

Increasing Students' Self-esteem: An Application of Psycho-education Approach

Sambo Ke, Fidelis Chosa Kastuhandani

*Royal University of Phnom Penh
Universitas Sanata Dharma*

Abstract: Students' self-esteem has become a prominent focus in psychological studies since it is linked to social and psychological well-being. This study aimed to better understand adolescent students' self-esteem circumstances and how a psycho-education training program might help them increase their perceived self-esteem. Combining quantitative and qualitative research in the first part, the researcher invited 203 Cambodian high school students to participate in a survey to test the students' self-esteem levels and gather self-esteem-related information, and 99 of them were randomly selected to attend a four-session training program in which psycho-education techniques were used. During a post-training focus group discussion, the majority of trained participants said that their awareness of self-worth, self-esteem levels, and understanding of how to build self-esteem had improved.

Keywords: self-esteem, psycho-education approach, social well-being, psychological well-being

1. Introduction

Adolescents in human development are defined as high school students between the ages of sixteen and eighteen, a stage that is crucial for social and emotional growth. The way one perceives oneself to handle situations and events in life shapes both positive and negative impressions. The self-assurance and competence attained throughout this developmental period serve as the foundation for successful adulthood (Vigilante & Brown, 2010; Orth & Robins, 2022; Zheng, 2023).

Self-esteem is the general term for a self-image that is related to one's perception of one's value (Garcia et al., 2019). Several definitions of self-esteem are referenced in early research publications, such as the one from Blascovich and Tomaka (1991), who state that self-esteem typically relates to a person's perception of their value or their approval of their ideals. Self-image and the ideal self, two components of self-esteem that are developed via experiences, serve as an individual's benchmark for comparing what they can do with what society values (Lawrence, 1988). Because it has been linked to social and psychological well-being dimensions, the study of self-esteem is crucial in psychological research (e.g., Sanchez & Barrón, 2003). Self-esteem, according to Malbi and Reasoner (2000), Golden and Lesh (2002), and Orth and Robins (2022) has a significant influence on one's achievement in life. Psychologists worry that when kids don't build good self-esteem, it can have a lot of unintended consequences. Severe depression, dropping out of school, robbery, and even violence are issues brought on by poor self-esteem (Minev, et al., 2018; Moknes & Reidunsdatter, 2019). People with extremely low self-esteem could become resentful of others who appear to have more than they do. And as a result of this dissatisfaction, rage may grow (Vigilante & Brown, 2010). If poor self-esteem images are not addressed effectively, adolescents may develop complex social difficulties as adults or citizens due to this essential experience. Intervention programs seem to be designed specifically for solving the negative psychological outputs of self-esteem such as psychological diseases, distress, and unhealthy psychological well-being rather than directly handling low self-esteem, the core root cause of those problems.

Depending on the specific objectives of different study domains, psycho-education has diverse definitions. Psycho-education, according to Goldman (1988), Zhao, et al., (2015), and Bond and Anderson (2015), is an education or training of a person with a psychiatric disorder in subject areas that serve the goals of treatment and rehabilitation, for example, enhancing the person's acceptance of his illness, promoting active cooperation with treatment and rehabilitation, and strengthening the coping skills that compensate for deficiencies caused by the disorder. The effectiveness of psycho-education in treating psychological problems such as anxiety among in-school adolescents (e.g., Baourda et al., 2021; Jibunoh & Cornelius, 2022) and psychopathologies ranging from schizophrenia to depression (e.g. Morin & Franck, (2017); Jones, et al., 2018; McDoagh et al., 2022) has been demonstrated in several studies. In a meta-analysis of all psycho-educational treatments carried out on schizophrenia patients, Pekkala and Merinder (2002) discovered that psycho-education was a helpful component of the treatment regimen. Family psycho-educational therapies have been proven to be successful in recent years in enhancing family function and the course of recovery in cases of mood disorders, according to various controlled research (Ghadirian, Nasiri, & Karami, 2009; Sin, et al., 2017).

There aren't many resources available for intervention programs to raise students' self-esteem. Therefore, the researcher built a new psycho-education intervention program to be a new prioritized source utilized to aid students with low self-esteem in Cambodia by combining certain models and approaches picked from those with his or her invention.

2. Purposes of the Study

The overall goal of this study was to comprehend the relationship between high school students' self-esteem and mental health difficulties in the setting of Cambodia. Additionally, the study made an effort to create a quick-course program to teach the students coping mechanisms that would help them see themselves as having a high sense of self-worth. Additionally, it was intended to look at the program's efficacy and how the students saw their self-esteem improve as a result of the intervention.

3. Hypothesizes

1. The offered psycho-educational training program raises pupils' self-esteem.
2. In comparison to students with higher average scores, those with lower average scores are more likely to have negative self-esteem assessments of themselves.
3. One of the elements that will have an impact on the pupils' sense of self-esteem is financial difficulties.
4. Self-esteem issues among students may be impacted by mental health issues. Students that have a high sense of self will be in better mental health.
5. Encouragement from the environment of the students will be one of the vital factors which increase and retains students' self-esteem levels.

4. Method

The study relies on a sort of survey to gather data on self-esteem-related topics and determine how many students have poor self-esteem. Additionally, a focused group is set up to gather specific data on the quality of the intervention and its structure to determine if psycho-educational intervention is beneficial, effective, and interesting to students or not. The study combines quantitative and qualitative research in its first and second parts.

5. Participants

By using the randomization approach, the twenty classes of seven hundred students in grade eleven at Chear Sim Samaky High School, totaling two hundred and three individuals, were chosen as the sample for this study. Ninety-nine of the pupils were part of a special group with access to assistance, while the remaining 174 were not.

6. Procedures

Rosenberg's self-esteem exam (Rosenberg, 1965) was determined to be a helpful research tool that was translated into Khmer and culturally appropriated. There was a back translation done. To determine the level of their self-esteem using Rosenberg's translated global self-esteem exam, students of both groups were invited to complete a pretest on their own, but it was arranged, carried out, and explained by the researcher in the classroom. Students in the first group, the special group, then attended the four lessons for the 40-minute psycho-education intervention sessions that were designed for each session. The second set of kids received no assistance at all.

The students were instructed to work both alone and in groups to discuss the teachings throughout the psycho-education provision segment. First off, the majority of kids didn't appear to understand what self-esteem is. So, a useful strategy utilized at the start of the teaching and learning process was brainstorming about the definition and related terms that have the same meaning as the phrase "self-esteem." The second step was studying why having self-esteem is important in both life and education. Finding the sources of self-esteem was another crucial topic to cover to improve students' comprehension.

The primary goal of the psycho-educational session was to identify one self-esteem issue each student had. To preserve confidentiality, students were asked to write down their issue on a sheet of paper and turn it into the instructor. Then, the instructor instructed the class to list at least ten personal good attributes that stand in contrast to the previously noted bad attributes. He noted on the board the shortcomings of the combined kids. The researcher attempted to assist the students in their healing by offering several helpful pointers. Additionally, he employed counseling strategies including confronting, reframing, self-disclosure, and approaches from solution-focused therapy like assisting students in recognizing their assets and abilities.

The psychological goal of this psycho-educational program was to transform the students' thoughts, and not only provide them with information about self-esteem, therefore it incorporated a range of counseling

techniques and other types of treatment instead of teaching the students a self-esteem lesson. Since students' low self-esteem beliefs have been imprinted in their thoughts for a long time, modifying them will be necessary to raise their level. The psycho-educational program's objective was to change the way that one understood their thoughts and feelings. A variety of coping mechanisms, such as breathing exercises and safe places, were also provided and taught during the last session.

A focused group program was conducted with participants two weeks after the psycho-education intervention program ended by a psychologist other than the psycho-education teacher to assess and collect data on the progressive students' self-esteem. In focus group activities, the psychologist led a group discussion, employed evaluation instruments, and administered focused group surveys to gauge how the students felt about the teacher's intervention.

Students were separated into three large groups, each with around 35 students, to make it simpler to work with them on those activities. Additionally, each group was divided into 6 to 7 smaller groups, each with 5 to 6 pupils, for talks. Another crucial inquiry was if their level of self-esteem changed after the session remained unchanged, or rose. Their responses provided information on the best amount of intervention to alter the pupils' self-esteem.

7. Material

Self-esteem scale. The 10-item Rosenberg's Self-Esteem (RSE) scale is a self-report tool used to assess overall self-esteem (Rosenberg, 1965). From strongly disagree (0) to strongly agree (3), items are graded. Five of the items have good wording, while five have negative wording. Reverse scores were given to the negative questions. better scores, which range from 0 to 30, indicate better levels of self-esteem.

Encouragement questions. The results varied from 2 to 10 and were characterized as follows: 2 to 4 were low encouragement, 5 to 7 were medium encouragement, and 8 to 10 were high. The scores from the questions that focused on teacher encouragement were combined, and the results ranged from 2 to 10. Similarly to that, 5 questions were used to assess parental encouragement. The ratings ranged from 5 to 25, with 5 to 11 being classified as low, 12 to 18 as medium, and 19 to 25 being classified as high. Additionally, three questions of support from the neighborhood were merged. Scores were recorded as follows and ranged from 3 to 15: Low, medium, and high levels of support from others around them were experienced by ages 3-6, 7-11, and 12-15. Finally, the three encouragement-related factors were pooled. Scores from 10 to 50 were given, with 10 to 23 being low, 24 to 36 representing medium, and 37 to 50 representing high encouragement.

General information questions. When questioned about their family's finances, respondents' family economics was defined as the respondents' and their family's financial difficulties to make the word more understandable to the respondents. Those who claimed to always struggle with money were categorized as extremely poor, followed by those who never had these issues, who were categorized as extremely wealthy. On a 5-point scale, respondents were also asked to score their bodily and emotional well-being.

8. Findings

The explanations of demographic information, correlations between research variables, and information from focus group discussions were all included in the findings sections.

Demographic Data

It shows that there were more women than men in the intervention group but somewhat more men in the non-intervention group. Additionally, the majority of responders in both groups were between the ages of 16 and 19 since they were in high school. Only 3% of the population was under the age of 16, while the remainder was beyond the age of 19. Data for six individuals were missing.

Some respondents in each category had lost their mother or father. In both categories, there were more responders whose fathers had passed away. According to the data, paternal mortality (12.8%) was often greater than maternal mortality (3%) in the population.

The average score added together with the different topic scores students received throughout the first semester of the year served as a gauge of their learning potential. In the 203-student population for their most recent semester, the non-intervention group had more students with lower scores (0-32) than the intervention group did. In comparison to the non-intervention group, more students in the intervention group had scores between 33 and 50. Overall, it demonstrates that there were much fewer very weak (0-24) students than very good (40-50) students in both categories.

It demonstrates that the majority of kids in both groups frequently experience mental health issues, and it also demonstrates that each group's percentages on the always and never scale are quite close.

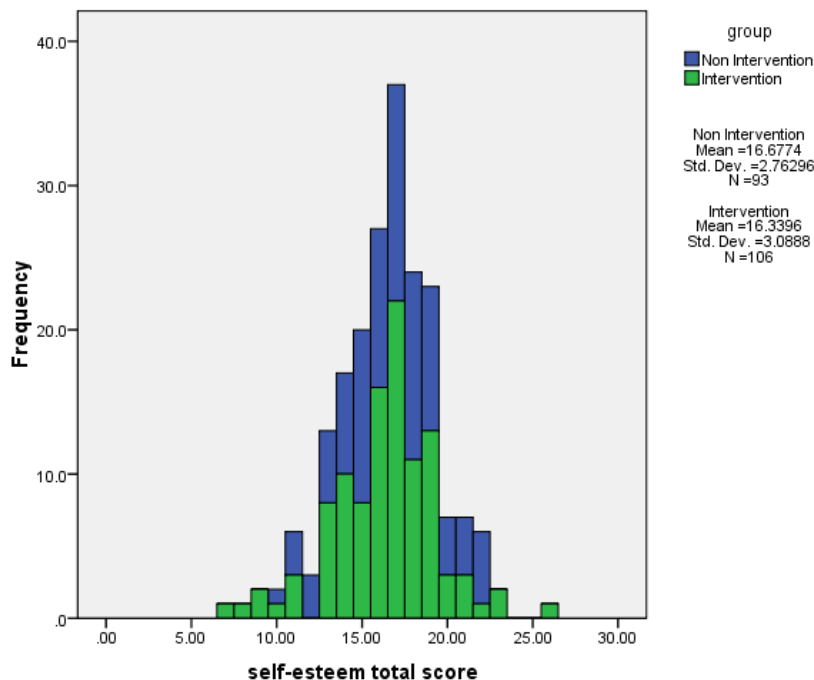
Five categories of physical condition were identified among the 203 respondents. They are extremely awful, poor, average, decent, and excellent. As a result, both groups appear to have bodily issues on an extreme level. The intervention group is more physically unhealthy than the non-intervention group. Fewer people from each group report being in very bad, good, or very good health condition.

The majority of respondents in both groups occasionally had financial difficulties; however, more students in the intervention group than in the non-intervention group reported experiencing regular financial difficulties. Few responses appear to be either wealthy or extremely poor.

There were three different kinds of encouragement considered. They included parental encouragement, encouragement from teachers, and encouragement from others. Additionally, every incentive was divided into three separate measuring groups. Low, medium, and high encouraging frequencies are associated with instructors. Regarding the professors they had for the year's final semester, they were supportive. The outcome demonstrates that the intervention group received a little bit more motivation from their teacher. Overall, a sizable portion of respondents reported receiving support from their professors. Compared to the intervention group, somewhat more respondents in the non-intervention group reported receiving high parental encouragement frequencies. In general, parents of both groups gave their children supportive encouragement. Additionally, it shows that compared to the intervention group, the non-intervention group receives a larger rate of high-score encouragement. However, in general, both groups get supportive encouragement from others around them. In general, the computed encouragement was a blend of the three aforementioned sorts of encouragement. In both categories, it can be seen statistically that a small number of respondents receive just minimal support, whilst the majority of respondents receive moderate to strong support from their instructors, parents, and others. The non-intervention group again does better in terms of high encouragement.

The observed self-esteem scores show variations in self-esteem levels among these specific pupils in terms of frequency for self-esteem level (see Figure 1). The self-esteem level of the 199 grade 11 students who were chosen at random as respondents are shown in the extremely significant graph in Figure 1 above. It demonstrates that the distribution of self-esteem scores seems to be the same for both groups. There was no discernible difference between the two groups' mean average total self-esteem ratings ($t(197) = 0.81, p > 0.05$).

Figure 1 Self-esteem total scores



Correlations

The SPSS Spearman Correlation Test was used in this section to examine the relationships between several different questionnaire variables. Tested relationships included those between self-esteem and financial difficulty, mental health and self-esteem, average score and self-esteem, and encouragement and self-esteem.

Table 1 Correlation between Self-esteem and the Variables Tested

	Money problem			Mental health problem			Average Score			Encouragement recoded		
	n	r	p	n	r	p	n	r	p	n	r	p
Self-esteem total score	197	.264*	.000	198	.279**	.000	199	-.016	.827	194	.451**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows a substantial positive association between the degree of self-esteem and the money problem component in terms of the relationship between money difficulties and self-esteem. Money issues and self-esteem have a modest to moderate correlation with one another at the 0.01 level. This indicates that pupils with regular financial issues have lower self-esteem than those with seldom financial issues.

Additionally, Table 1 demonstrates a considerable beneficial relationship between mental health issues and self-esteem. According to the data in Table 1, there was no correlation between respondents' average scores and self-esteem.

The self-esteem level of the respondents had no impact on their average score. poor-scoring students may not always have to experience poor self-esteem. The two important variables were not connected as a result.

According to Table 1, there was a strong positive link between encouragement and self-esteem. It had a fair amount of power. As a result, both positive and negative reinforcement from parents, teachers, and others may have different effects on how confident children feel about themselves.

Focus Group Report

Similar student responses were combined into one group after being divided into question groups. The data received from the students in response to the questions are shown below:

1. Have a group conversation about the aspects of the psycho-education program your teacher designed that make you feel happy or dissatisfied.

The following are a few of the responses:

Satisfied Points:

- We transformed my negative conduct into a positive one thanks to his instructions.
- We would be able to define and refocus our objective.
- We were capable of doing an acceptable self-evaluation.
- We'd be able to face reality head-on.
- We sought to increase our self-encouragement and learned to be confident in our abilities.
- We began to boost our self-confidence as a result of feeling proud of our accomplishments.
- We found it simple to comprehend and absorb several psychological concepts we had never before encountered.
- We learned about our strengths and resources, and we received pointers for addressing problems.
- We discovered how to remove the weak points.
- We were aware of our duties.
- The teacher guided us in thinking about the concepts of self-respect and self-awareness.
- We created a sense of expectancy and optimism.
- We may create optimism and optimistic expectations because we have a sense of self-satisfaction and love.
- We might practice using our judgment.
- In the event of difficulty, we would be able to exercise self-management.
- We began to think well of ourselves.

Unsatisfied points:

- The amount of time allotted for teaching and learning was insufficient.
- Some problem-solving methods lacked sufficient clarity.
- The teacher spoke a little too quickly throughout his explanation.
- The teacher did not place much emphasis on how to improve one's faults.
- The class stressed the importance of positive potential and power.
- When self-esteem significantly increased, we worried that we would become overly proud of ourselves and endanger our lives.

2. How pleased are you with the psychoeducation program? Please put your hand up.

The findings from 99 students are as follows:

Strongly unsatisfied	%	Unsatisfied	%	Satisfied	%	Strongly satisfied	%
1	1.01	0	0	92	92.92	6	6.06

3. Why do you feel the psycho-education program is satisfactory or unsatisfactory?

The following are a few of the responses:

Satisfied because:

- It can aid in the treatment of mental health issues.
- We can get additional life experiences since they show us how to go from weakness to strength.
- It benefits us to confront or overcome the bad and replace it with the constructive. In other words, it works to alter the circumstances of our lives.
- It encourages us to communicate our ideas with confidence and boldness.
- We now possess new skills for resolving current issues.
- We feel more relieved and at ease.
- Psychoeducation was an odd thing to learn, but it was also quite intriguing and helpful.
- We will be able to plan our life since we are learning many new psychological concepts.
- We are happy with how different we appear than before.
- We have changed for the better as a result of taking the lesson.

Unsatisfied because:

- The psychological notion is hard to comprehend.
- The lesson did not have a beneficial impact on me.

4. What are the results of the program for psycho-education?

The following are a few of the responses:

- We have faith in ourselves, and we feel good about ourselves.
- We can better control and train our thinking.
- We are aware of my incredible human strength.
- We can interpret our thoughts, emotions, and actions.
- We're capable of working alone.
- We are aware of how to deal with self-changes or self-corrections.
- We are aware of our desires and needs.
- By altering our self-concept, we may also impart positive self-values.
- We are taught to be proud of our own ideals and available resources.
- Future challenges are ones we can overcome.
- We now have a better and more constructive view of ourselves.
- We genuinely develop into successful individuals.
- Our sense of self-worth is rapidly rising.
- We address our issues, not those of others. The decisions about our personal lives are made by ourselves.
- It improves my understanding of how others live.
- We empower people to tackle issues they are facing.
- We learn about the actual social environment.

5. Do you now believe that, as a result of the psycho-education program, your level of self-esteem has improved, remained constant, or decreased?

Population	Increase	%	Stay the same	%	Decrease	%
99	69	69.69	24	24.24	1	1.01

6. Which points do you believe you improve, maintain, and lose?

The following are a few of the responses:

Increase:

- We now feel secure and courageous enough to act in a challenging situation.
- We develop a positive self-concept.
- Even if we are aware that facing problems head-on is difficult, we may nonetheless find solutions.
- We can increase our ability to exert effort to compete with others.
- No one is flawless, but we all strive to be, and if we failed to achieve perfection, we would be considered normal.
- We are aware of both who we are right now and who we wish to become in the future.
- Although we are not very attractive or gorgeous, I still have some positive qualities.
- Even if we aren't very excellent at mathematics, we can still study it and are skilled in other areas of science.

Stay the same:

- We are still unable to modify any of our previous gains.
- Because we are terrified of becoming overly proud of ourselves, which is extremely risky, we believe that improving further won't be necessary.

7. Do you believe the 3 hours your teacher intended to dedicate to a psycho-education program would be sufficient for you to acquire the information and skills you need?

Population	Very little	%	Adequate	%	Good enough	%
99	54	54.54	31	31.31	14	14.14

8. How many additional hours do those who claim it is not enough to want?

Population	1 hour more	%	2 hours more	%	3 hours more	%	More than 3 hours	%
54	9	16.66	9	16.16	32	59.25	4	7.40

9. What should you do to help you feel good about yourself?

The following are a few of the responses:

- We should have confidence in our abilities and abilities to do tasks.
- We should be conscious of who we are, what we are doing right now, and what we want to achieve in the future.
- We are the ones who must tackle the problems; we must not let them blanket us.
- Give ourselves the authority.
- Try to locate some more resources and good aspects to replace the bad ones.
- Try to encourage yourself by doing something positive for yourself.
- Strengthening good emotions, thoughts, and actions. Self-evaluation is best done with consideration.
- Don't put us under any strain.

10. What demands do you have for the psychoeducation program?

The following are a few of the responses:

- Increase the number of instructional sessions.
- Use a lot more English while describing.
- Help us resolve the dilemma of love.

11. Do you want to know more about psychology? Why?

Some of the answers were as follows:

Because:

- Understand our feelings, thoughts, and behaviors as well as those of others.
- Change a flawed idea.
- Want to exude assurance.

- Feel content with your teaching efforts.
- Increasing my knowledge of psychology.
- Want to lend a hand?

9. Discussion

The following are the responses to the five questions:

1. The majority of respondents (69.69%) who participated in the psycho-education program reported having higher self-esteem, which was the primary finding of the study. There seems to be some proof that the psycho-educational strategy works to raise pupils' self-esteem levels. The key to improving negative self-belief, according to a focus group report from respondents, is to understand oneself and discover one's resources and strong points. This result backs up premise 1.
2. There was no discernible connection between average score and self-esteem. This refutes hypothesis 2, which contends that pupils with lower average results are likely to have lower self-esteem.
3. Evidence that hypothesis 3 is true includes a highly substantial association between financial difficulty or economic condition and self-esteem. This implies that pupils with financial difficulties have worse self-esteem than those who don't.
4. This was done to address the claim that mental health issues and decreased student self-esteem are associated. The correlation supported the hypothesis and revealed a highly significant association.
5. There was a highly substantial correlation between support from parents, teachers, and others and self-esteem. It supported the idea that supports from parents, teachers, and other individuals around them helps children feel more confident.

The explanation of the results is described in this part. To make it simpler to describe the phenomena, it is split into two distinct sections.

Discussion on the Whole Group

According to the study findings, just one of the 203 individuals in the large group had a research discovery that did not support the initial premise. The findings show a strong correlation between mental health, personal or family financial status as indicated by the money problem variable, encouragement, and the idea of individual self-esteem. As a result, the researcher may conclude that individuals who experience major money issues likely to experience low self-esteem at the highly significant level of 0.01 (2-tailed) reported in the data. Contrarily, those who feel they have a high sense of self-worth are those that have little or little economic difficulties. Poor individuals could believe that, in comparison to the wealthy, they lack worth, enjoyment, and life equity. Therefore, they don't act as the wealthy do. When asked to perform certain activities compared to the wealthier, they could hesitate and act in an unconfident manner. Given the large number of poor people in Cambodia, this issue is crucial. However, as each person's actions are influenced by their thoughts and feelings, some extremely resilient individuals fearlessly face challenges.

The connection between these two variables, mental health, and self-esteem, was at a 0.01 significant level (2-tailed), proving that those with poor mental health problems have lower levels of self-esteem. It may be put this way: When certain mental health issues, such as stress, depression, anxiety, PTSD, and other social difficulties, affect a person's life, they commonly acquire self-accusation or negative self-beliefs. They could claim, as evidenced in the Rosenberg questionnaire, that "it was my fault," "I'm incapable of doing something, I'm good for nothing, I'm not as good as the other, I'm not qualified enough, I'm a failure, and some other negative statements." Due to their negative ideas, these people have reduced self-esteem. Additionally, when people experience prejudice due to mental health issues, they may feel separated from their family or community and begin to have poor self-esteem. As evidenced by a study of the research, however, psychological issues including stress, anxiety, depression, and others often coexist with poor self-esteem in people.

There is, however, no statistically significant association between these two factors, which is consistent with what I discovered in some earlier studies concerning the relationship between self-esteem and specific academic achievement in studying literature reviews. This result demonstrated that the average score and self-esteem were not correlated. In this instance, it doesn't follow that kids with medium and lower scores likewise have lower levels of self-esteem. Conversely, students with low self-esteem can nonetheless succeed in school and achieve excellent grades. This suggests that academic success is influenced by intellect and effort as well as self-esteem, which may be greater in students who fear failing due to low self-esteem. Therefore, if they attempt to compare themselves to those who are even stronger in a given profession, strong pupils may have poor self-esteem. As a result, the case study does not support the hypothesis as expected.

The outcome indicates that pupils' self-esteem was positively influenced by encouragement. Students who scored well on a computerized measure of teacher, parent, and peer encouragement are also likely to score

well on measures of self-esteem. Most pupils think that claims made by others are true. Students may concur and adopt such statements or categories as true for themselves if they were cursed or given bad descriptions by their parents, such as "brainless, good for nothing, incapable"... etc. Positive or negative messages from the surroundings are constantly being fed into their brains. Individuals' self-esteem is developed by their own personal beliefs and environmental circumstances.

Discussion on Psycho-Education Program and Focus Group

This study acquired a variety of replies from students after they received psycho-education to boost their self-esteem levels, and these responses gave precise information to evaluate as they were granted certain confidentiality to speak freely and without inhibition to an impartial psychologist. However, there may still be some solutions that satiate societal needs.

The pupils' psycho-educational programs were intended to help them comprehend what self-esteem is. Why do people have low or high self-esteem beliefs and feelings? What are the sources and factors that influence self-esteem? What factors influence pupils' levels of self-esteem?

Additionally, students were involved in teaching and learning activities so that they could be able to be aware of self, understand psychological concepts, and know the significance of self-esteem in learning and daily life. This was done through the combination of teaching methods, student-centered methodology, some counseling and communication technique, and micro skills.

The researcher got the chance to incorporate techniques to boost the self-esteem of the pupils in the class since they paid attention in class. Because the researcher might not be able to raise students' self-esteem levels in just four hours, the researcher wanted to increase students' self-awareness about self-esteem and provide them options for developing themselves once they know what to do and where to go.

One week following the conclusion of the psycho-education intervention, a focused group was held to discuss the program's specific outcomes. As the focused group was not being worked on by the researcher, but rather by a psychologist the students had never met, it was attempted to obtain as honest of findings as possible. Additionally, after speaking with a psychologist about study ethics and confidentiality, students appeared to feel free to communicate their true feelings without feeling compelled. A lot of helpful data was gathered. In general, students found the psycho-education program to be fascinating and helpful since it helped them comprehend the psychology idea, which appeared to be new in Cambodia as well as in school, and it offered strategies for boosting self-esteem, which is crucial for learning and human existence. One intriguing reply read, "I learned how to change my self-concept, especially my self-negative beliefs," which was the cornerstone of improving my self-esteem. Making pupils aware of their assets and resources, which helped them to combat self-defeating thoughts, was a successful psychoeducational strategy. They felt better about themselves when they focused on their good attributes because when people face difficulties, they frequently become trapped and consider self-blame, guilt, accusations, and other negative emotions. It's automatic negative thinking (ANT) in such cases. To change their beliefs, one must remind them of another advantageous viewpoint. Statistics reveal that out of 99 students in the focus group, 92 (92.92%) expressed satisfaction, 6 (6.06%) expressed high satisfaction, and 1 (1.01%) expressed significant discontent with the psycho-education program. Students responded honestly and from the bottom of their hearts when asked if their level of self-esteem had improved, kept the same, or declined. Out of the 99 respondents, 69 (69.69%) reported an improvement in self-esteem, 24 (24.24%) reported stability in SE, and 1 (1.01%) reported a drop in SE. The increase in the self-esteem of 69.69% was a successful outcome showing the psycho-educational intervention's positive impact on students' self-esteem.

Concerning the 24.24% of respondents in particular, some of them claim that their level of self-esteem was already high and that they were unwilling to raise it further out of concern that they may become dangerously overconfident. The researcher also received concerns and recommendations from the students after receiving a favorable review of the psycho-education program. Of the 54% who would want to gain more hours, 32% indicated they would like an extra three, 4% required more than three, 9% needed an extra two hours, and 9% needed an extra hour. The majority of students complained that there wasn't enough time to complete the psycho-education program, and they also asked for some more hours to satisfy their desire, according to the statistics above. Students were interested in learning psychology ideas and their significance through the first program connected to psychology that was made available to them. As a result, the program was educating Cambodians about psychology as well as focusing on elevating self-esteem. Of the 99 people surveyed, 98 (98.98%) said they would want to learn more about psychology, while only 1 (1.01%) said they would not.

10. Conclusion

One of the major goals of the study was to determine whether the psycho-educational intervention was raising students' self-esteem. 202 students were interviewed using a questionnaire based on the original Rosenberg test standard to understand the students' self-esteem status. Because of this, the majority of the

students didn't have very high levels of self-esteem, even though the number of students with poor self-esteem, 45 (22.27%), was 55.45% fewer than that of students with high self-esteem, 157 (77.72%). Therefore, enhancing one's self-concept is crucial for raising one's degree of self-esteem. This indicates that psycho-educational programs are beneficial for people with moderate to high levels of self-esteem as well, allowing them to advance more and more. Only 99 of the 202 students represented were given an intervention. The researcher can conclude that students valued and were happy with the psychoeducation intervention program and the dissemination of psychological concepts based on the successful focused group outcomes. Most responders viewed the material and organization favorably and as being helpful. After just 4 sessions of counseling, around 70% of respondents felt that their self-esteem had improved, and many reported learning how to modify their unfavorable attitudes about themselves as well as becoming ready to raise their strong commitment and intention. One may argue that the psycho-education program, possibly the first of its kind in Cambodia, aids pupils who are experiencing poor self-esteem and serves as a helpful intervention for assisting individuals to change their negative self-thoughts. It helps those who desire to mend themselves by giving them scientific theories and psychological justifications. As a result, the earlier prediction that "there will be a positive change on the self-esteem of students who were provided psycho-education training program and students' self-esteem is increased if the psycho-education was given appropriately" is accurate. Additionally, the "Effectiveness of Psycho-Education Intervention Program" appears to be extremely pleasing based on the feedback from the students. In addition, several of the factors indicated in the hypothesis were verified to be correct, whereas one was not. Those are the key research issues that must be explored further. However, the researcher was still met with certain challenges. In particular, the time allotted for the project was insufficient, so the researcher had to hurry up the class activities. That was the reason why pupils were unable to understand concepts well, which had an impact on the options for boosting self-esteem.

If there are additional chances, some concerns surrounding this subject should be further researched in research investigations. One area that needs improvement is the post-test evaluation, which should be completed after the psychoeducational intervention is complete. This will enable researchers to compare student groups who received and did not get intervention over a longer time. These will allow us to gauge the degree of pupil growth. In this case, a combination of quantitative and qualitative research methods must be used. As a result, the outcome will be more trustworthy and scientific.

Although this psycho-educational intervention program was created for high school students, the researcher believes that some of its components may be used in counseling clinics. The program must be altered or adjusted in various circumstances and contexts to adapt to the target audience or a variety of environments. The researcher believes that other psycho-educational initiatives with a variety of topics will be developed so that Cambodian psychologists can have access to more tools and models in the future.

11. References

- [1]. Baourda, V. C., Brouzos, A., Mavridis, D., Vassilopoulos, S. P., Vatkali, E., Boumpouli, C. (2021). Group psychoeducation for anxiety symptoms in youth: Systematic review and meta-analysis. *The Journal for Specialists in Group Work*, 47, 1, 22-42.
- [2]. Blascovich, J., & Tomaka, J. (1991). Measures of self-esteem. In J. P. Robinson, P. R. Shaver, & L. S. Wrightsman (Eds.), *Measures of personality and social psychological attitudes. Volume 1 of Measures of social psychological attitudes* (pp. 115-160). San Diego, CA: Academic Press.
- [3]. Bond, K., & Anderson, I. M. (2015). Psychoeducation for relapse prevention in bipolar disorder: a systematic review of efficacy in randomized controlled trials. *Bipolar Disorders*, 17, 4, 349-362.
- [4]. García, J. A., Olmos, F. C., Matheu, M. L., Carreno, T. P. (2019). Self-esteem levels vs global scores on the Rosenberg self-esteem scale. *Heliyon*, 5.
- [5]. Golden, B. J. & Lesh, K. (2002). *Building self-esteem: Strategies for success in school and beyond*. Pearson.
- [6]. Ghadirian, F. Nasiri, M. & Karami, K. (2009). Family psychoeducation: An adjunctive intervention for mood disorder patients. *IJNMR/Winner*, 14, 1.
- [7]. Goldman, J. (1988). *Book review: The battered child*. Federal Legal Publications. Inc.
- [8]. Zhao, S., Sampson, S., Xia, J., & Jayaram, M. (2015). *Psychoeducation (brief) for people with serious mental illness*. The Cochrane Collaboration, John Wiley & Sons, Ltd.
- [9]. Jibunohaand, O. & Cornelius, A. (2022). A controlled clinical trial of a brief psycho-educational intervention for anxiety among in-school adolescents in Nigeria. *International Journal of Mental Health*, 51, 1, 24-31.
- [10]. Jones, R. B., Thapar, A., Stone, Z., Thapar, A., Jones, I., Smith, D., Simpson, S. (2018). Psychoeducational interventions in adolescent depression: A systematic review. *Patient Education and Counseling*, 101, 5, 804-816.

- [11]. Lawrence, D. (1988). *Enhancing self-esteem in the classroom*. Paul Chapman.
- [12]. Malbi, R. S., & Reasoner, R. W. (2000). *Self-Esteem, Enhancing*. Kuala Lumpur: Self-Esteem Seminars Sdn. Bhd.
- [13]. McDonagh, M. S., Dana, T., Sarah L. Kopelovich, S. L., Monroe-DeVita, M., Blazina, I, Bougatsos, C., Grusing, S., Selph, S. S., (2022). Psychosocial interventions for adults with schizophrenia: An overview and update of systematic reviews. *Psychiatric Services, 73*, 299-312.
- [14]. Minev, M., Petrova, B., Mineva, K., Petkova, M., Strebkova, R. (2018). Self-esteem in adolescents. *Trakia Journal of Sciences, 2*,114-118.
- [15]. Morin, L. & Frank, N. (2017). Rehabilitation interventions to promote recovery from schizophrenia: A systematic review. *Review, 8*.
- [16]. Moksnes, U. K., & Reidunsdatter, R. J. (2019). Self-esteem and mental health in adolescents – level and stability during a school year. *Norsk Epidemiologi, 28*, 1-2.
- [17]. Orth, U., & Robins, R. W. (2022). The benefits of self-esteem: Reply to Krueger et al. (2022) and Brummelman (2022). *American Psychologist, 77*, 1, 23–25.
- [18]. Pekkala E. & Merinder, L. (2002). Psychoeducation for schizophrenia. *Cochrane Database Syst Rev, 2*.
- [19]. Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
- [20]. Rosenberg, M. (1965). *Rosenberg Self-Esteem Scale (RSES)* [Database record]. APA Psyc Tests.
- [21]. Sin, J., Gillard, S., Spain, D., Cornelius, V., Chen, T., & Henderson, C. (2017). Effectiveness of psychoeducational interventions for family carers of people with psychosis: A systematic review and meta-analysis. *Clinical Psychology Review, 56*, 13-24.
- [22]. Sánchez, E., & Barrón, A. (2003). The social psychology of mental health: The social structure and personality perspective. *The Spanish Journal of Psychology, 6*, 3-11.
- [23]. Vigilante, A. R. & Brown, W. K. (2010). *Building children's self-esteem*. William Gladden Foundation Press.
- [24]. Zheng, X. (2023). Research on the influence of adolescents' self-esteem level on interpersonal skills. *International Journal of Education and Humanities, 6*, 3.

Authors Profile



Sambo Ke received the B.A. in Teaching English, M.A. in Clinical and Counseling Psychology, and Ph.D. in Educational Psychology from De La Salle University, the Philippines in 2003, 2011, and 2020, respectively. He has taught subjects related to academic skills and applied psychology for 20 years at higher education. He has been affiliated at Royal University of Phnom Penh, Cambodia since 2010. Motivation, self-regulated learning, and academic achievement were his research areas.



Fidelis Chosa Kastuhandani is an assistant professor at the English Language Education Study Program, Sanata Dharma University. He was granted Faculty Development Scholarship (2016-2020) to study for his doctoral at De la Salle University, Manila, Philippines, majoring in Educational Leadership and Management. His research interests include AI in education, educational technology, and educational leadership and management.