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Efficacy of rational emotive education: Enhancing self-esteem by dealing with irrational beliefs

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Abstract---Introduction. Irrational beliefs are unrealistic reasoning processes by which external events are interpreted and through which emotional distress is mediated. Self-esteem is known as the evaluative dimension of the self that includes the feelings of worthiness, pride and encouragement. Rational emotive education (REE) is a preventive-intervention mental health program through which children and adolescents can learn positive mental health concept. The present research has focused on decreasing irrational beliefs and improving self-esteem with help of intervention of REE, and also finding relation of irrational beliefs with self-esteem. Method. Shortened General Attitude and Belief Scale (SGABS; Lindner, Kirkby, Wertheim, & Birch, 1999) and Self-Esteem Inventory (SEI; Coopersmith, 2002) were used for administration purpose. Initially 300 participants were taken and 100 participants were screen out who were high on irrational beliefs and low on self-esteem, and further intervention was applied on them. Results. Repeated measure ANOVA and correlation was computed. Results have shown significant negative correlation of irrational beliefs with self-esteem. ANOVA results also shown positive effect of REE on boosting self-esteem and brought decline in irrational beliefs. The findings of the present research have significant implications in the area of counseling of adolescent students.

Discussion: The present study was conducted to assess the relationship between irrational beliefs and self-esteem, and to see the impact of Rational Emotive Education (REE) on irrational beliefs and self-esteem. The findings revealed that students high on irrational beliefs are low on self-esteem and REE has significant positive effect on lowering irrational beliefs and enhancing self-esteem.

Keywords---Irrational Beliefs, Self-Esteem and Rational Emotive Education.

Introduction

Irrational beliefs are attitudes and values, a person strongly holds about someone or something despite objective evidence, generally available and understood, to the contrary, such beliefs play a significant role in causing emotional disturbances, adjustment problems and faulty interpersonal skills which need to be considered to ease the adjustment with natural changes among them (Chan & Sun, 2020). While most adolescents manage to overcome self-development problems with minimal guidance from parents and other adults (Vernon & Bernard, 2006), however, there are still some teenagers who have not achieved the cognitive development needed to handle a variety of issues such as high irrational beliefs, low self-esteem, adjustment problems with new changes in body and outer environment (Vernon, 2004a). The level of stress because of high irrational beliefs and low self-esteem among school students is increasing day by day due to the complexity of the lessons, high parental and teachers' expectations (Intan, 2007). This is the main problem which teenagers are confronting in present scenarios, where marks of a student are more important than his mental health for teachers as well as for parents. Therefore, such growing up kids live under pressure and become prey of many psychological problems for instance stress, anxiety, depression and suicide (Nucci, 2002). For all these reasons, it is vital to understand these problems which has great impact on education and development of adolescents. There are certain ways, to illustrate cognitive behaviour therapy, problem-solving therapy and other psychoanalytical approaches, to deal with psychological problems but REE is one of the direct and confrontational approach to apply on non-clinical population, moreover it is suitable for school curriculum also (Knaus, 2002). Hence, the handful of studies have shown that rational emotive education is one of the mental health prevention program which can deal with arising self-concept issues, high irrational beliefs and low self-esteem (Nucci, 2020).

Adolescent is a period of transition between childhood and adulthood, the purpose of this stage is the preparation of children for adult roles. The period involves multiple transitions consisting of education, employment as well as transition from one living circumstance to another. Identity crisis, low self-image, negative thinking and stress become rigorous in the adolescent years. The present research covers up two psychological issues: high irrational beliefs and low self-esteem, which creates hindrance in the optimum functioning of these teenagers (Hamidi and Hosseini, 2010).

Irrational beliefs are illogical and rigid thinking which becomes the reason for distorted perception about life. Ellis (1951), who gave the term irrational beliefs, asserted that a human is born and prepared to be rational or irrational, so human can think in a logical way and fit with reality, and may think in distorted and twisted way that exaggerates things and amplify it and may feel very excited for trivial reasons (Bridges & Harnish, 2010). Becoming disillusioned with long-term psychodynamic approaches based on gaining insight into unconscious emotions and drives, Ellis came to the conclusion that people's beliefs strongly affected their emotional functioning. He believed that certain irrational beliefs make people feel depressed, anxious or angry and led to self-defeating behaviors. He called his approach Rational Therapy (RT) at first (1953), then Rational Emotive Therapy (RET) (1961) and later Rational Emotive Behavior Therapy (REBT) (1994). When he presented his theory, the role of cognition in emotional disturbance had not been fully addressed by the field of psychology. Then he formed his theory in reaction to what he saw as the inadequate techniques of psychoanalysis and behaviorism. He attributed the deficiency in the two techniques to their conceptualization of personality and emotional disturbance. Ellis felt that both psychoanalytic and behavior theory failed to explain the role thinking played in emotional disturbance. They ignored how humans originally became disturbed and how they remained disturbed.

According to this theory, the impact of various activating life events (e.g., the death of a close relative; a practical problem; A) on various psychological consequences (e.g., feelings, behavioral, cognitive, psycho-physiological reactions; C) is mediated by information processing (cognitions/beliefs; B). Beliefs can be rational and irrational (B). These beliefs then lead to emotional, behavioral and cognitive consequences (C). Rational beliefs lead to functional consequences, while irrational beliefs lead to dysfunctional consequences. Moreover, Ellis believed that humans do not merely get upset by unfortunate adversities, but also by how they construct their views of reality through their language, evaluative beliefs, meanings and philosophies about the world, themselves and others (Ellis, 2001). Further, Disputation plays an important role for example, if one has held an irrational belief which has caused unhealthy consequences, they must dispute that belief and turn it into a rational belief (D). New Effect means new type of thinking pattern which is the result of disputation of irrational belief into a rational belief, and the person now has healthier consequences of their belief (E) as shown in Figure 1.1.

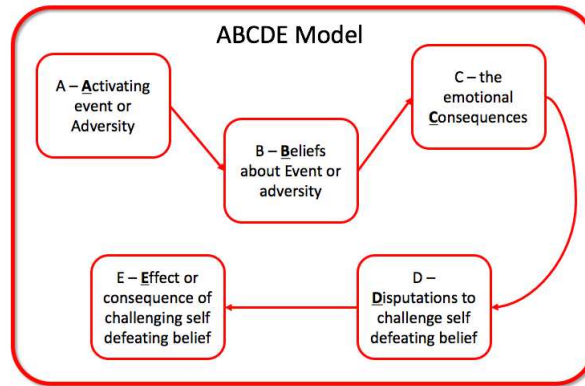


Figure 1.1: shows the ABCDE model of Ellis

Therefore, thinking is considered as a mean for humans to acquire knowledge and experiences that help them through self-realization, completion of goals and control the course of life. Teenage years are the most vulnerable years for confusions, vagueness and disturbances due to biological changes, psychological changes and shift in social roles and responsibilities which become breeding grounds for irrational beliefs and faulty thinking (Cherry, 2019). Further, the faulty thinking is thought to be irrational as it is anti-empirical, self-defeating, illogical and ultimately promotes emotional disturbances. For example, a student thinks that if he fails in a paper then he is good for nothing in whole. Ellis (1994) has been remarkably consistent over the years in his view that there are basically four types of irrational beliefs. These are as following:

- Demanding beliefs (often expressed as musts, absolute should, have to's, oughts, etc): The person is insisting that he gets what he wants or does not get what he does not want.
- Awfulising beliefs (often expressed as 'its awful that...', 'its terrible that...' 'it's the end of the world that...', etc.): The individual who holds beliefs that no good situation could possibly come from this awful state of affairs.
- Low frustration tolerance (LFT) belief (often expressed as "I cannot bear it," "its intolerable," 'it's too hard, etc.): The beliefs that person does not have withstand the negative conditions that he is facing or think that he will encounter.
- Depreciation beliefs: The individual assigns a global negative evaluation to i) oneself (self-depreciation), ii) another person or group of people (other depreciation), or iii) life conditions (life depreciations).

Self-Esteem

Self-esteem reflects an individual's overall subjective emotional evaluation of his/her own worth or the extent to which a person values, approves, appreciates, likes or prizes him or herself. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for instance, "I am competent," "I am worthy") and emotions such as anguish, pride, delight, triumph and shame (Hewitt, 2009). The most broad and frequently cited definition of self-esteem is given by Rosenberg (1965), a sociologist, who described it as a favorable or

unfavorable attitude towards the self. Webster (2021) explained self-esteem as “a reasonable sense of one’s worth.” It is more than just liking the self but it is certainly not narcissism or arrogance. According to Susan Kozak (2020), self-esteem is having confidence in person's value directly linked to all aspects in life such as good relationships, goal-directed behavior, satisfaction and accomplishments. On contrary, low self-esteem makes the person more vulnerable to deal with failures and disappointments of life.

In general, self-esteem is considered as evaluative component of the self-concept; a broader representation of the self that includes cognitive and behavioral as well as evaluative or affective ones such as feelings worthiness, prides and discouragement about self (Newman et al., 1975). One’s self-esteem is closely associated with self-consciousness. While the other component of self-esteem includes construct, which is most often used to refer to a global sense of self worth; narrower concepts such as self-confidence or body esteem are used to imply a sense of self-esteem in more specific domains. Psychologists usually regard self-esteem as an enduring personality characteristic (“trait” self-esteem), though normal variations in state or evaluative self-esteem also exist. So, self-esteem is a disposition that a person has which represents their judgments of their own worthiness.

Self-esteem is a guard against mental pressures that protect individuals from negative events. The person who has high self-esteem is able to encounter with external negative pressuring events and threats with experiencing negative exciting and degradation of mental organization (Kohn, 1994). Self-esteem growth is majorly effected by level of respectful behaviors of important person in individual’s life as well as history of his success in life and for this, efforts has to be made for elevating student’s self-esteem level prior to start any teaching action (Carson et al, 2000).

All in all, it can be said that self-esteem is a potential factor for survival and it needs to be enhanced to excel in the desired field because talent is worthless when there is lack of self-esteem to invest that caliber, that is why it is an important factor with is associated with irrational beliefs and luckily can be enhanced with certain type of techniques.

Rational Emotive Education

Rational Emotive Education (REE) is developed by Willam J. Knaus (2002) for the use in educational settings. REE is a preventive-interventional mental health program through which children and adolescents can learn positive mental health concept and the skills apply to these concepts. The purpose of REE is not to eliminate all emotions but to manage the “hurtful” emotions, such as extreme anger, depression, guilt, and excessive anxiety that interfere with productive behavior and goal attainment by minimizing their intensity (DiGiuseppe et al., 1988). Students gain skills by using rational-emotive principles so they will act in a more appropriate manner and be better able to achieve their goals in life.

As an educational model, REE comprises a systematic scope and sequence of instructional tasks that can be integrated into a classroom curriculum or

implemented as a pullout program. Because REE is a teaching model, academic skills such as reading, writing, spelling, language arts, and problems-solving skills are embedded to assist students with their learning or rational behaviors. REE has also been found to be a practical complement to other social skills training programs because it teaches students how to monitor their self-talk before they make behavioral reactions (Nucci, 2002). REE provides detailed demonstrations of how to teach the use of positive rational mental health concepts in everyday life.

The review of literature related to rational emotive education and its impacts on irrational beliefs was seen and found (Ugwoke et al., 2018) that the rational-emotive intervention program was helpful in decreasing the levels dysfunctional distress and irrational beliefs among participants. An REE intervention employed several techniques such as the ABCDE model to enhance self-esteem and manage dysfunctional distress associated with irrational belief. Some of the strategies used here include problem-solving techniques, cognitive restructuring techniques, and coping techniques (Ogbuanya et al., 2019). Zhaleh, Zarbakhsh, & Faramarzi (2014) have conducted a study on the Iranian female adolescents and demonstrated that REBT/REE approach could reduce levels of depression and irrational beliefs. Ofole & Okoie (2012) have shown that findings were not surprising by given the fact that, REBT has a well-documented efficacy in managing distortions, irrational beliefs and fears attributions, and anxiety which culminates to low self-efficacy and low self-concept on adult population. Thus, it can be concluded that irrational beliefs can have devastating effects on life's every perspective but important thing is that if attention is paid to these irrational beliefs then they can change and it is easy to make life style better.

Review of literature has shown that low self-esteem can lead to many psychological problems. The results of a study ([Wiguna et al., 2020](#)) demonstrated the same view that students low on self-esteem are low on self-confidence too in class, however, data in this study also indicated that rational emotive education approach is effective to enhance self-esteem in students and showed that subjects experienced better changed to the problems of low self-confidence. Furthermore, data from experimental research showed that REBT, as well as other CBT interventions, improve self-esteem (Watson, Gordon, Stermac et al., 2003; Whelan, Haywood & Galloway, 2007), and the outcome is more powerful for therapies when it specifically focused on disputing dysfunctional beliefs linked to a low self-esteem (Nielsen, Horan, Keen & St. Peter, 1996) than on disputing dysfunctional beliefs unrelated to self-esteem.

Low self-esteem is one of the major threat to the well-being of individuals. The review of literature revealed that people low on self-esteem would be high on irrational beliefs. Onuigbo et al. (2020) demonstrated in their study that irrational beliefs are known as a significant predictor of students' self-esteem. Further, results revealed that the four dimensions of irrational beliefs [demandingness (DEM), awfulizing/catastrophizing (AWF), self downing (SD) and frustration intolerance] were related to self-esteem among students. Total irrationality score, as well as three of the four irrational beliefs dimensions (DEM, AWF, and SD), predicted self-esteem significantly in a negative direction for example; high DEM, AWF, and SD accounted for poor self-esteem. Harris & Dryden (2006) have shown

that irrational beliefs influenced mental health of persons and long-term presence of these irrational beliefs caused anxiety and low self-esteem. There are many other studies (Ostadian et al., 2009) which confirmed that outcome of present study that irrational beliefs were negatively correlated with self-esteem and caused many emotional disorders like anxiety and depression. Mohamadian et al. (2014) have done a study on adolescents to see the relationship between irrational beliefs and self-esteem. Findings have shown that there is significant negative relationship between irrational beliefs and self-esteem. Khaledian et al. (2016) were also found negative relationship between irrational beliefs and self-esteem.

In nutshell, it is apparent from the above cited review that the literature of irrational beliefs shed light on the fact that it had close link with self-esteem. Moreover, REE has been an effective program to deal with high irrational beliefs and low self-esteem. The attitudes of approval or disapproval towards self is an important concept which can be effected by irrational beliefs and above mentioned literature has shown it clearly.

Objective:

- To examine the effect of Rational Emotive Education (REE) on irrational beliefs of adolescents.
- To determine the effectiveness of Rational Emotive Education (REE) on different dimensions of self-esteem of adolescents.
- To determine the relationship between irrational beliefs and self-esteem.

Hypotheses:

In the light of the review of literature, the following hypotheses were framed:

- Post-intervention scores of participants on irrational beliefs would be lower than their pre-intervention scores.
- Post-intervention scores of participants on diverse aspects of self-esteem would be higher than their pre-intervention scores.
- It is expected that there would be negative correlation between irrational beliefs and self-esteem.

Methodology

Design

Pearson Product Moment correlation was computed to study the relationship among the variables viz.; irrational beliefs and self-esteem. Repeated measures analysis of variance (ANOVA) was used to check the variability in pre-test and post-test scores of irrational beliefs and self-esteem.

Sample

The sample of the present study comprised of 300 adolescents (150 males and 150 females), randomly selected from different schools of Sangrur district with

due consent from Principals and participants. The age range of the participants was from 15 to 19 years.

Participants were administered the questionnaires of Irrational Beliefs and Self-Esteem. Standardized instructions were given before administering all the scales. After the scoring, participants who were high on irrational beliefs and, low on self-esteem were screened out. Sample of 100 participants (Males= 50, Females= 50) were selected who met this criteria. Further, REE was applied on them and the scores were taken in post-test after readministering all the scales of irrational beliefs and self-esteem.

Measures

- *Shortened General Attitude and Belief Scale* (SGABS; Lindner, Kirkby, Wertheim, & Birch, 1999): It is a brief scale for assessment of multidimensional aspects of irrational beliefs with 26 items to be answered on a five-point scale from *Strongly Disagree* (1), *Disagree* (2), *Neutral* (3), *Agree* (4) to *Strongly agree* (5). Higher score indicated higher irrational beliefs. The test-retest reliability was .65 to .87 with an interval of three days. Internal consistency reliability for overall irrational Beliefs was high ($\alpha = .86$) and for the rest of the sub-scales alpha was .65 to .76.
- *Self-Esteem Inventory* (SEI; Coopersmith, 2002): SEI is self-administered questionnaire, consists of 25 item taken from the Adult Form adapted from School Short Form to be used with persons over fifteen years of age. Answers are given on two points: 'like me' and 'unlike me'. Internal consistency of the scale ranges from .80 to .86 and coefficient for concurrent validity was .30.

Procedure

The study was conducted in 2 phases:

PHASE I: Measures of irrational beliefs and self-esteem were administered in pre-test and scores were procured for the same.

PHASE II: In post-test, 100 participants (high on irrational beliefs & low on self-esteem) were screened out and Rational Emotive Education was imparted to these participants. The training was given to 100 adolescents (50 males and 50 females) in 6 groups with 15-20 participants in each group and 5 sessions were conducted on each group 6th session involved readministration of all the scales. All the sessions were conducted in the class-room of the school premises after the consent of respective Principal. The participants were made to sit comfortably in a semi-circular manner to accentuate interaction among themselves. The planned activities were carried out in the middle space easily. The instructions and modules of the intervention stayed standard for all the groups. After imparting the Rational Emotive education training to participants, re-administration of the measures: Irrational Beliefs and Self-esteem was done. Below is given a brief detail of all the sessions.

<i>Sessions</i>	<i>Techniques</i>
Session 1 (Rapport formation) 1:30 hrs.	I. Rapport Formation
	II. Confidentiality and group rules
	III. Introducing rational, irrational beliefs and discussing their consequences
Session 2 (Challenging irrational beliefs) 1:30 hrs.	IV. Confidentiality and group rules
	V. Introducing rational, irrational beliefs and discussing their consequences
	I. Student activity: challenging irrational beliefs through questioning and by making HTFR diagram
Session 3 (Emotional Expression) 1:30 hrs.	I. "Mr. Head" - A game
	I. Difference between demands and desires
	II. Activity- Many faces of trouble
Session 4 (Role Play and Communication) 1:30 hrs.	I. Activity- Feeling wheel (emotional literacy)
	II. The Expression Guessing Game
	III. Where feelings come from? (thoughts and beliefs about situation)
Session 5 (Self-awareness and motivation) 1:30 hrs.	I. Challenging feeling of inferiority (awareness about self)
	II. The Self-Concept Pin Wheel (Everyone is more than one thing)
	III. Activity- Advertising for the self
	IV. The imperfect person in imperfect world
Session 6 (Re-administration) 2.00 hrs.	I. Follow up and Feedback

Results

The present research was designed to study the relation of irrational beliefs with self-esteem and further to study the effect of Rational Emotive Education program on irrational beliefs and self-esteem. To analyze the association of irrational beliefs with self-esteem, Pearson product moment correlation was computed. Further, to see the effect of REE on irrational beliefs and self-esteem, repeated measure ANOVA was applied.

The statistical findings of the present research for correlation were presented in Table 1.0 and for Analysis of Variance Repeated measures were presented in Tables (2.0 - 3.1). The graphical representations were depicted from Figure 1.0 to 2.0. The results of the present study (Table-1) revealed that there was significant negative correlation between total scores of irrationality and self-esteem ($r = -0.19$, $p < 0.01$).

Table 1.0
Correlation coefficients showing the relationship among irrational beliefs and self-esteem

	<i>Irrational Beliefs</i>		<i>Self-Esteem</i>			
	Totl_irr	Gen.SE	SCH	Soc	Home	Totl.SE
Totl_irr	1	-0.206**	-.048	-.043	-.108	-.191**
Gen.SE		1	.148*	.205**	.311**	.805**
SCH			1	.243**	.171**	.483**
Soc .514**				1		.097
Home .643**					1	
Totl.SE 1						1

*Note: Total irrationality= totl_irr, Total self-esteem=Totl.SE, General self-esteem=Gen.SE, School= SCH, Social environment= Soc, Home= Home. **p<.01, *p<.05*

Further, the present research explored the effect of the Rational Emotive Education (REE) as an intervention on irrational beliefs and self-esteem. For this purpose, repeated measures ANOVA was applied to check the variability in pre-test and post-test scores of irrational beliefs and self-esteem of the participants.

The results of ANOVA (Table 2.0) for the measure of irrational beliefs clearly revealed the statistical difference between pre-test (intervention) and post-test (intervention) scores { $F(1,99) = 31.81, p < 0.01$ } and it was found to be significant. So, the hypothesis 'Post-intervention scores of participants on irrational beliefs would be lower than their pre-intervention scores' gets supported here.

Table 2.0
Repeated Measures ANOVA summary for test scores of Irrational Belief

Source of Variance	SS	df	MS	F
Test Scores (Pre-intervention & 31.81** Post-intervention)	2752.82	1		2752.82
Error	8568.18	99	86.54	

*Note: **p<.01, *p<.05*

Figure 1.0 showed the pictorial representation of the pre-test and post-test scores for the measure of irrational beliefs. There was steep decline in post-test (intervention) scores as compared to pre-test (intervention) scores.

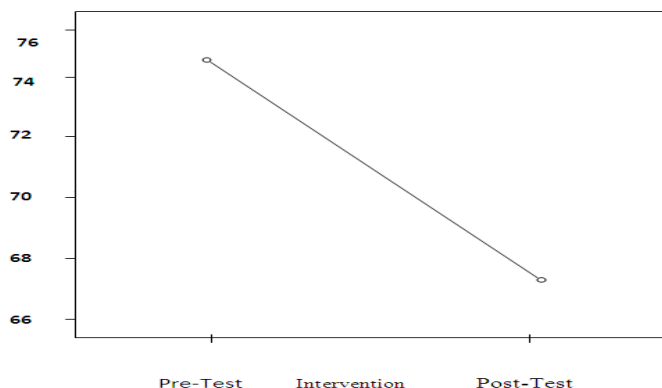


Figure 1.0: Graphical representation of Means for Pre-test and Post-test Scores on measures of Irrational Beliefs

The results of the repeated measures ANOVA summary for self-esteem (Table 3.0) demonstrated the statistical difference between pre-test (intervention) and post-test (intervention) scores { $F(1, 99) = 244.58, p < 0.01$ }, and difference come out to be significant. Hence, the hypothesis 'Post-intervention scores of participants on diverse aspects of self-esteem would be higher than their pre-intervention scores' get proved true here.

Table 3.0
Repeated Measures ANOVA summary for test scores of Self-Esteem

Source of Variance	SS	df	MS	F
Test Scores (Pre-intervention & Post-intervention)	14112	1	14112	244.58**
Error	5712	99	57.69	

Note: ** $p < .01$, * $p < .05$

Figure 2.0 also supported this contention, which represented the scores in graphical form and it further cleared out the picture that there is a steep improvement in the post-test scores of self-esteem of the participants.

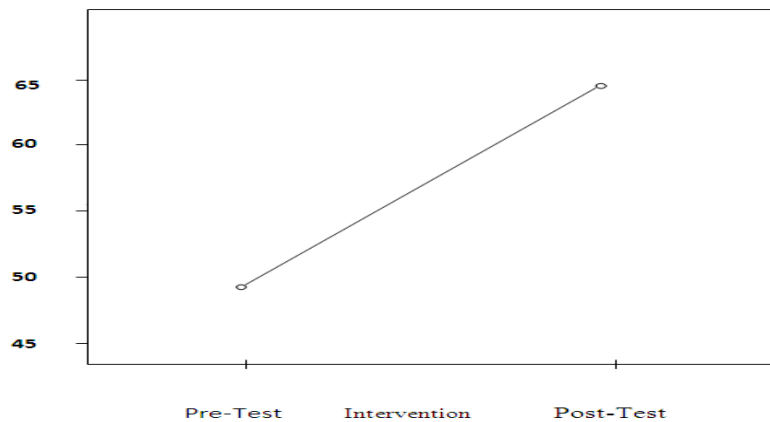


Figure 2.0: Graphical representation of Means of Pre-test and Post-test on measure of Self-Esteem

Discussion

The results of present study support the previous literature that irrational beliefs has negative association with self-esteem. Likewise, findings of this study have shown that individuals high on irrational beliefs are low on self-esteem. Stephenson et al. (2018) explained inverse connections of self-esteem with irrational beliefs in their study. Another study was conducted by Horan (1996) has shown the similar results that students with more irrational beliefs have shown the below average self-esteem. Literature has been devoted in the direction of examining the positive consequences of self-esteem, as well as links between low self-esteem and poor mental health and problematic behavior (Baumeister et al., 2003). Many longitudinal studies highlight the relation between low self-esteem and hopelessness in childhood and a later risk of suicidal ideation in early adulthood which are result of irrational beliefs (McGee, Williams& Nada-Raja, 2001). Orth, Robins and Widaman (2012) cross-lagged analyses proposed that self-esteem was better replica as a cause of various life outcomes. Particularly self-esteem had a moderate effect on lifetime trajectories of affect, mood and depression, small to moderate effects on personal relationship and job satisfaction, and limited effects on health.

Another noteworthy finding of the present study is that Rational Emotive Education (REE) is an effective intervention program to bring a significant decline in irrational beliefs. Findings can be discussed in light of effectiveness of REE intervention. Onuigbo et al. (2020) carried a research and found the rational-emotive program was a succour to bring a decline in irrational beliefs and associated distress among participants. Furthermore, a meta-analysis of REE delivered using educational workshops (Okoiye, et al., 2011) reported medium effects for reducing irrational beliefs and dysfunctional emotions, and a large effect for reducing dysfunctional behaviors. Turner et al. (2014) applied 60 min REBT educational workshop i.e. REE with a team of elite soccer academy athletes and found reductions in total irrational beliefs and components, such as need for comfort, and demand for fairness after the workshop. More recently (Cunningham & Turner, 2016), REBT sessions were conducted with three semi-professional

Mixed Martial Arts athletes on a one-to-one basis, to reduce irrational beliefs, in particular self-depreciation, and increase unconditional self-acceptance. Outcome of the finding showed that two of the three athletes reported decreases in irrational beliefs, self-depreciation, and all three showed increases in unconditional self-acceptance (USA). Moreover, in a detailed case study REBT was applied with a country-level archer across seven sessions (Wood et al., 2016), representing decline in irrational beliefs, and enhanced in rational beliefs, self-efficacy, and perceived control. More specifically, research has shown that REE can reduce irrational beliefs and anxiety in athletes (Turner & Barker, 2013). Thus, rational beliefs help students increase their ability to perform productively in educational setup, and eventually have productive lives in the society.

The final hypothesis was also got proved that REE would help to increase the self-esteem of students. Therefore, it is apparent from findings that participants got benefited so far as Rational Emotive Education (REE) program was concerned. REE program has positive effect on participants' self-esteem and improve their understanding about themselves, others and life. Mahfar et al. (2019) found in their study that self-esteem can be enhanced through the intervention program like rational emotive education. Finding can be discussed in light with study of Chang (2009) who has shown the results on self-esteem and feedback of participants. Results showed that during post-intervention, participants revealed high self-esteem than pre-test. Roghanchi et al. (2013) revealed that social skills and self-evaluation (self-esteem) of group participants in experimental group (REBT) was enhanced. The participants in the experimental group have shown the improvement of their self-esteem, communication skills, and relationship with their friends and dealing with their emotional problems positively. Lim et al. (2007) has conducted a study on school going students to check their level of self-esteem and applied REBT on those with low on self-esteem and results indicated that REBT approach has been found as an effective approach for changing the self-esteem among students.

On the whole, it can be said that individuals got benefited from REE program who were high on irrational beliefs, low on self-esteem. So it has proved that efficacy of REE is high in academic settings and can resolve many issues of adolescents without any hassles. In some developed countries, this type of programs are part of student's curriculum because solely bookish knowledge cannot provide them what they are seeking on that age. For extra support and guidance, it is important to implement some of the basic features of this program.

Significance of the present study can be understood in the light that adolescents were able to understand the importance of rational beliefs in their life because rational thinking helps in interpreting the life events accurately and properly which change their perceptives about life. Family, school and other social system need to respect adolescents' feeling and needs, this respect is not based on certain conditions but on the fact that they are fellow beings and taking care of their natural rights, so encouraging them to express themselves is like gate-keeping for their mental and overall health by virtue of being their parents, guardians and teachers.

As the present study establishes the efficacy of Rational Emotive Education program, the fact gets reinforced that in an ever changing social world, which can be conducive, competitive, manipulative, enhancing or at times, just opposite to it, so a rational person will accentuate one's meaning of existence and turned them in non-anxious, efficacious, a skilled person and a flexible way of leading life add to the endeavor of being a fully functioning person. And above all, being rational rids one off many baseless demands, awfulizing statements, self-doubting and low frustration tolerance. The present research has focused on *implications* pertaining to the relationship of irrational beliefs with self-esteem and rational emotive education which is one of the cognitive behavior therapy and it has helped adolescents to deal with irrational beliefs and low self-esteem. *Therefore*, the program of the rational emotive education (REE) has worked on changing irrational thinking patterns, teaching mental health concept, helping adolescents to cope with socially anxious situation, working to boost self-esteem of adolescents.

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