

EFFECT OF COGNITIVE BEHAVIOURAL THERAPY AND SOCIAL SKILLS TRAINING ON SECONDARY SCHOOL STUDENTS' LOW SELF-ESTEEM IN JALINGO LOCAL GOVERNMENT AREA OF TARABA STATE.

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Abstract

The present study investigated the effectiveness of cognitive behavioural therapy and social skills training on secondary school students' anger in the Jalingo local government area of Taraba State, Nigeria. Two (2) objectives were formulated to guide the study, and two (2) null hypotheses were formulated and tested at a 0.05 level of significance. The researchers adopted a one-group quasi-experimental design of pre-test and post-test. One public secondary school was selected from Jalingo Local Government Area of Taraba State to participate in the study. The target population was fifty-eight (58) SS 2 students who exhibited angry behaviour from the selected school. The sample size of twenty-three (23) SS II students made up of six (6) male and seventeen (17) female students was selected through purposive sampling. An instrument tagged Rosenberg's Self-esteem Scale (RSES) consisting of ten (10) items with Cronbach's alpha coefficients ranging from 0.85 to 0.90 was used to collect data for the study. The research questions were answered using descriptive statistics of mean and standard deviation, while the Wilcoxon signed-rank test was used to test hypotheses for the study. Based on the data collected and analyzed, the following findings were recorded among others: The study revealed that the combined Cognitive Behavioural Therapy (CBT) and Social Skills Training (SST) intervention significantly improved the self-esteem of secondary school students in Jalingo Local Government Area of Taraba State. There was a substantial increase in students' self-esteem scores from pre-test to post-test, and the improvement was statistically significant ($z = -3.912, p < .05$). The intervention was effective for both male and female students, although female students recorded slightly higher mean gains; however, the difference was not statistically significant. Furthermore, the intervention produced a large practical effect size ($r = 0.58$), indicating a meaningful impact on students' self-esteem and psychosocial functioning. The study concluded that the combined CBT and SST intervention is an effective strategy for improving self-esteem among secondary school students. The researchers recommended that educational authorities institutionalize CBT and SST programmes in secondary schools; school counsellors should implement regular screening for low self-esteem and provide timely psychosocial support; and government agencies should provide adequate resources to strengthen school mental health services.

Keywords: Cognitive behavioural therapy, Social Skills Training, low self-esteem, Secondary school students, Gender.

Introduction

Self-esteem is one of the most fundamental constructs in psychology and human development. It refers to an individual's overall evaluation of personal worth, competence, and value, encompassing both cognitive and affective components, including beliefs about oneself and emotional reactions to those beliefs. According to Orth and Robins (2022), self-esteem involves the judgments people make about themselves and the emotions associated with those judgments. Self-esteem develops throughout the lifespan but is particularly vulnerable during adolescence due to rapid physical,

emotional, cognitive, and social changes (Orth, Robins, & Widaman, 2016). Adolescence is a critical developmental stage characterized by identity formation, increasing autonomy, heightened social interaction, and sensitivity to peer evaluation. During this period, young people develop stronger perceptions of their abilities, attractiveness, and social acceptance, making self-esteem a significant determinant of emotional adjustment, academic achievement, and interpersonal functioning (Orth & Robins, 2022). Research indicates that adolescents with healthy self-esteem tend to feel capable, socially significant, and better able to cope with life's challenges, while those with low self-esteem often experience self-doubt, emotional instability, social withdrawal, and reduced academic engagement (Evelyn, 2018; Liu, Wang, & Zhang, 2021).

Within educational settings, self-esteem has been identified as a crucial predictor of academic performance and social adjustment. Students with healthy self-esteem are more likely to participate actively in classroom activities, pursue challenging academic goals, and establish positive peer relationships. Conversely, students with low self-esteem often avoid classroom participation, fear failure, exhibit poor academic motivation, and experience difficulties coping with peer pressure. Research has demonstrated that self-esteem significantly influences academic engagement, school belonging, and educational outcomes among adolescents (Arslan, 2021; Okonkwo, 2021). In the Nigerian context, low self-esteem among adolescents remains a significant concern. Studies conducted across various regions of the country have revealed that low self-esteem contributes to poor academic performance, emotional distress, behavioural difficulties, depression, frustration, and social anxiety among secondary school students (Uwakwe, Awoke, & Ntaji, 2021; Bada, Umar, & Jimoh, 2021).

In Taraba State, particularly in Jalingo Local Government Area, anecdotal reports from teachers and school counsellors suggest an increasing number of students exhibiting signs of low self-esteem. Such students often demonstrate reluctance to participate in classroom discussions, social isolation, poor academic engagement, and emotional vulnerability. These behaviours not only affect individual students but also have broader implications for school climate and educational outcomes. Consequently, there is a growing need for evidence-based interventions that can effectively address self-esteem challenges among secondary school students. Two interventions that have received considerable attention in psychological research are Cognitive Behavioural Therapy (CBT) and Social Skills Training (SST). Cognitive Behavioural Therapy is a structured, goal-oriented intervention that focuses on identifying and modifying maladaptive thoughts, beliefs, and behaviours. It is based on the premise that emotional and behavioural problems result from distorted patterns of thinking. For students experiencing low self-esteem, CBT targets negative self-perceptions such as "I am not good enough," "Nobody likes me," or "I always fail," helping them replace such beliefs with more realistic and adaptive thoughts through cognitive restructuring and behavioural practice (Ho, Li, Kwok, Chan, Wong, & Ip, 2020; Ebrahimighahnavieh, Moghimi, Rezaei, & Yazdani, 2021). Social Skills Training (SST), on the other hand, is a behavioural intervention designed to improve interpersonal competence and social functioning. Social Skills Training teaches communication, assertiveness, emotional regulation, conflict resolution, and relationship-building skills. Through techniques such as modelling, role-playing, behavioural rehearsal, and feedback, students learn to interact more effectively with others and develop greater confidence in social situations. Consequently, Social Skills Training contributes to improved self-esteem and psychosocial adjustment (Ofole & Ohakwe, 2021).

Gender has been widely examined as a factor that may influence self-esteem and adolescents' responses to psychological interventions. Although research findings have been inconsistent, some studies suggest that males and females may differ in the development and expression of self-esteem due to variations in socialization, emotional experiences, and societal expectations. Bleidorn et al. (2016), in a cross-cultural study, found that while slight gender

differences in self-esteem exist across societies, both males and females generally benefit similarly from psychosocial support and developmental interventions. Likewise, Ifeonu, Okafor, Onyeneje, and Emesibe (2021) reported that gender was not a significant predictor of adolescent self-esteem among Nigerian adolescents, suggesting that factors such as parenting style and religiosity may play more influential roles. However, Katrin and Marcus (2014) observed that females may sometimes respond more positively to counselling and self-development interventions due to greater emotional openness, self-reflection, and willingness to discuss personal experiences. These differing perspectives indicate that although gender may not significantly determine self-esteem outcomes, it remains an important variable to consider when evaluating the effectiveness of psychological interventions aimed at improving adolescents' self-esteem. Consequently, examining whether male and female students benefit differently from interventions such as Cognitive Behavioural Therapy (CBT) and Social Skills Training (SST) is necessary for developing inclusive and effective school-based counselling programmes.

The present study is anchored on Cognitive Behavioural Theory developed by Aaron Beck and supported by Bandura's Social Learning Theory. Beck (1976) proposed that psychological difficulties arise from distorted thinking patterns that generate dysfunctional emotional and behavioural responses. In relation to self-esteem, adolescents may internalize negative beliefs regarding their competence, attractiveness, or social worth, thereby maintaining low self-esteem. CBT seeks to identify and challenge these distortions and replace them with more balanced thoughts (Ho et al., 2020). Similarly, Social Learning Theory posits that behaviours are acquired through observation, imitation, and reinforcement. This theoretical perspective supports SST because students can learn and strengthen positive social behaviours through observation, practice, and feedback (Bandura, 1977).

Empirical studies have provided evidence for the effectiveness of psychological interventions in improving self-esteem and related psychosocial outcomes among adolescents. Anyamene, Nwokolo, and Ezeani (2015) found that assertiveness training significantly improved self-esteem among secondary school students in Anambra State. Similarly, Makinde and Akinteye (2014) reported substantial gains in self-esteem and social confidence among adolescents who participated in mentoring and assertiveness training programmes in Lagos State. Ofole and Ohakwe (2021) observed that self-control therapy and social interaction skills training improved body image and self-esteem among adolescents with low health literacy in Southwest Nigeria. Furthermore, Bella Awusah et al. (2016) demonstrated that a school-based group CBT programme significantly reduced depressive symptoms among adolescents, while Ebrahimighahnavieh et al. (2021) confirmed through a meta-analysis that CBT effectively improves self-esteem and quality of life among adolescents experiencing psychological difficulties.

Studies examining combined intervention approaches have also produced encouraging findings. Kumuyi, Akinawo, Akpunne, Akintola, Onisile, and Aniemeka (2022) compared the effectiveness of CBT, SST, and a combined CBT-SST intervention among secondary school students and found that although both CBT and SST independently produced positive outcomes, the combined intervention generated faster and more substantial improvements than either approach alone. Despite these promising findings, research investigating the combined use of CBT and SST to specifically improve self-esteem remains limited, particularly within Nigerian secondary schools and underserved communities such as Jalingo Local Government Area of Taraba State.

The reviewed literature establishes that self-esteem is closely associated with adolescents' academic achievement, social adjustment, emotional well-being, and interpersonal relationships. It also suggests that CBT and SST are effective interventions for addressing psychological and behavioural challenges related to self-esteem. However, there remains a paucity of studies examining the combined effectiveness of CBT and SST in enhancing self-esteem among secondary school students,

particularly within the sociocultural and educational context of Jalingo Local Government Area, Taraba State. This gap therefore justifies the present study, which seeks to evaluate the effectiveness of an integrated Cognitive Behavioural Therapy and Social Skills Training intervention in improving self-esteem among secondary school students in Jalingo Local Government Area, Taraba State, Nigeria.

Statement of the Problem

Low self-esteem remains a significant psychological and educational challenge among secondary school students in Jalingo Local Government Area of Taraba State. Students with low self-esteem often exhibit lack of confidence, fear of failure, poor classroom participation, social withdrawal, emotional instability, and low academic motivation. These difficulties negatively affect their academic performance, social relationships, mental well-being, and overall personal development (Orth & Robins, 2022). Reports from teachers and school counsellors in the area suggest that many students struggle with feelings of inadequacy, low self-worth, and difficulty interacting effectively with their peers, thereby limiting their ability to achieve their full academic and social potential. If these challenges are not adequately addressed, they may result in more serious emotional, behavioural, and academic problems, with long-term consequences for students' future opportunities and overall well-being. Although guidance and counselling services exist in some secondary schools, available interventions are often limited, sporadic, and largely focused on academic concerns rather than the psychological and social factors underlying low self-esteem. Consequently, there is a need for more comprehensive, evidence-based interventions that address both the cognitive and interpersonal dimensions of self-esteem problems among adolescents.

Cognitive Behavioural Therapy (CBT) and Social Skills Training (SST) have individually been found to be effective in improving self-esteem, social competence, and psychological adjustment among adolescents (Ofole & Ohakwe, 2021). However, empirical evidence on the combined effectiveness of CBT and SST in addressing low self-esteem among secondary school students remains limited, particularly in Jalingo Local Government Area of Taraba State. To the best of the researcher's knowledge, no study has specifically investigated the joint effect of these interventions on the self-esteem of secondary school students within the study area. It is against this backdrop that the present study seeks to investigate the effect of a combined Cognitive Behavioural Therapy and Social Skills Training intervention on the self-esteem of secondary school students in Jalingo Local Government Area of Taraba State, Nigeria. The study aims to determine whether this integrated approach can provide an effective strategy for enhancing students' self-esteem, psychological adjustment, academic engagement, and interpersonal functioning.

Purpose of the Study

The main purpose of this study was to examine the effect of cognitive behavioural therapy and social skills training combined on secondary school students' low self-esteem in Jalingo Local Government Area of Taraba State, Nigeria. Specifically, this study seeks to determine the:

Research Questions

1. What is the effect of cognitive behavioural therapy and social skills training on students' low self-esteem in Jalingo Local Government Area of Taraba State, Nigeria?
2. What is the difference in the mean self-esteem of low self-esteem male and female students exposed to cognitive behavioural therapy and social skills training in secondary schools in Jalingo Local Government Area of Taraba State?

Research Hypotheses

1. Cognitive behavioural therapy and social skills training do not have significant effect on the low self-esteem of secondary school students in Jalingo Local Government Area of Taraba State.
2. Cognitive behavioural therapy and social skills training do not have significant effect on the low self-esteem of male and female secondary school students in Jalingo Local Government Area of Taraba State.

Research Methods

This study adopted a quasi-experimental research design involving a one-group pre-test and post-test approach. The design was considered appropriate because it enabled the researchers to assess the effectiveness of the intervention by comparing participants' scores before and after treatment. The target population comprised fifty-eight (58) Senior Secondary School Two (SS II) students in a selected secondary school in Jalingo Local Government Area of Taraba State who exhibited symptoms of low self-esteem. Eligibility for participation was determined using Rosenberg's Self-Esteem Scale (RSES), and only students who obtained scores ranging from 10 to 25, indicating low self-esteem, were considered for inclusion in the study. A purposive sampling technique was employed to select twenty-three (23) students who met the selection criteria and voluntarily agreed to participate in the intervention programme. The sample consisted of six (6) male students and seventeen (17) female students, all of whom constituted a single experimental group.

Data were collected using Rosenberg's Self-Esteem Scale (RSES), a standardized instrument designed to measure global self-esteem. The scale consists of ten (10) items that assess an individual's overall feelings of self-worth and self-acceptance. The instrument has demonstrated high reliability, with Cronbach's alpha coefficients ranging from 0.85 to 0.90 across various studies, indicating strong internal consistency (Radloff, 1977). Prior to the commencement of the treatment programme, the RSES was administered as a pre-test to establish participants' baseline levels of self-esteem. The intervention was subsequently implemented over six treatment sessions. Upon completion of the treatment, the RSES was re-administered as a post-test to determine any changes in the participants' self-esteem levels attributable to the intervention. Data collected from the pre-test and post-test administrations were analyzed using the Wilcoxon Signed-Rank Test. The test was employed to examine the differences between participants' pre-treatment and post-treatment scores and to test hypotheses one and two at the 0.05 level of significance.

Result

Research Question One

What is the effect of cognitive behavioural therapy and social skills training on students' low self-esteem in Jalingo Local Government Area in Taraba State, Nigeria?

Table 1

Mean and standard deviations scores on the effect of cognitive behavioural therapy and social skills training on secondary school students' low self-esteem in Jalingo Local Government Area in Taraba State, Nigeria.

Low self-esteem	N	Mean	Std. Dev.	percentiles		
				25 th	50 th	75 th
Pretest	23	2.33	0.25	2.20	2.40	2.50
Post-test	23	3.10	0.50	2.70	3.10	3.40

Source: Field Survey, 2023

Results in Table 1 show that before the administration of cognitive behavioural therapy and social skills training, the pretest mean score on low self-esteem was 2.33, with a standard deviation of

0.25. The post-test mean score is 3.10, with a standard deviation of 0.50. The median scores indicated in percentiles that low self-esteem increased from 2.40 on the pretest to 3.10 on the post-test an indication that cognitive behavioural therapy and social skills training increases self-esteem among secondary school students in Jalingo Local Government Area of Taraba State, Nigeria.

Research Question 2

What is the difference in the mean self-esteem of low self-esteem male and female students exposed to cognitive behavioural therapy and social skills training in secondary schools in Jalingo Local Government Area of Taraba State?

Table 2

Mean and standard deviations score on the low self-esteem of male and female secondary school students exposed to cognitive behavioural therapy and social skills training in Jalingo Local Government Area of Taraba State.

Gender	N	Pretest (self-esteem)		Posttest (self-esteem)		mean gain
		mean	std. dev	mean	std. dev	
female	17	2.36	0.18	3.14	0.52	0.78
male	6	2.50	0.41	2.97	0.46	0.47
Mean diff		0.14		0.17		0.31

Source: Field Survey, 2023

The results indicate that both males and females show an increase in mean self-esteem scores from the pretest to the post- test. The mean self-esteem scores of females increased from 2.36 to 3.14, while that of males increased from 2.50 to 2.97. The increase in mean self-esteem scores suggests improving self-esteem levels for both genders after the intervention. The increase in standard deviation scores of the female from 0.18 to 0.52, indicates greater variability in post-test self-esteem scores compared to pretest scores. For males, the standard deviation increased slightly from 0.41 to 0.46, indicating a moderate increase in variability in scores before and after the intervention. Females had a mean gain in self-esteem of 0.78, while males had a mean gain in self-esteem of 0.47. The mean gains indicate a significant improvement in self-esteem levels for both genders, with females showing a larger improvement than males.

The pretest mean difference between males and females was 0.14, indicating that males started with slightly higher self-esteem scores than females. The post-test mean difference was 0.17, suggesting that males had slightly higher self-esteem scores than females after the intervention. The mean gain difference of 0.31 indicates that females experienced a larger increase in self-esteem scores compared to males. The increase in mean self-esteem scores from pretest to the post-test for both genders suggests that the intervention effectively improved self-esteem levels. The larger increase in self-esteem scores for females compared to males indicates that the intervention may have been more effective for females.

Hypothesis 1

Cognitive behavioural therapy and social skills training do not have significant effect on the low self-esteem of secondary school students in Jalingo Local Government Area of Taraba State.

Table 3

Wilcoxon signed-rank test of the effect of cognitive behaviour therapy and social skills on the low self-esteem of secondary school students in Jalingo Local Government Area of Taraba State, Nigeria.

	Posttest pretest
N	46
Z	-3.912

Asymp. Sig. (2-tailed) 0.000

Source: Field Survey, 2023

Results from Table 3 show the Wilcoxon signed rank test conducted to compare the effect of cognitive behaviour therapy and social skills on the low self-esteem of secondary school students. The results indicate that the difference between pretest scores and post-test scores is statistically significant as indicated by $z = -3.465, p = 0.00 < 0.05$. The magnitude of the difference in the pretest and post-test scores $\frac{z}{\sqrt{N}} = .58$ indicates a large effect size. The median score on low self-esteem decreased from the pretest ($M = 2.40$) to the post-test ($M = 3.10$). This is to say that cognitive behaviour therapy and social skills training have contributed 58% to raising self-esteem. Since the difference between low self-esteem before and after therapy is statistically significant, the hypothesis that cognitive behaviour therapy and social skills do not have a significant effect on the low self-esteem of secondary school students in Jalingo Local Government Area of Taraba State is hereby rejected. That is cognitive behaviour therapy and social skills training have a significant effect on the low self-esteem of secondary school students in Jalingo Local Government Area of Taraba State.

Hypothesis 2

Cognitive behavioural therapy and social skills training do not have significant effect on the low self-esteem of male and female secondary school students in Jalingo Local Government Area of Taraba State.

Table 4

Wilcoxon signed-rank test of the effect of cognitive behaviour therapy and social skills on the low self-esteem of secondary school students in Jalingo Local Government Area of Taraba State.

Cognitive behavioural therapy and social skills training	
Self esteem female – Self esteem male	
N	23
Z	.000 ^b
Asymp. Sig. (2-tailed)	1.000

a. Wilcoxon Signed Ranks Test

b. The sum of negative ranks equals the sum of positive ranks.

Results from Table 4 show the Wilcoxon signed rank test conducted to compare the effect of cognitive behavioural therapy and social skills training on the low self-esteem of male and female secondary school students in Jalingo Local Government Area of Taraba State, Nigeria. The results indicate that the difference between male scores and female scores is statistically insignificant as indicated by $z = 0.000, p = 1.000 > 0.05$. Since the *p-value* is greater than 0.05, the null hypothesis which states that cognitive behavioural therapy and social skills training do not have significant effect on the low self-esteem of male and female secondary school students in Jalingo Local Government Area of Taraba State is retained. That is cognitive behavioural therapy and social skills training have no significant effect on the low self-esteem of male and female secondary school students in Jalingo Local Government Area of Taraba State. The male mean score on self-esteem ($M = 2.97$) is lower than female mean score ($M = 3.14$). This is to say that cognitive behavioural therapy and social skills training are more effective on females than males. The magnitude of the difference in the male and female scores $\frac{z}{\sqrt{N}} = 0.00$ indicates a very small effect size.

Discussion of Findings

This study examined the effect of a combined Cognitive Behavioural Therapy (CBT) and Social Skills Training (SST) intervention on the self-esteem of senior secondary school students in Jalingo Local Government Area of Taraba State, Nigeria. The findings revealed that the intervention significantly improved the self-esteem of the participants, as evidenced by the substantial increase in mean self-esteem scores from the pre-test ($M = 2.33$) to the post-test ($M = 3.10$). The Wilcoxon signed-rank test further confirmed that this improvement was statistically significant ($z = -3.912$, $p = 0.000$). These results indicate that the combined CBT and SST intervention effectively enhanced students' self-perceptions, confidence, and social functioning. The findings are consistent with previous studies that have demonstrated the effectiveness of cognitive and social skills-based interventions in improving adolescent self-esteem. For instance, Kumuyi et al. (2022) found that a combined CBT-SST intervention produced greater improvements in adolescents' behavioural outcomes than either approach implemented separately.

Similarly, Ofole and Ohakwe (2021) reported that social interaction and behavioural interventions significantly improved self-esteem-related outcomes among Nigerian adolescents. The present findings also support the work of Anyamene, Nwokolo, and Ezeani (2015), who found that assertiveness training enhanced the self-esteem of secondary school students, as well as Makinde and Akinteye (2014), who reported that mentoring and assertiveness training improved adolescents' self-esteem through increased social interaction and self-expression. The findings also align with international studies. Ebrahimighahnavieh et al. (2021) reported that CBT significantly improved self-esteem and emotional well-being among adolescents, while Ho et al. (2020) found that CBT-based interventions reduced emotional distress and promoted positive psychological functioning. Collectively, these studies support the view that combining cognitive restructuring with social skills development is an effective strategy for improving adolescent self-esteem.

With regard to gender, the findings showed that both male and female students benefited from the intervention. Although female students recorded a slightly higher mean gain score (0.78) than their male counterparts (0.47), the difference was not statistically significant ($z = 0.000$, $p = 1.000$). This suggests that the combined CBT and SST intervention was equally effective for both genders. The finding is consistent with Ifeonu et al. (2021), who reported no significant gender differences in adolescent self-esteem, and Bleidorn et al. (2016), who found that males and females respond similarly to psychosocial interventions. However, the slightly higher improvement observed among female students may support the suggestion by Katrin and Marcus (2014) that females sometimes respond more positively to counselling interventions due to greater emotional openness and willingness to engage in self-reflection.

Furthermore, the calculated effect size ($r = 0.58$) indicated a large practical effect of the intervention. This demonstrates that the observed improvement was not only statistically significant but also meaningful in practical terms. The magnitude of the effect suggests that the combined CBT and SST programme had a substantial impact on students' self-esteem and psychosocial functioning. This finding strengthens the growing body of evidence supporting integrated cognitive and social skills interventions as effective approaches for addressing adolescent psychological and behavioural challenges in school settings. Overall, the findings of this study provide empirical support for the use of combined Cognitive Behavioural Therapy and Social Skills Training as an effective intervention for improving self-esteem among secondary school students. The results underscore the importance of incorporating structured CBT and SST programmes into school guidance and counselling services as a means of promoting positive self-esteem, emotional well-being, academic engagement, and healthy social adjustment among adolescents.

Conclusion

This study concluded that the combined Cognitive Behavioural Therapy (CBT) and Social Skills Training (SST) intervention is effective in significantly improving self-esteem among secondary school students in Jalingo Local Government Area of Taraba State. The intervention enhanced students' self-perception, confidence, social functioning, and overall psychological well-being, demonstrating its value as a school-based psychosocial support strategy. Although female students recorded slightly higher improvements in self-esteem than their male counterparts, the intervention was statistically effective for both genders. The findings, therefore, highlight the importance of integrating structured Cognitive Behavioural Therapy and Social Skills Training programmes into school guidance and counselling services as a means of promoting adolescents' mental health, positive self-esteem, social adjustment, and educational success.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Educational authorities should institutionalize and support the regular implementation of combined Cognitive Behavioural Therapy (CBT) and Social Skills Training (SST) programmes within secondary schools to address students' self-esteem and other psychosocial challenges.
2. School counsellors should establish systematic screening and assessment procedures to identify students with low self-esteem at an early stage and provide timely counselling and psychosocial support.
3. Capacity-building workshops and professional development programmes should be organized for teachers and school counsellors to equip them with knowledge and practical skills in CBT and SST techniques for effective student support.
4. Intervention programmes should be designed to address the social and emotional needs of both male and female students, ensuring that all students benefit equitably from counselling services.
5. Parents should be sensitized to the importance of supportive parenting practices and positive home environments that foster healthy self-esteem and emotional development among adolescents.
6. Schools should establish peer-support and mentoring programmes that encourage positive social interaction, cooperation, and mutual support among students.
7. Government agencies and educational stakeholders should allocate adequate resources to strengthen school mental health services, including counselling units and evidence-based psychosocial intervention programmes.

Suggestions for Further Studies

1. Future studies should investigate the long-term effectiveness of CBT and SST interventions.
2. Similar studies should be conducted in rural and urban schools for comparison.
3. Researchers should examine the influence of parental involvement on intervention outcomes.
4. Future investigations may explore the relationship between self-esteem, academic achievement, and emotional resilience.

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