CHAPTER - V

SUMMARY AND CONCLUSIONS
**Introduction**

The present study was aimed at examining the impact of Rational Emotive Behaviour Therapy (REBT) on self-esteem, aggression and depression among adolescent students. The findings are discussed under the following section:

5.1 Summary of the study

5.2 Homogeneity of the sample

5.3 Hypotheses Related Discussion

5.4 Suggestions for Future Study

5.5 Conclusion

5.6 Limitations of the study

5.7 Recommendation for Further Research

**5.1 Summary of the Study**

The main purpose of the present study was to assess the impact of Rational Emotive Behaviour Therapy (REBT) on self-esteem, aggression and depression among adolescent students. Based on the objectives and hypotheses of this study, finally 120 adolescent subjects aged 14-16 years from the city of Bangalore were selected and were randomly assigned to experimental and control group. 60 experimental group subjects received seven sessions of Rational Emotive Behaviour Therapy (REBT). 60 subjects, part of the control group, were not given any intervention programme. Thus on the whole, 120 subjects were part of the post assessment. Test results of both the experimental and the control groups, before and after the intervention, were compared to find the impact of Rational Emotive Behaviour Therapy (REBT).

The present study had the following objectives:

1. To find the impact of Rational Emotive Behaviour Therapy (REBT) on self-esteem among adolescent students.
2. To find the impact of Rational Emotive Behaviour Therapy (REBT) on aggression among adolescent students.
3. To find the impact of Rational Emotive Behaviour Therapy (REBT) on depression among adolescent students.
4. To find the interaction between gender and treatment with respect to self-esteem among adolescent students.
5. To find the interaction between gender and treatment with respect to aggression among adolescent students.
6. To find the interaction between gender and treatment with respect to depression among adolescent students.
7. To find the interaction between age and treatment with respect to self-esteem among adolescent students.
8. To find the interaction between age and treatment with respect to aggression among adolescent students.
9. To find the interaction between age and treatment with respect to depression among adolescent students.
10. To find the relationship between self-esteem and aggression among adolescent students.
11. To find the relationship between self-esteem and depression among adolescent students.
12. To find the relationship between aggression and depression among adolescent students.

For the purpose of the above mentioned objectives, the study began with the following hypotheses:

$H_01$. Rational Emotive Behaviour Therapy (REBT) does not influence self-esteem among adolescent students.

$H_02$. Rational Emotive Behaviour Therapy (REBT) does not influence aggression among adolescent students.

$H_03$. Rational Emotive Behaviour Therapy (REBT) does not influence depression among adolescent students.

$H_04$. There is no significant interaction between gender and treatment with respect to self-esteem among adolescent students.

$H_05$. There is no significant interaction between gender and treatment with respect to aggression among adolescent students.
There is no significant interaction between gender and treatment with respect to depression among adolescent students.

There is no significant interaction between age and treatment with respect to self-esteem among adolescent students.

There is no significant interaction between age and treatment with respect to aggression among adolescent students.

There is no significant interaction between age and treatment with respect to depression among adolescent students.

There is no significant relationship between self-esteem and aggression among adolescent students.

There is no significant relationship between self-esteem and depression among adolescent students.

There is no significant relationship between aggression and depression among adolescent students.

In this study, subjects were selected with low self-esteem score, high aggression score and high depression score. These are the individuals who need to be targeted for intervention as they are in definite need of psychological services. Hence, the present study attempted to target an appropriate population and to implement the intervention accordingly.

5.2 Main Findings of the Study

1. Rational Emotive Behaviour Therapy was effective in increasing Self-esteem among adolescent students.
2. Rational Emotive Behaviour Therapy was effective in decreasing Aggression among adolescent students.
3. Rational Emotive Behaviour Therapy was effective in decreasing Depression among adolescent students.
4. Rational Emotive Behaviour Therapy (REBT) is equally effective in enhancing Self-esteem for both male and female adolescent students.
5. Rational Emotive Behaviour Therapy (REBT) is equally effective in decreasing Aggression for both male and female adolescent students.
6. Rational Emotive Behaviour Therapy (REBT) is equally effective in decreasing Depression for both male and female adolescent students.
7. Rational Emotive Behaviour Therapy (REBT) is equally effective in increasing Self-esteem for different age groups in adolescent students.
8. Rational Emotive Behaviour Therapy (REBT) is equally effective in decreasing Aggression for different age groups in adolescent students.
9. Rational Emotive Behaviour Therapy (REBT) is equally effective in decreasing Depression for different age groups in adolescent students.
10. There is a significant negative correlation between Self-esteem and Aggression with a large effect size.
11. There is a significant negative correlation between Self-esteem and Depression with a large effect size.
12. There is a significant positive correlation between Aggression and Depression with a small effect size.

5.3 Conclusion

There are several factors which may lead to low self-esteem, high aggression and high depression in adolescents. A number of changes occurs rapidly during the adolescent period, namely, physiological, psychological, social, cultural, interpersonal, biochemical, hormonal and so on. If the individual is poorly equipped to handle these crises, he/she may find it extremely difficult to adjust to these rapidly changing events. Each of these factors individually or in combination may result in low self-esteem, aggression and depression in the individual. Further, biochemical and hormonal changes that takes place endogenously can lead to increased sexual urge, sexual interest, awareness, curiosity and sexual activity (for which individuals maybe poorly equipped) which may create more adjustment problems leading to aggression and depression. The activation and release of sexual hormones (estrogen in girls and androgen in boys) may cause the young ones to show different types of behavior that represent their gender identity. During this period the bodily changes that occur (such as face acne, base voice and so on) can have an influence on their self-esteem while comparing themselves with their peers and this sometimes may also lead to development of negative self-esteem (e.g., I am inadequate,
poorly equipped, inferior, etc.). This may contribute to severe aggression and depression about themselves.

The results indicated that Rational Emotive Behaviour Therapy (REBT) is useful for increasing low self-esteem, decreasing aggression and depression. It is high time that the counselors, social workers, psychiatrists, psychologists, and sociologists planned appropriate counseling packages like Rational Emotive Behaviour Therapy (REBT) to avoid psychological morbidity among adolescents since it is a serious mental health concern.

5.4 Suggestions for Future Study

According to research findings and limitations, the following may be suggested:

- Further study may focus on joint participation of students and their parents in intervention programs because some of the students have some interpersonal problems with their parents.
- Similar study using large sample may be done, so that findings become more generalized.

5.5 Limitations of the Study

There were some limitations in the process of group counseling. Some of them are as follows:

- Problems in getting approval from the authorities of the educational institute to hold the counseling sessions there. Due to some internal problems, the facilitator had to wait for a long time before entering the educational setting.
- Convincing the participants to take part in this study.
- Selection of a homogeneous group for this study in term of age, gender and mother literacy, father literacy and economic statues.
- There was only one facilitator leading the groups. This study with one facilitator conducting the group counseling would be limited in observation of the group, thus missing
some valuable aspects. The effect of this group counseling would be enhanced and improved if there were other assistant facilitators to help in running the groups.

5.6 Recommendation for Further Research

- The present study used group Rational Emotive Behaviour Therapy (REBT). It is suggested that another research using Individual Rational Emotive Behavior Therapy (REBT) is done. Also, comparing Individual Rational Emotive Behavior Therapy (REBT) and Group Rational Emotive Behavior Therapy (REBT) in increasing low self-esteem, decreasing high aggression and high depression would be of immense importance.

- Another recommendation is to conduct Group Rational Emotive Behavior Therapy (REBT) on people from different ages, nationalities, and religions in different countries. It would be interesting to see whether this treatment can have effects on increasing self-esteem, decreasing aggression and decreasing depression in different people.

- In the present study, Rational Emotive Behavior Therapy (REBT) was used. Therefore, it is suggested that in the future studies the effectiveness of Rational Emotive Behavior Therapy (REBT) be compared to other approaches of counseling.

- In general, the above recommendations for additional research could lead to new insights into the effects of psycho-educational programs such as Rational Emotive Behavior Therapy (REBT) on individuals.