and know who they are and want they want tend to be among those who suffer from low self-esteem.

The media has exploded so much in the last few decades that it has lent itself to an increasing demand for women to look perfect: a perfect body, perfect hair, perfect smile... The media has exploited the female population by displaying this false illusion of a perfect woman. It tells women that they will be liked if they wear the right clothes, smell just right, latch onto the perfect mate, etc.,

The thing that most women do not realize or understand is that this confidence comes from within. It's not something that can be handed to you. It's not something that you will experience after you've reached a certain level of perfection. Self-esteem is something that you must cultivate from the inside. Then and only then will you be truly happy and confident in yourself.

If you are a woman struggling with self-esteem issues, here are some tips to help you:

- ❖ Stop seeking approval from your peers.
- ❖ Discover everything you like about yourself and build upon those positive attributes
- ❖ Be honest about why you don't feel good about yourself. Then work on changing that.
- ❖ Walk away from negative situations or people who make you feel bad about yourself.

3 Ways to Boost Your Self-Esteem When Times are Tough

Here are some simple strategies you can use to give your self-esteem a boost during trying times:

1. **Focus on the positive.** Yes, negative things can happen in your life, but this must not be your only focus. As I'm sure you've heard before: "Things could be worse." Try to turn your attention onto what you have that is good.

Whether it's wonderful children, a terrific spouse, or a roof over your head, focus on what is positive and special in your life. Not only will this make you feel better about your current situation, but you'll also realize that these good things would not have been possible without you. It's time to understand that you are a positive influence in the lives of many. Realistically, everyone has to deal with difficult times as a part of growing

and maturing. Try to remember that "this too shall pass" and keep your chin up.

2. **Take time for you.** With all that's happening in your life right now, you're under a lot of stress. This obviously isn't helping your feelings of low self-esteem. More than likely, you're not taking any time out for the most important person in your life. Allow some time to relax and regroup. It will do wonders for your mindset! Make the time to do something that you thoroughly enjoy doing. It can be alone or with family or a trusted friend whatever relaxes you the most read a book, take a bubble bath, make some cookies, or dance around the house to your favorite music. Anything that can relieve some of that stress you're feeling will make a big difference.

3. **Believe that things will get better.** The power of the mind is amazing. If you're in a situation that you truly believe is hopeless, your chances of changing that situation worsen greatly. If you believe things can and will get better, your chances of improving the situation are greatest.

Knowing that things will improve will also help you feel more confident about yourself. You'll feel more positive heading into the right direction, and your self-esteem will increase.

Life sometimes presents us with difficult situations that we're not prepared to deal with. During these times, consciously redirect your feelings away from the negative and towards the positive. Your self-esteem will be strengthened, along with your belief of a better outcome.

Three Simple Tips to Improve Your Self Esteem

How can I improve my self esteem? It is a question that thousands of people ask. Low self esteem is a big problem in our society and affects many more people than you probably think. In fact, the first step to build self esteem often involves realizing that you are not the only one who feels this way.

Here are 3 simple tips to help you when you are asking yourself, how can I improve my self esteem.

- 1) Stop comparing yourself to other people.
- 2) Use empowering words when talking to yourself.
- 3) Speak to others in an empowering way too.

It sounds like such a little change, but it will make a huge difference in the way your comment is received. You can try it for yourself and find out. I found this was a great way to improve my self esteem and help me get along with others, and I think you will too.

SECTION-I

SUBCOMPONENT-1

APPEARANCE

What is appearance?

I'm fat. I'm too skinny. I'd be happy if I were taller, shorter, had curly hair, straight hair, a smaller nose, bigger muscles, longer legs.

Do any of these statements sound familiar? Are you used to putting yourself down? If so, you're not alone. As a teen, you're going through a ton of changes in your body. And as your body changes, so does your image of yourself. Lots of people have trouble adjusting, and this can affect their self-esteem.

Why Are Self-Esteem and Body Image Important?

Self-esteem is all about how much people value themselves, the pride they feel in themselves, and how worthwhile they feel. Self-esteem is important because feeling good about yourself can affect how you act. A person who has high self-esteem will make friends easily, is more in control of his or her behavior, and will enjoy life more.

Body image is how someone feels about his or her own physical appearance.

For many people, especially those in their early teens, body image can be closely linked to self-esteem.

HOW TO EASILY IMPROVE YOUR OVERALL APPEARANCE AND SELF-IMAGE

For many people, it's easy (and common) to nitpick their appearance. Zeroing in on one or several things they believe is wrong with them. However, by taking small steps to make minor changes, you can improve your overall appearance and self image.

INSTRUCTIONS

Easy steps to improve your overall appearance

- 1) Take note of your posture--chances are you could improve it! By simply sitting and standing up straight you can appear five pounds thinner while improving your stomach and back muscle strength
- 2) Take care of your mouth. Your smile is one of the first things people notice about you, and now it's easier than ever to make it better. Over-the-counter teeth whiteners, such as Crest White Stripes, can take years off of your smile. When you feel confident about your smile you're more likely to use it! Additionally, studies have shown that people who smile more on a regular basis appear happier and thus, more attractive.
- 3) Mind your skin. No matter what time of year, make sure to wash your face daily. Unless you have a severe skin issue, a mild, non-irritating cleanser should do. Additionally, make sure to keep your skin hydrated and moisturized.
- 4) Get adequate sleep. Lack of sleep can lead to shadows and bags under the eyes, bloodshot eyes, general poor skin and weight gain. It is called "beauty" sleep after all!

- 5) Drink plenty of water. Not only will this help with energy and weight maintenance or loss, but it also helps your skin appear supple.
- 6) Incorporate some form of exercise into your daily routine. The most immediate effects will be an increase in energy and a mood boost. Although not "physical," these effects will automatically make you appear happier and more refreshed. As you continue exercising, you will keep enhancing your appearance.
- 7) Get regularly schedule hair cuts. This will help maintain your hair health and appearance, which in turn will improve your self esteem.

SUBCOMPONENT -2

SELF LOVE

MEANING OF SELF LOVE

The love of one's self; desire of personal happiness; tendency to seek one's own benefit or advantage.

How self love helps build your self esteem

- 1) Positive thoughts towards yourself
- 2) Forget Self-Blame
- 3) Stop criticizing others
- 4) Stop Victimizing yourself/ stop Feeling sorry for yourself
- 5) Do not be Fearful of change and judgment
- 6) Regularly comparing yourself to others
- 7) Reacting either over emotionally or with no emotion at all
- 8) Never regrets anything
- 9) Never take things very personally
- 10) Give 100% all the time

How to build self love in your life:

- 1) Start with knowing that you want self love in life
- 2) Look at what holding you back from self love

- 3) Understand your surrounding, and how to develop self love
- 4) Starting to build a good self love foundation
- 5) Avoid thing in your life that take you away from self love
- 6) Take ownership of your own self love
- 7) Love God in your life
- 8) Self Love is the first order in ones
- 9) See the value of life with self love
- 10) Take better care of oneself emotional and physical with self love
- 11) Increase self esteem
- 12) Increase self worth
- 13) Sense of Integrity in life and family
- 14) Sense of Value in life and family

Keeping Self Love in your Daily Life

- ❖ Always play an important part in society
- ❖ Feel in-tune with your higher self
- ❖ Feel in-tune with your inner self
- ❖ Listen to your inner voice
- ❖ Have your heart open to love at all times

- ❖ Keep Divine Love in your soul
- ❖ Keep away from depression
- ❖ Keep away from feeling lonely
- ❖ Keep up your self confidence
- ❖ Have time for your self to enjoy life
- ❖ Be surrounded by love all the time
- ❖ Be around people that have the same beliefs as you
- ❖ Find a quiet place at home that is your special place to relax and review your day
- ❖ Allow the creativity part of you to come out
- ❖ Share this self love with others
- ❖ Stay ground to mother earth
- ❖ Remove the negative out of your life daily
- ❖ Keep your self balance each day
- ❖ Each day ask for more self love to come into your life.
- ❖ Self-Love Benefit

When you love yourself, you are more loving toward others. Your relationships are better with fewer conflicts. You are able to make healthier choices. Mother Teresa said we are created “to love and to be loved.” Love is our deepest desire, our greatest passion. Every person ever born longs to love and be loved. Including you!

SECTION II SUBCOMPONENT-3

COMPETENCE

MEANING OF COMPETENCE

"Being competent means the ability to control and operate the things in the environment and the environment itself."

- L.Ron Hubbard

Competence is possessing skill and knowledge that allows us to do something successfully. It also describes the ability to apply prior experience to new situations with good effect. Our competency usually increases over time as we acquire more information and ability through inquiry, observation, and participation.

When we feel competent, we can greet new environments with calm and confidence. Our competency helps those around us feel more comfortable and secure and it inspires them to seek knowledge and skill in their own domain.

MOUNTAIN STORY - AN INTERESTING SHORT STORY

"A son and his father were walking on the mountains. Suddenly, his son falls, hurts himself and screams: "AAAhhhhhhhhhhh!!!" To his surprise, he hears the voice repeating, somewhere in the mountain: "AAAhhhhhhhhhhh!!!" Curious, he yells: "Who are you?" He receives the answer: "Who are you?" And then he screams to the mountain: "I admire you!" The voice answers: "I admire you!" Angered at the response, he

screams: "Coward!" He receives the answer: "Coward!" He looks to his father and asks: "What's going on?" The father smiles and says: "My son, pay attention." Again the man screams: "You are a champion!" The voice answers: "You are a champion!" The boy is surprised, but does not understand. Then the father explains: "People call this ECHO, but really this is LIFE. It gives you back everything you say or do. Our life is simply a reflection of our actions. If you want more love in the world, create more love in your heart. If you want more competence in your team, improve your competence. This relationship applies to everything, in all aspects of life; Life will give you back everything you have given to it."

MORAL OF THE STORY

Your life is not a coincidence. It's a reflection of you!"

SUBCOMPONENT-4

PERSONALITY

MEANING OF PERSONALITY

The word personality derives from the Latin word persona which means mask. The study of personality can be understood as the study of masks that people wear.

WHAT IS PERSONALITY?

The "personality" is the typical pattern of thinking, feeling, and behaviors that make a person unique.

When we say that someone has a "good personality" we mean that they are likeable, interesting and pleasant to be with.

Everyone wants to be attractive to others. To that end, having a good personality is vital - probably even more so than good looks. In fact, approximately 85 percent of your success and happiness will be a result of how well you interact with others. Ultimately, it is your personality that determines whether people are attracted to, or shy away from you.

While we can only enhance our looks to a certain extent, we have the ability to improve the personality as much as we want. We can develop or integrate any trait we deem fitting and agreeable.

HOW TO IMPROVE PERSONALITY?

There are 10 ways to improve personality

1. Be a better listener.

Jacqueline Kennedy Onassis was considered one of the most charming women in the world because she cultivated the skill of being an exceptional listener. She was known for the way she would look a person in the eyes, hang on their every word, and make them feel important. There is nothing more appealing than having someone listen to you intently making you feel like you're the only person in the world.

2. Read more and expand your interests.

The more you read and cultivate new interests, the more interesting you are to others. When you meet new people it gives you the opportunity to share what you know and to exchange your views with them.

3. Be a good conversationalist.

This relates to how much you read and know. Once you have much to contribute, learn how to talk about it with others. No one can read about or know everything, so it's refreshing to learn from others those things we don't have the time to about read ourselves. If you happen to be shy, join a group like Toastmasters that encourages you to talk about what you know.

4. Have an Opinion.

There is nothing more tiresome than trying to talk to someone who has no opinion on anything. A conversation has nowhere to go if you have nothing to expound on. If, however, you have an uncommon point of view or differing opinion, you are more interesting and stimulating to be with socially (unless you're a know-it-all, of course). A unique outlook expands everyone's perspective.

5. Meet New People.

Make the effort to meet new people especially those unlike you. It not only exposes you to different cultures and alternative ways of doing things, it broadens your horizons.

6. Be yourself.

The next most tiresome thing after having no opinions is trying to be something you're not. Molding yourself in order to fit in, or be accepted, usually backfires. Since each of us is unique, expressing that uniqueness is what makes us interesting. Attempting to be a carbon copy of someone else not only falls flat, but reveals a lack of authenticity.

7. Have a positive outlook and attitude.

Who wants to be around people who are negative, complain a lot, or have nothing good to say? In fact, most of us run when we see them coming. Instead, be the kind of upbeat person who lights up a room with your energy when you enter it. Do it by looking for the best in people and things. Smile warmly, spread good cheer, and enliven others with your presence.

8. Be fun and see the humorous side of life.

Everyone enjoys the company of someone who makes them laugh, or smile, so look for the humorous, quirky side in a situation - there always is one. Comic relief is a much welcome and needed diversion at times.

When you can add fun and lightheartedness to an otherwise dull or gloomy setting, others will naturally be attracted to you, not to mention grateful.

9. be supportive of others.

Being supportive is probably the most endearing quality you can integrate into your personality. Just as you yourself welcome it, be the support for others when they need it. We all love a cheerleader in our corner; someone who is encouraging, believes in us and helps pick us up when we're down.

10. Have Integrity and treat people with respect.

Being honest and true to your word will bring you the admiration, respect and gratitude of others. Nothing improves a person's personality more than integrity and respect - respect for others, as well as respect for yourself.

We humans have the power and ability to shape our personalities however we wish. When we develop ourselves to be all that we can be, we contribute to our own, as well as the happiness of others.

SECTION-III

SUB COMPONENT-5

INTELLIGENCE

What is Intelligence?

Adaptability to a new environment or to changes in the current environment

How it helps to build self esteem?

Self-esteem is important for many reasons helping us connect with people, giving us a solid sense of stability and confidence within ourselves. Self-esteem also just generally helps us to feel good on a daily basis. When it comes to how we see ourselves, the power of positive thought can further enhance intelligence.

A recent study found that you could actually improve your smartness by simply believing in yourself. If you think you can be smarter, then this positive kind of thinking might be enough to make you more intelligent. It seems simple but is surprisingly effective.

Changing Intelligence

There is still a school of thought that intelligence is genetic, unchangeable and we simply have smartness or we don't. This very static view of intelligence can mean that people don't believe in themselves and have the self-esteem and confidence they need to reach their intelligence potential.

It also relates to myths about intelligence in terms of stereotypes around race. Although we do know that there is scientific evidence to support that intelligence is inherited to some degree, this is not specific to one race.

Reaching Your Potential

Another way that self-esteem relates to intelligence is that people who are not confident are less likely to use their intelligence to its full potential. If you are hesitant to make decisions, interact with people or use a skill, your lack of self-esteem prevents you from making use of your intelligence.

Strengthening Skills and Learning New Ones

The less you are using your mind and your skills, the harder it is to enhance your intelligence or keep your talents and abilities fresh and effective. It is one of the many reasons why parents are encouraged to foster self-esteem in their children right from the start. Children who are confident have been shown to be more likely to try out new activities and skills, all of which can help them to learn and grow.

Believing in Yourself

We can all benefit from a strong sense of self-esteem that comes when we believe in ourselves and have the power to try out new skills and improve the ones we already have. By believing you can get smarter, you are more likely to enhance your intelligence while feeling good about yourself in the process.

SUBCOMPONENT-6

SUCCESS

What is success?

If you really want to succeed, from the habit of doing things that failures don't like to do.

How to we define success?

What makes a person successful? How do we recognize success? To some people, success might mean wealth. To other, it is recognition, good health, a good family, happiness, satisfaction, and peace of mind. What this really tells us is that success is subjective. Success means different things to different people.

“Success is the progressive realization of a worthy goal”.

- Nightingale.

Some obstacles to success

- ❖ Ego
- ❖ Fear of failure\success: lack of self esteem
- ❖ No plan
 - Lack of formalized goal
 - Life changes
 - Procrastination
 - Family responsibilities

- Financial security issues
- Lack of focus being muddled
- Doing too much alone
- Over commitment
- Lack of commitment
- Lack of training

Overcoming obstacles:

People who have overcome obstacles are more secure than those who have never faced them. We all have problems and sometimes feel discouraged. Everyone faces disappointments, but winners don't get disheartened. The answer is perseverance.

An English proverb says, "Smooth sea never made a skillful mariner." Everything is difficult before it becomes easy. We cannot run away from our problems. Only losers quit and give up.

Most people give up just when they're about to achieve success. They quit on the one-yard line. They give up at the last minute of the game, one foot from a winning touchdown.

How do we measure success?

True success is measured by the feeling of knowing we have done a job well and have achieved our objective. Success is not measured by our position in life but by the obstacles we overcame to get there.

Success in life is not determined by how we are doing compared with others, but by how we are doing compared with what we are capable of doing. Successful people compete against themselves. They better their own record and keep improving constantly.

Success is not measured by how high we go up in life, but rather by how many times we bounce back when we fall down. It is this bounce back ability that determines success.

Every success story is also a story of great failure. Failure is the highway to success, Tom Watson Sr., of IBM said, "If you want to succeed, double your failure rate".

If we study history we will find that all stories of success are also stories of great failures. But people don't see the failure. They only see the end result and they think that person got lucky." He must have been at the right place at the right time".

When you feel a little discouraged, just remember what these people accomplished when everyone else looked at them as failures. Believe in Yourself.

Failure List of the Famous:

- Einstein was 4 years old before he could speak.
- Isaac Newton did poorly in grade school and was considered "unpromising." When Thomas Edison was a youngster, his teacher told him he was too stupid to learn anything. He was counseled to go into a field where he might succeed by virtue of his pleasant personality.
- F.W. Woolworth got a job in a dry goods store when he was 21, but his boss would not permit him to wait on customers because he "didn't have enough sense to close a sale."
- Michael Jordan was cut from his high school basketball team.
- Bob Cousy, a legendary Boston Celtic basketball player, suffered the same fate, but he too is a Hall of Famer.
- A newspaper editor fired Walt Disney because he "lacked imagination and had no original ideas."
- Winston Churchill failed 6th grade and had to repeat it because he did not complete the tests that were required for promotion.
- Babe Ruth struck out 1,300 times, a major league record.

A person may make mistakes, but is not a failure until he or she starts blaming someone else. We must believe in ourselves, and somewhere along the road of life we

will meet someone who sees greatness in us and lets us know it. Every success story is also a story of great failure.

INSPIRATIONAL STORY

Let me share a famous life history with you .This was a man who failed in business at the age 21 ; was defeated in a legislative race at age 22 ; failed again in business at age 24; had his sweetheart die when he was age 26; had a nervous breakdown at age 27; lost a congressional race at age 34;lost a sensational race at age 45; failed in an effort to become vice-president at age 47;lost a sensational race at age 48; and was selected president of the united states at age 52; This man was Abraham Lincoln.

Would you call Lincoln a failure? He could have quit hung his head in shame and gone back to his law practice. But to Lincoln defeat was a detour not a dead end.

Moral of the story

All success stories are stories of great failure. The only difference is that every time they failed, they bounced back. This is called failing forward, rather than backward .You learns if move forward .Learn from your failure and keep going.

SECTION-IV

SUB COMPONENT-7

SELF ACCEPTANCE

Meaning:

Weakness of attitude becomes weakness of character.

- Albert Einstein

How to Turn Your Personal Weaknesses into Strengths:

- 1) **Identify Weaknesses:** Most of us have certain things that we are self conscious about or we think are not useful. Make a list of these so called “weaknesses.”
- 2) **Determine Why They’re Weaknesses:** If you can determine why they are considered weaknesses then you’ll learn very quickly what the context is that has caused this weakness to be a strength.
- 3) **Identify a New Context:** This is the part I love. Now that you’ve figured out what the weaknesses are, you can start to look for cases in which those weaknesses would actually be really useful.
- 4) **Adopt the New Context:** This could mean a number of things. For some of you it could mean just embracing the weakness and letting it shine. For others, it might mean going to a new job where your weakness is valued.

What happens when you accept yourself for who you are?

Self-acceptance means that you understand who you are and where your strengths and weaknesses lie. You know what you want. This will allow you to be comfortable with your place in the world.

If you can build your self confidence you will live a life free of self criticism and you can begin to face the challenges in your life and succeed. Imagine being at ease with people, being able to speak in public and feel good about yourself, no more shyness or fear.

If you accept yourself you can also value yourself and tell others that they should respect who you are. You will also be able to accept others and not demand that they try to reach your standards.

Self acceptance means that you are happy with who and what you are but it does not mean that you give up any hopes of change or improvement. Self acceptance is a necessary first step towards self improvement because you need to see the truth about yourself and accept it and then decide whether or not you can change.

What steps can you take to increase yourself acceptance?

- 1) Take time to think about who you are - your personality, your background, what makes you tick
- 2) Understand that there are both positive and negative aspects of who you are and you should accept these as part of who you are
- 3) Are there things about yourself which you don't like? Ok, maybe you can improve but first acknowledge them and accept them
- 4) Are you trying to be something you're not? Why? Wouldn't it be better to be you?

THE FIRST ESSENTIAL STEP TO SELF IMPROVEMENT

Honesty without guilt

And self acceptance is not just about appreciating your good points - it is more about being honest about your less commendable traits without feeling guilty or inadequate because of them.

Stop pretending to be something you're not

This is self acceptance and when you truly accept yourself for who you are, without feeling you have to pretend all the time, then paradoxically, your self confidence takes a massive leap.

Self acceptance doesn't mean not striving to improve and change but it does mean making allowances for yourself sometimes, knowing your natural weaker points and accepting them whilst remembering your strong points.

INSPIRATIONAL STORY

Once upon a time, there were two friends named Pok and Nat. Pok and Nat worked as Water Bearers. Each morning, they'd draw water from the well and deliver to their respective little barrios. But Pok had a little problem. His pail was broken. It had a little crack and was leaking. So by the time he arrived in his barrio, his pail was already half-empty. And Pok had no money to buy a new pail, so he kept using it. Because of his broken pail, Pok had to take double the trips Nat took. Nat would take 10 trips but Pok had to make 20. But through it all, Pok kept smiling as he did his work. One morning, Nat asked him, "Pok, why are you always smiling? I know that your pail is cracked. And you have no money to replace it." Pok said, "Take a look at the

path I travel everyday. What do you see?” Nat was shocked. All along the path, he saw a beautiful row of flowers! “Because I knew my pail was cracked,” Pok said, “I planted flower seeds along the way. Everyday, as I walked this path, my pail watered these flowers. Tomorrow, I’ll harvest the flowers and sell them in the city.”

SUB COMPONENT-8
UNCONDITIONAL WORTH

"If you can't accept yourself, then certainly no one else will."

- Sasha Azevedo

WHAT IS SELF-WORTH?

The worth of something is how much we value it and loves it for itself, how important it is to us, and how much priority we give it compared to other things. Self-worth is an overall measure of how much we value ourselves and give priority to our own needs and happiness. Our self-worth is a measure of our unconditional self-love.

High self-worth means loving ourselves unconditionally in all situations and in all areas of our lives. To have a high degree of self-worth, then we must still love ourselves even when we make mistakes or do dumb things no matter how bad they were.

TIPS TO LOVE YOURSELF:

- 1) Don't let externals, dictate how you feel about yourself. Always make sure that you love yourself regardless of what others say about you.
- 2) Don't let externals define who you are. People will always criticize you when they won't think that you measure up. But this shouldn't make you feel bad about yourself because this is just one person's opinion.

- 3) External things do not constitute your core self. Your core self is complete as it is without outside interference. Your core self doesn't need outside assurance or acceptance. All your core self needs is for you to accept yourself wholeheartedly.
- 4) Try to ensure that your sense of self-worth isn't dependent on things that you can't control. Otherwise, your self-worth and core self will rise and fall all the time. This can lead to low self-esteem over time.
- 5) Don't always criticize yourself. By being hypercritical of yourself, you will be undermining your core self and developing a low self-image. Instead, know that you are wonderful just as you are.
- 6) Love all of your innate qualities because they are what constitute your core self. This kind of self-acceptance and self-love will give you a healthy self-esteem.
- 7) External things are always fluctuating. Your inner core self is permanent and the more you treat it with respect and love, the better it will become and the more security it will give you. Only your core self can give you the reassurance that you need.

When you love your core self and accept it unconditionally, you are developing a strong sense of self-worth. Once you develop this, it will follow you all the days of your life. And with a strong core self; you will never suffer from low self-esteem.

INSPIRATIONAL STORY

The well known speaker started off his seminar by holding up a \$20 bill. In the room of 200, he asked, "Who would like this \$20 bill?" Hands started going up. He said, "I am going to give this \$20 to one of you but first, let me do this." He proceeded to crumple the dollar bill up. He then asked, "Who still wants it?" Still the hands were up in the air. "Well," he replied, "What if I do this?" And he dropped it on the ground and started to grind it into the floor with his shoe. He picked it up, now all crumpled and dirty. "Now who still wants it?" Still the hands went into the air. "My friends, you have all learned a very valuable lesson. No matter what I did to the money, you still wanted it because it did not decrease in value. It was still worth \$20.

MORAL OF THE STORY

Many times in our lives, we are dropped, crumpled, and ground into the dirt by the decisions we make and the circumstances that come our way. We feel as though we are worthless. But no matter what has happened or what will happen, you will never lose your value. You are special don't ever forget it!

SECTION V

SUB COMPONENT -9

SELF FORGIVENESS

MEANING

"You will know that forgiveness has begun when you recall those who hurt you and feel the power to wish them well."

- Lewis B. Smedes

"Gandhi was right: if we all live by 'an eye for an eye' the whole world will be blind. The only way out is forgiveness."

-Sidney and Suzanne Simon

FORGIVENESS

"Forgiveness is the healing of wounds caused by another". It is our choice to learn to let go of a past wrong and it is our choice to no longer allow ourselves to be hurt by it. Remove your ego from the equation. Now look at the situation. Does it appear differently? As it was so eloquently stated by Henry Ward Beecher, when someone says "I can forgive, but I cannot forget", it is only another way of saying, I will not forgive.

Why Should We Forgive?

"The weak can never forgive. Forgiveness is the attribute of the strong."

- Mahatma Gandhi

The need to understand the power and place of forgiveness in our world is important in the healing process. It is urgent that we examine the steps that lead to justice and strengthen society. We need to understand how forgiveness improves the human condition. How do we choose to forgive? What are the effects of holding grudges and seeking revenge? We can find a way to balance our need for security with the potential for granting forgiveness.

Tools for Forgiveness:

The need to understand the power and place of forgiveness in our world is important in the healing process. See humility as forgiveness. Your own sense of peace and contentment are born out of forgiveness. How and when you forgive, reflects much of the way you view yourself and the world around you. Consider these reasons and tools for forgiving:

- 1) Our ability to forgive is in direct proportion to our ability to receive forgiveness.
- 2) When we are able to forgive all parts of ourselves, this allows us to be that much more perfect and whole. This in turn helps us to forgive others for any past mistakes.
- 3) Remember: mistakes come from good people who from time to time made some bad choices.
- 4) Judgments, resentments and grudges are destructive emotions. When left unchecked, unresolved or not under control, they can wash away the foundation of any relationship.

- 5) A wake-up call is in order! Talk it out. Resolve issues, disputes and misunderstanding by expressing your feelings in a calm, well thought out, civil conversation. Preferably in person.
- 6) When we hurt ourselves we hurt each other. Learn to forgive yourself by releasing your guilt. Learn to forgive others by letting go of your ego.
- 7) Remind yourself that we live in each other's hearts and when we look at ourselves we see each other. When we love each other we love ourselves more.
- 8) Learn to understand the relief you gain from forgiveness.
- 9) Step up to the plate and speak your peace.
- 10) Forgiving is the ultimate in acceptance of yourself and others. It reveals a path to our true selves.

Prayer for Forgiveness

- 1) Living, loving Spirit, let me practice forgiveness today by starting with the little hurts. I will let go of all the everyday occurrences that do not go the way I want, and the moment I begin to feel the familiar feeling of anger or resentment, I will practice forgiveness by invoking your loving and peaceful Presence and allowing divine grace to surround me. And so it is.
- 2) Living, loving Presence, I enter this moment of silence and consciously make the decision to unburden and detach myself from the painful

memories of the past. I release to you everything that holds me back from my spiritual journey. I feel your power working in and through me in forgiving and letting go all that needs to be forgiven and released.

EXAMPLE FOR FORGIVENESS

A story tells that two friends were walking through the desert. During some point of the journey they had an argument, and one friend slapped the other one in the face. The one who got slapped was hurt, but without saying anything, wrote in the sand: *TODAY MY BEST FRIEND SLAPPED ME IN THE FACE*. They kept on walking until they found an oasis, where they decided to take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone: *TODAY MY BEST FRIEND SAVED MY LIFE*. The friend who had slapped and saved his best friend asked him, "After I hurt you, you wrote in the sand and now, you write on a stone, why?"

The other friend replied "When someone hurts us we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it.

MORAL OF THE STORY

Learn to write your hurts in the sand and to carve your benefits in stone.

SUB COMPONENT -X

FREEDOM FROM GUILT-10

FORGIVENESS

TEN STEPS TO FREEDOM:

Here are ten reasons why forgiveness is an important part of recovery, and indeed, good reasons for anybody who wishes to move on in a positive way with their lives.

1. Forgiveness is a healing process

Often we cannot start this process alone. It depends on a number of factors. How and when we were hurt and by whom. How did we react at that time. What did we come to believe about ourselves because of this. Remember that forgiveness is a process and the healing can take time. There is no quick fix.

2. Forgiveness is an act of the will

Many think that forgiveness is an act that comes out of a felt emotion. Certainly, there is an emotional dimension to healing and forgiveness. But at it's basic level, you must choose to forgive. It may not be easy but you must decide to take this course it is a choice.

3. Forgiveness is a sign of positive self esteem

Sometimes the most difficult act of forgiveness is to forgive yourself. This opens the door to be able to forgive others. It is often said that forgiveness boosts your self esteem. When we no longer want to see ourselves

in the light of our past hurts and injustices, and come to believe the truth about ourselves, we feel better inside and out.

4. Forgiveness is letting go

Forgiving is not forgetting: It is letting go of anger and hurt and moving on. It doesn't change what happened. Letting go means that the pain from our past no longer has a hold on us. This makes a way for us to set new plans for our future. Forgiveness means letting go so that we can move on.

5. Forgiveness is an internal process

Forgiveness is an internal process. It can't be forced, and it doesn't come easy. It brings with it great feelings of wellness and freedom. But we experience this only when we want to heal and when we are willing to work for it. We claim the right to stop hurting when we say, "I'm tired of the pain, and I want to be healed." At that moment, forgiveness becomes a possibility-although it may take time and much hard work before we finally achieve it.

6. Forgiveness is recognizing that we no longer need our grudges

"The wrathful travel in a cloud". Their outlook on life is distorted because their inner condition is affected by hate. It doesn't make sense to remain unforgiving. Nursing grudges works like acid on the soul. We are not able to see straight, literally and spiritually.

7. Forgiveness is no longer wanting to punish people

The anger we feel towards them is hurting us more than it hurts them. The anger was stopping the healing. We feel that inner healing and the peace that goes with it. Forgiveness is accepting that nothing we do to punish the

offender will heal us. Forgiveness is freeing up the energy that was spent in anger and channeling it into our present and future.

8. Forgiveness offers a chance at reconciliation

It was mentioned in a previous article that forgiveness is not reconciliation. Reconciliation is restoring a relationship to a positive state. This is not possible if the perpetrator has died, or a former spouse has remarried. Reconciliation goes beyond forgiveness and may generally not be possible if forgiveness has not taken place. If someone says that they have forgiven a person yet they avoid that person at all costs - it is likely that some deep seated resentment is still there.

9. Forgiveness is the only way to heal the pain

We make a decision to say that we are sick and tired of this pain, we do not want to be a victim any longer, and need to deal with the pain in a positive way. Then we know that the road to recovery is possible and forgiveness is taking place.

10. Forgiveness is freedom

Forgiveness is freeing up the energy. Forgiving someone means that you have released them from the consequences of their action to you so that you can be free. Those who hold resentment in their heart are in no position to withstand any of the storms of life. Your own personal vision of inner peace and what you want your life to become is available when you forgive.

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