

Effects of Cognitive Reframe on Depression among Secondary School Adolescents: The Moderating Role of Self-Esteem

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Abstract : This study explored the effect of cognitive reframe in reducing depression among Senior Secondary School Adolescents. It adopted a pre-test, post-test, control quasi-experimental research design with a 2x2 factorial matrix. Participants included 120 depressed adolescents randomly drawn from public Senior Secondary School Two (SSS.II) students in Lagos State, Nigeria. Sixty participants were randomly selected and assigned to the treatment and control groups. Participants in the Cognitive Reframe (CR) group were trained for 8 weeks, while those in the Control group were given a placebo. Two instruments were used for data collection namely: Self - Esteem Scale (SES: Rosenberg 1965: $\alpha = 0.85$), and The Self Rating Depression Scale (SDS: Zung, 1972; $\alpha = 0.87$) were administered at pretest level. However, only the Self-Rating Depression Scale (SDS) was re-administered at post-test to measure the effect of the intervention. The results revealed that there was a significant effect of cognitive reframe training programmes on secondary school adolescents' depression, also there were significant effects of self-esteem on secondary school adolescents' depression. The study showed that the technique is capable of reducing depression among adolescents. It was recommended, amongst others, that Counselling psychologists, Curriculum planners and Teachers could explore incorporating the contents of cognitive reframe into the secondary school curriculum for students' capacity building to reduce depression tendencies.

Keywords : adolescents, cognitive reframe, depression, self - esteem

Conference Title : ICBEP 2016 : International Conference on Behavioral and Educational Psychology

Conference Location : London, United Kingdom

Conference Dates : December 15-16, 2016