KONSELOR

Effects of cognitive behavioral play therapy (CBPT) techniques on low self-esteem among students

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Abstract
This study aims to determined the effects of Cognitive Behavioral Play Therapy (CBPT) techniques on low self-esteem among UNIMAS Students. More specifically, this study identified the effects of Cognitive Behavioral Play Therapy (CBPT) techniques in experimental group at pretest and posttest on low self-esteem among UNIMAS students and to identified the effects of Cognitive Behavioral Play Therapy (CBPT) techniques in control group at pretest and posttest on low self-esteem among UNIMAS students. A case study design is distributed questionnaire called as Rosenberg Self-Esteem Scale (RSES) and counselling sessions. Purposive sampling is used to get the most suitable respondents for this study. The findings of this study have revealed there were significant difference at pretest and posttest among respondents in experimental group and control group which were respondents in experimental group increased their level of self-esteem, while there were respondents decreased their level of self-esteem in control group. Counselling sessions utilizing Cognitive Behavioral Play Therapy (CBPT) techniques have increased the level of self-esteem among UNIMAS students in experimental group who attended the group counselling sessions because they have low level of self-esteem. All the dialogues that been stated by the client in the counselling sessions about their self-esteem can be related to respondents' personality, cognitive, behavior, emotions and actions. The findings of this study have implications towards University students and counsellor. As for the university students, they gained insight, understanding and knowledge the importance of having good level of self-esteem. For the counsellor, counsellor being helpful, trusted and skillful which after utilized the CBPT techniques, they gained new skills and knowledge on that particular therapy.

Keywords: Cognitive behavioral play therapy, techniques, self-esteem

Introduction

Low self-esteem has been connected with tension manifestations and physiological gripes (Curtis, et al., 2021; Fitzsimmons-Craft, et al., 2020). People with low self-esteem try not to take difficulties that could in like manner bring rewards, for instance, advancement of their education and getting them an incredible name among their gatherings of companion both in school and at home (Mohamed, 2017; Ugwuanyi, et al., 2020). Moreover, people with low self-esteem are especially exposed against those unstable and negative conditions in light of the way that their sentiments of self-esteem tend to drop under dissatisfaction, they are progressively stressed over self-security in upsetting conditions, and they will most likely have burdensome attributions due to the negative events (Mohamed, 2017; Solish, et al., 2020). Mackie and Smith (Ghasemian Siahkalroudi & Zarbakhsh Bahri, 2015) concluded in their study that a person who has low self-esteem, may endure isolation, withdrawn or anti-social behaviors and aggression. Low self-esteem also related with depression and anxiety (Ghasemian Siahkalroudi & Zarbakhsh Bahri, 2015; Martinsen, et al., 2021). Low self-esteem also has anegative effect on students who are facing it which they tend to over-generalize the negative results of a troubling situation and believe that is difficult to

fix their negative tendencies (Galanakis, Palaiologou, Patsi, Velegraki, & Darviri, 2016; Hamedi, Hamid, Beshlideh, Marashi, & Sheikh Shabani, 2020).

In an investigation done by MadadiZavare, Kamkar and Golparvar (Ghasemian Siahkalroudi & Zarbakhsh Bahri, 2015), they demonstrated the impact of play on the expansion of self-esteem on blind students. Baggerly& Parker (Atayi, Hashemi Razini, & Hatami, 2018) concluded that group play therapy hasimpactsly affects self-esteem. Braton et al (Atayi, et al., 2018; Newman, 2020) reviewed over 82 studies and concluded that play therapy lead to the improvement of self-esteem.Based on the previous research, the study of the journal was about "Effectiveness of cognitive behavioral play therapy group on self-esteem and social skills in girls' elementary school" (2015). In the journal, it is recommended that this style of play therapy are widely used by counselors to enhance adults with low self-esteem.Wettig, Coleman and Geider (Ghasemian Siahkalroudi & Zarbakhsh Bahri, 2015; Van den Bergh, et al., 2020) concluded in their study that immediate and short term play therapy fundamentally improved assertiveness, self-confidence and trust and furthermore improves verbal communication and acknowledgement of them and lessens their social disengagement. Since the applications of play therapy have been shown in several studies and is widely used around the world, this method has not gained its place in Universiti Malaysia Sarawak (UNIMAS), especially it is less used for adults. Thus, this study sought to determine the effectiveness of cognitive behavioral play therapy group on low self-esteem of adults in UNIMAS.

Method

This research use a true-experimental research design with pretest and posttest between experimental group and control group was used in this study to investigate the effects of CBPT on low self-esteem among target group. this research design is a combination of the counselling sessions with cognitive behavioral play therapy (CBPT) techniques. A convenient sample was used in the current study. Eight participants out of 30 students were selected in Universiti Malaysia Sarawak (UNIMAS) via purposive sampling for experimental group who have low level self-esteem and another eight participants was chose for control group who have average level of self-esteem. The instrument using Rosenberg Self-Esteem Scale (RSES). This questionnaire was administered to collect data from UNIMAS students. This methodology allowed for a statistical analysis of the data and the data were collected from 5 group counselling sessions. The data transcribed and analyzed by using several Cognitive Behavioral Play Therapies (CBPT) activities during counselling sessions. In experimental research, the researcher will see the comparison between experimental group and control group in terms of their level of self-esteem after the group counselling session be done for the experimental group and there is no treatment for the control group which also known as posttest.

Results and Discussion

Results of inferential analysis based on research objectives and research
The mean score of self-esteem at pretest and posttest in the experimental group were 2.1250 and 4.6250 respectively, while the mean score of self-esteem at pretest and posttest in the control group were 5.2500 and 3.5000 respectively. Mean and standard deviation of the research's variables completely have been presented in Table 1.

Tabe 1. Mean and standard deviation of the research's variables in the experimental and control groups

Groups		Pretest	Posttest
Experimental Group	N	8	8
	Mean	2.1250	4.6250
	Std. Deviation	1.12599	1.99553
Control Group	N	8	8
	Mean	5.2500	3.5000
	Std. Deviation	.46291	1.60357

The first and second hypothesis of the research put forward which to identify the effects of Cognitive Behavioral Play Therapy (CBPT) techniques in experimental group at pretest and posttest on low self-

esteem among UNIMAS students and to identify the effects of Cognitive Behavioral Play Therapy (CBPT) techniques in control group at pretest and posttest on low self-esteem among UNIMAS students.

Table 2. Paired T-test for experimental and control group

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Test Experimental Group - PostTest_Experimental Group	-2.500	2.000	.70711	-4.17204	-.82796	-3.536	7	.010
Pair 2	Pre Test Control Gro up - Post Test Control Group	1.750	1.83225	.64780	.21820	3.28180	2.701	7	.031

The Paired T-test is used in determining the difference in pretest and posttest based on experimental and control groups. Table 2 shows that the experimental group (mean = 2.1250 and 4.6250, Standard Deviation = 1.12599 and 1.99553, N = 8) differs from the control group (mean = 5.2500 and 3.5000, Standard Deviation = 0.46291 and 1.60357, N = 8). The mean demonstrates that pretest result of self-esteem in control group is 5.2500 which is higher than pretest result of self-esteem in experimental group with 2.1250 0nly.Besides that, the mean demonstrates the posttest result of self-esteem in experimental group is 4.6250 which is higher than posttest result of self-esteem in control group with 3.5000 only.

The P value for experimental group shown in the Paired T-test Table above is less than 0.05, where P = 0.010. The t value is -3.536, while the degree of freedom is 7. The value of P = 0.010 indicates that there is significant difference on self-esteem result of pretest and posttest based on experimental group. So, the null hypothesis H01 is rejected. The P value for control group shown in Pared T-test Table above is less than 0.05, where P = 0.031. The t value is 2.701, while the degree of freedom is 7. The value of P = 0.031 indicates that there is significant difference on self-esteem result of pretest and posttest based on control group. So, the null hypothesis H02 is rejected.

Hence, the null hypothesis for H01 and H02 are rejected because there is significant difference on pretest and posttest of self-esteem among both group which indicates as UNIMAS students (P = 0.010 < 0.05 and P = 0.031 < 0.05). This also means that respondents in experimental group have difference between their self-esteem in pretest and posttest which shows Cognitive Behavioral Play Therapy (CBPT) really helps in increasing their level of low self-esteem which all of the respondents increase their level of self-esteem which equivalent to 100%. Besides that, for the respondents in control group, there is also differences in their level of self-esteem between pretest and posttest which shows 3 of them decrease their level of self-esteem which equivalent to 38%. In this situation, it shows that Cognitive Behavioral Play Therapy really play its role in helping those students who have low self-esteem.

Activity 1: "Mask play"
In this session, the self-esteem of the client according to the dialogue during counselling sessions can be related to personality. Personality refers to individual differences in characteristic. It is focuses on to broad areas includes, sociability and various part of someone come together as a whole. From this activity, there are several of the respondents that can accept other peoples' opinion towards themselves and there also some of them cannot accept what other people think about them. Besides that, all respondents accept for what they see inside themselves but some of them also think that there is something that need to be improve so that they can accept and appreciate themselves even more. This activity helps the respondents to understand themselves and what kind of personality they have either they are openness, conscientiousness, extraversion, agreeableness or neuroticism.

Activity 2: "Coloured Candy Go Around"

In this session, the self-esteem of the client according to the dialogue during counselling sessions can be related to cognitive. Cognitive refers to something that went through someonemind such as, thoughts, beliefs, interpretations, predictions, assumptions, memories and images.From this activity, it helps respondents to identify what kind of changes or improvement they need after sharing their thoughts during the counselling session. All the colors represents several questions such as green: words to describe self; purple: ways you have fun; orange: things you'd like to change or improve about yourself; red: things you worried about and yellow: good things about yourself. All respondents understand with what they going through and there were several things that quite surprising which make the respondents think there is something unique and should be thankful in their life.

Activity 3: "Playing Jigsaw Puzzle"

In this session, the self-esteem of the client according to the dialogue during counselling sessions can be related to behaviors. Behaviors refers to a way of a person acts and reacts. From this activity, the goals is to increase the respondents' self-esteem to faced their daily life. All respondents shared their strength and weaknesses and show what kind of behavior they should apply so that they can manage to solve the puzzle which can act as aproblem in their life. Most of the respondents found it is difficult but it depends on their behavior and what kind of steps they will take to solve the problems.

Activity 4: "Laughter Play"

In this session, the self-esteem of the client according to the dialogue during counselling sessions can be related to emotions. Emotions refers to something that we feels such as feeling of happy, sad, helpless, angry and many more.From this activity, all respondents can feel responsible in terms of the way they share their humour or funny stories towards others. They can see the differences and similarities by delivering their stories which is all of the respondents might share different things but they laugh for something that funny which is they can share their emotions with other respondents, but there also respondents stated that there is a differences in a way someone accepting the level of entertainment. All respondents understand that they can appreciate themselves evenmore when they know funny things can make them smile and laugh which also can help them from being stress and boring. This activity also help the respondents increase their level of self-esteem because they know what kind of person they are. In addition, this activity also help respondents to understand that their problem can be settle through watching or experienced something funny.

Activity 5: "Feel Good File"

In this session, the self-esteem of the client according to the dialogue during counselling sessions can be related to actions. Actions refers to the way we respond and how we cope with whatever situation in front of us. This includes acts standing for own self (overt) or acts distracting self from mind (covert).From this activity, all respondents understand that it is very important to take an action such as challenging their negative thoughts to positive one to overcome their thoughts from being too negative along this time towards themselves. Besides that, this activity help them increase their level of self-esteem because they know the quality of themselves and realize they are worthy which there is something about themselves that they should be proud of.

Effects of Cognitive Behavioral Play Therapy (CBPT) techniques in experimental group at pretest and posttest on low self-esteem among UNIMAS students.

From the finding in the aspect of self-esteem of respondents that can be related with their personality, it is revealed that all respondents have the sense of acceptance towards they see themselves which in terms of they see the importance of self-esteem according to their personality, but some of the respondent said that there is something that need to be improve in themselves. Besides that, there also got respondents that accept what other people think about them and some of them not because they can see better in themselves. They can also see what type of their personality according to big five personality includes openness, conscientiousness, extraversion, agreeableness or neuroticism, such as several of the respondent can see that they are sociable while the other not which can be seen in the personality of extraversion. Since personality traits (specifically conscientiousness, neuroticism and extraversion) are associated with self-esteem and thus, it connected with self-esteem, we speculated that self-esteem intervenes a more extensive based relationship between personality traits and self-esteem (Anzani, Di Sarno, Di Pierro, & Prunas, 2021; Skorek, Song, & Dunham, 2014).

In the aspect of cognitive, respondents can share their thoughts during the session according to the questions given based on the colour they picked which includes, green: words to describe self; purple: ways

you have fun; orange: things you'd like to change or improve about yourself; red: things you worried about and yellow: good things about yourself. From this, respondents also felt surprised with what other respondents share which someone feel fun by eating and respondents feel impressed when someone thought that giving food to animals was good. From this situation, it encourage the respondents to share more based on their thoughts since they required to think and there were many information that can be gained from that sessions and this can helped the counsellor to understand the group members even more so do the respondents get to understand their thoughts and the way they think of something. There also respondent cannot accept her appearance and keep criticizing herself for not being pretty. Numerous people with low self-esteem hold the core belief that "I'm not good enough". In the different parts of their lives these thoughts may take on a slightly different form (Jing & Joo, 2021; Picco, et al., 2016).

In third session, which is the self-esteem of the respondents can be highlighted in the aspects of their behaviors. This activity helped the respondents to list down their strength and weaknesses according to what they act and reacts along the activity being conducted. The respondents stated that with that kind of strength it helped them in planning strategy, which this can lead the respondents finish their task in playing the jigsaw puzzle (A-Tjak, Morina, Topper, & Emmelkamp, 2021; Ngo, VanderLaan, & Aitken, 2020). From this activity, respondents can see that there were too many solution they can utilize to solve the puzzle so do in their daily life, some of the respondents stated that this kind of problem can help someone to be more matured in solving something. Even though they might felt the puzzle was difficult, but still they manage to solve it with the act of positive behavior they applied. From this activity also, they learned how to be more prepared for the upcoming circumstances or challenges in front of them, so with this kind of strength, they already prepared themselves and know that kind of strategy can help them overcome the issues infront them. This has been supported by the previous research which is progressively positive behavior will assist an individual with building a strong establishment of self-esteem. This establishment will permit an individual to face stressful circumstances without falling into destructive cycles of negativity (Andrea & Álvarez-García, 2021; Reaven, Reyes, Pickard, Tanda, & Morris, 2020).

For the emotions part, this help the respondents to be more responsible in delivering their story and sharing to other group members. The way they share their feeling of fun, they can see that the other group members also laugh during the session, hence they feel worthy because other people can accept their humour and from that, their level of self-esteem got increase because they know they should accept themselves even more since other people also can see the specialty and uniqueness in them through delivering funny story. The respondents also can understand the level of acceptance towards entertainment among them was difference hence from this activity, they learned the similarities and differences between them. Based on previous research by Jhangiani and Tarry (Ottu, Umoren, Umoh, & Sunday, 2020; Peynenburg, Mehta, & Hadjistavropoulos, 2020), it mentioned that having high self-esteem is by all accounts an important and valuable asset-individuals with high self-esteem are more joyful, more active, and from numerous points of view better ready to manage their environment and condition.

Last session about the self-esteem of the respondents that can be related with actions, all respondents feel more energized and there is something to be proud of after listing the good qualities of themselves based on what other people said towards them. They also learned to combat their negative thoughts in terms of what makes them having low self-esteem to positive thoughts. Respondents shared their list with confidence and excited since they really want to take an action to change their self to the level of having good level of self-esteem. Gilbertson stated that regardless of whether it is activity, time to read, new companions, a medical checkup or a quiet choice to stop criticizing own self for how an individual feel, they will raise their self-esteem when they take an action to accomplish something for themselves (Gilbertson, 2020; Harrington, Eres, & Lim, 2020). If an individual can take only one step, make sure they make it to a stage in finding support because everyone deserve it.

From the activity that being conducted during the counselling session, it showed that this Cognitive Behavioral Play Therapy (CBPT) really helpful in terms of helping those who have low self-esteem especially in this research, the aim is targeting the young adulthood. Forinstances, the prove can be shown from the aspects that can be related to the respondents' self-esteem according to the dialogue stated by respondents during the counselling sessions (Cheroutre, Guerrien, & Rousseau, 2020)

From the finding, there were effects towards the result of pretest and posttest on self-esteem among UNIMAS students, such as the result of pretest for respondents from experimental group was low level of self-esteem, but after being helped through group counselling session utilizing Cognitive Behavioral Play Therapy (CBPT) techniques, all respondents increase their level of self-esteem in the posttest after they fill in the Rosenberg Self-Esteem Scale (RSES) for the second time which can be called as posttest which

equivalent to 100%. This also can be proved through the result of the Paired T-test which shows that there is significant mean difference between the pretest and posttest on low self-esteem among respondents in experimental group.

Effects of Cognitive Behavioral Play Therapy (CBPT) techniques in control group at pretest and posttest on low self-esteem among UNIMAS students.
From the finding, respondents from control group was chosen based on the average level of self-esteem. They does not attend any group counselling session that utilizing Cognitive Behavioral Play Therapy (CBPT) techniques and this shows that they does not receive any treatment thus, the effects that affected them was that, there were only 4 of them increase in their level of self-esteem which is equivalent to 50% and there were also 3 of them decreased their level of self esteem after they fill in the questionnaire for the second time which is the posttest which is equivalent to 38% and 1 respondent maintain his level of self-esteem which equivalent to 12%. From this, it can be concluded that, respondents from control group does not benefited from group counselling session focusing on using Cognitive Behavioral Play Therapy (CBPT) techniques (Korgaonkar, et al., 2021).

From the finding, there also got an effects towards the results of pretest and posttest on self-esteem among respondents in control group which shows 3 of the respondents decrease their level of self esteem which equivalent to 38%, this shows that the Cognitive Behavioral Play Therapy (CBPT) techniques really play its important roles in helping the respondents who have low level of self-esteem. Cognitive Behavioral Play Therapy (CBPT) approach has been compelling in the attachment of treatment sessions and it has explicit, tangible goals and strategies. In the previous research also stated that this therapy has increase the level of self-esteem by 19% among students in treatment groups (Atayi, et al., 2018; Sakata, et al., 2021).

Conclusion

Now a days, students who have low self-esteem can be seen through the feeling of unacceptable towards themselves in terms of their appearance, academic performance and their ability in doing something which also can be related to their personality, cognitive, behaviors, emotions and actions as what the respondents stated in the counselling sessions utilizing CBPT techniques. Thus, this study has demonstrated the effects of Cognitive Behavioral Play Therapy (CBPT) techniques on low self-esteem among UNIMAS students to help them who have low self-esteem through attending counselling sessions. It is very important to help students who have low self-esteem because another reason is that they were in their phase of growing up and there were too many challenges they were facing either in their family or in university which one of it keep comparing themselves to others or does not have feeling of accepting themselves also called as low self-esteem. In addition, this study has also accomplished the two specific objectives. From the findings of this study and literature reviewed, the effects of Cognitive Behavioral Play Therapy (CBPT) on low self-esteem among students have similar outcomes which all respondents attended the group counselling sessions, increase their level of self-esteem.Hence, counsellor support as an initiative in helping those who have low self-esteem really important so that many people out there especially the one who really needs counsellor help in terms of increasing their low self-esteem will also gain insight and realize that they are worthy and they should be proud of themselves.

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