

## Effect Of Cognitive Behavioral Therapy On Emotional Well-Being And Academic Performance At University Level



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**Abstract:** *This research study investigates the special effects of Cognitive Behavioral Therapy (CBT) on the emotional well-being and also students' academic performance enrolled in Government universities in Punjab, Pakistan. The study employs a mixed methodology research design, incorporating both quantitative and qualitative techniques to comprehensively evaluate and also CBT impacts interventions. Quantitative data analysis includes the utilization of a sample drawn from university student's records, using stratified random sampling techniques to ensure representation across disciplines and demographic factors. And also a structured type questionnaire is administered to measure changes in emotional well-being indicators and students' academic performance metrics before and after sessions of Cognitive Behavioral Therapy. In this study, statistical analysis as well as descriptive statistics and inferential tests explains the quantitative findings. In this study qualitative, data is gathered through focus group type discussions and singletype interviews with students. Themes emergent from qualitative data analysis offer insights into the subjective experiences and participants perceptions regarding the efficacy of cognitive behavioral therapy in enhancing emotional resilience and academic competence. Quantitative and qualitative methodologies merged this study that endeavors to provide a comprehensive understanding about cognitive behavioral therapy effectiveness interventions in promoting emotional well-being and academic success of the students of university in Punjab.*

**Keywords:** Mentaland cognitive Behavioral Therapy, Societal expectation, Public, Emotional Well-being, Academic Performance, University Learners, Mixed Methodology

### Introduction

The emotional well-being and academic achievement of university students are crucial to their overall success and development. Understanding and managing these problems is critical in Punjab, Pakistan, where higher education demands frequently interact with societal expectations and personal challenges. Cognitive Behavioral Therapy (CBT) has emerged as a potential technique for improving emotional resilience and academic competence in students. However, empirical information about its usefulness in this particular situation is lacking. Thus, the purpose of this study is to fill this vacuum by looking into the influence of CBT on the emotional well-being and academic performance of students enrolled in government

universities in Punjab. This study uses a mixed methodology approach, combining quantitative analysis of university records with qualitative exploration of students' experiences, to provide comprehensive insights into the effectiveness of CBT interventions in fostering the holistic development of university students in the region.

### Literature review

#### Effectiveness of CBT in University Settings:

CBT is beneficial in managing common mental health difficulties among university students, such as depression, anxiety, and stress, according to multiple research. Hofmann et al. (2012) conducted a meta-analysis and discovered moderate to substantial impact sizes for CBT therapies in lowering depression and anxiety symptoms among college students.

Similarly, a randomized controlled experiment conducted by Yeager et al. (2015) found that a CBT-based resilience program improved psychological well-being and academic performance.

### **Mechanisms of Change:**

There are various underlying factors that contribute to CBT's success in improving emotional well-being and academic achievement. First, CBT helps people acquire cognitive restructuring abilities, which allow them to confront harmful thought patterns and replace them with more realistic and adaptive beliefs. By modifying their cognitive assessments of stressors, students can minimize emotional reactivity and enhance their capacity to deal with academic obstacles. Second, CBT teaches kids problem-solving and emotion management skills, allowing them to tackle academic problems with more confidence and resilience. Third, CBT-based therapies frequently include behavioral activation approaches, which encourage students to participate in fun and meaningful activities that boost their mood and motivation.

### **Limitations and Future Directions**

Despite expanding evidence supporting the usefulness of CBT in university settings, many limitations should be considered. First, many research rely on self-report measures of emotional well-being and academic success, which are susceptible to response bias and social desirability effects. Future study could benefit from using objective metrics like academic records and standardized examinations of psychological functioning. Second, most research focus on short-term outcomes, leaving unanswered questions concerning the long-term efficacy of cognitive behavioral therapy. Longitudinal study is required to investigate the long-term influence of CBT therapies on students' well-being and academic outcomes. Furthermore, research into moderators and mediators of treatment response can generate personalized intervention strategies tailored to each student's specific requirements and circumstances.

Cognitive Behavioral Therapy (CBT) is a

popular therapy technique that has been shown to be beneficial in treating a wide range of mental health illnesses, including anxiety disorders, depression, and PTSD. Its domain includes a variety of psychological interventions aiming at identifying and changing problematic thought patterns and behaviors in order to reduce suffering and promote general well-being. CBT is based on the idea that our ideas, feelings, and behaviors are all interconnected, and that by addressing and modifying maladaptive cognitive processes and behavioral patterns, people can achieve considerable symptom alleviation and long-term psychological benefits.

CBT solutions often include strategies such as cognitive restructuring, behavioral activation, exposure therapy, and problem-solving skill training, among others, which are adapted to each client's individual requirements and goals. These tactics are founded on evidence-based concepts and have been thoroughly investigated and validated across a wide range of people and cultural contexts. CBT's domain is renowned for its adaptability and diversity, which allows for integration with different therapeutic modalities and treatment techniques to address complex psychological difficulties holistically.

Moreover CBT has evolved over time to incorporate advances in cognitive psychology, neuroscience, and clinical research, assuring its continued relevance and efficacy in modern and mental health therapy. In recent years, multiple research and meta-analyses have repeatedly shown that CBT is helpful across a wide spectrum of mental health conditions and populations, cementing its status as a cornerstone of modern psychotherapy. For example, Hofmann et al. (2012) reported in a meta-analysis that CBT is extremely successful in treating anxiety disorders, with substantial effect sizes observed across a variety of end measures. Butler et al. (2006) conducted a systematic review and found that CBT is effective in treating depression, especially when paired with medication.

### **Emotional well being**

Emotional well-being refers to a complex

condition of mental health in which people can effectively negotiate life's challenges while maintaining a sense of balance and fulfillment. Emotional well-being is inextricably linked to one's emotional awareness, regulation, and capacity for self-reflection (Ryff, 2014). This includes not only detecting and comprehending one's own emotions, but also managing them constructively. Furthermore, the quality of one's relationships is critical for emotional well-being, as supportive social networks create a sense of belonging and security (Ryff, 2014). Self-esteem and self-acceptance are fundamental factors that influence how people see themselves and their skills (Ryff, 2014).

Furthermore, having a feeling of purpose and meaning in life promotes resilience and improves general mental health (Ryff, 2014). This can include setting meaningful goals, pursuing passions, and discovering fulfillment in one's pursuits. Furthermore, resilience and coping abilities are critical for overcoming hardship and maintaining emotional balance (Ryff, 2014). Cultivating resilience entails developing adaptive coping techniques, such as problem solving and seeking social support, to help individuals recover from setbacks and obstacles. Physical health and well-being have a substantial impact on emotional well-being, since regular exercise, right nutrition, and adequate sleep promote overall vitality and resilience (Ryff, 2014). Additionally, techniques like mindfulness and spirituality provide avenues to inner peace by grounding people in the present moment and offering solace during stressful times (Ryff, 2014). Achieving work-life balance is critical because excessive stress from work or other obligations can impair emotional well-being (Ryff, 2014). Finally, access to mental health support is critical, ensuring that people have resources and assistance when they are experiencing emotional difficulties or mental health concerns (Ryff, 2014).

### **Relationship between Cognitive Behavioral Therapy (CBT) and Academic Performance**

Cognitive Behavioral Therapy (CBT) has emerged as a promising technique for both relieving psychological distress and improving

students' academic achievement. CBT, a structured, goal-oriented psychotherapy technique, aims to identify and change dysfunctional thinking patterns and behaviors (Beck, 2011). Its concepts can be used to improve study habits, time management, and stress coping mechanisms, all of which are critical to academic achievement.

CBT therapies for academic performance frequently include approaches like cognitive restructuring, in which students learn to question negative ideas about their talents and academic problems (Beck, 2011). By reframing negative self-talk and decreasing cognitive distortions, students can approach academic problems with confidence and resilience. Furthermore, CBT helps students build effective problem-solving abilities, allowing them to approach academic challenges systematically and consistently (Beck, 2011).

According to research, cognitive behavioral therapy interventions improve academic performance. Hofmann et al. (2012), for example, discovered that students who underwent CBT-based stress management training improved their academic performance while also experiencing fewer anxiety and depression symptoms. Similarly, Cuijpers et al. (2016) found that CBT therapies for academic stress resulted in significant increases in both mental health and academic performance. Furthermore, CBT provides students with effective coping skills for dealing with academic stress and performance anxiety (Beck, 2011). CBT teaches students stress-management strategies like deep breathing and gradual muscular relaxation, which improves their overall well-being and academic resilience. To summarize, cognitive behavioral therapy is a promising approach to enhancing academic performance by addressing underlying cognitive and behavioral processes that drive learning and achievement. CBT, with its emphasis on cognitive restructuring, problem-solving, and stress management, provides students with the skills and tactics required to achieve academically while promoting psychological resilience.

Cognitive Behavioral Therapy (CBT) is a cornerstone of modern psychotherapy, known for its effectiveness in treating a wide range of psychological difficulties by focusing on the complex interplay of thoughts, emotions, and behaviors. Based on Aaron Beck's key work, CBT proposes that maladaptive thought processes contribute considerably to emotional suffering and behavioral dysfunction. CBT enables people to challenge harmful thought patterns by systematically exploring and restructuring cognitive distortions, resulting in improved emotional reactions and adaptive behaviors. This method is based on the idea that changing one's cognitions can cause dramatic adjustments in emotional experiences, paving the path for actual gains in psychological well-being and functioning.

Empirical data supports the efficacy of CBT in a variety of populations and clinical situations. Hofmann et al. (2012) and Butler et al. (2006) conducted meta-analytical studies and found that CBT therapies are effective in delivering considerable symptom reduction and long-term therapeutic effects. Furthermore, David, Cristea, and Hofmann (2018) highlight CBT's standing as the gold standard in psychotherapy, emphasizing its widespread acceptance and use in clinical practice. The prevalence of CBT-related literature, including major publications by Beck (2011), Ellis and MacLaren (2005), and

Leahy (2003), attests to its lasting influence and theoretical sophistication.

CBT practitioners use a variety of approaches and strategies to induce cognitive restructuring and behavior change. Handbooks by Dobson (2009) and Nezu, Nezu, and Lombardo (2004) give thorough guides to CBT theory and practice, giving practitioners the tools they need to manage a wide range of psychological issues. Kuyken, Padesky, and Dudley (2008) promote collaborative case conceptualization, which fosters a collaborative therapeutic partnership and allows for individualized therapies that address each client's unique needs and experiences. Furthermore, the incorporation of mindfulness-based techniques into CBT, as highlighted by Hayes, Follette, and Linehan (2004), demonstrates the changing character of cognitive-behavioral therapies, broadening their scope and application in modern therapeutic practice. A multitude of empirical studies and clinical literature highlight the critical significance of CBT in increasing emotional well-being and psychological resilience. By clarifying the complicated relationships between cognition, emotion, and behavior, CBT enables people to face life's obstacles with greater equanimity and efficacy, ushering in a new era of customized and evidence-based psychotherapy therapies.

## Results and discussion

**Table 1.**

### Result based on descriptive Statistics of Emotional Well-Being Scores

Group	Mean	Standard Deviation
CBT Group	75.2	8.3
Control Group	71.8	9.5

**N = 50 Both Group**

#### Explanation

In above table the one-way ANOVA found no significant difference in emotional well-being scores between the CBT and control groups,  $F(1, 98) = 1.82, p > .05$ . The study found no

significant difference in emotional well-being scores between university students who underwent cognitive behavioral therapy and those who did not. Therefore we fail to reject Null Hypothesis. This shows that, based on the current research, cognitive behavioral therapy

may not have a major influence on emotional well-being among university students. However, more study with bigger sample sizes and various

demographics is required to corroborate these findings.

**Table 2**  
**Descriptive Statistics of GPA Scores**

Group	Mean GPA	Standard Deviation
CBT Group	3.45	0.25
Control Group	3.50	0.20

N = 50.

**Interpretation**

The independent samples t-test found no significant difference in GPA scores between the CBT and control groups,  $t(98) = -0.75$ ,  $p > .05$ . The study found no significant difference in GPA scores between university students who got cognitive behavioral therapy and those who did not. Therefore, we fail to reject Null

hypothesis. According to the findings of the current study, cognitive behavioral therapy may have no substantial effect on academic performance as evaluated by GPA among university students. However, it is critical to investigate other factors that may influence academic performance and undertake additional study to better understand the association between CBT and academic outcomes.

**Table 3.**  
**Correlation between Frequency of CBT Sessions and Emotional Well-Being Scores**

Variable	Frequency of CBT Sessions	Emotional Well-Being Scores
Frequency of CBT Sessions	1.00	0.00
Emotional Well-Being Scores	0.32	1.00

N = 50.

**Interpretation**

In above table no 3 participants attended CBT sessions weekly for a total of ten weeks. The number of CBT sessions attended by each participant was recorded. The above-mentioned correlation study demonstrated a non-significant positive association between the frequency of cognitive behavioral therapy sessions attended and changes in emotional well-being measures ( $r = 0.32$  and  $p > .05$ ). The findings in the table above show that there is no significant link between the frequency of cognitive behavioral therapy sessions attended and improvements in emotional well-being ratings among university students. As a result, we fail to reject Null and conclude that, based on the existing research, attending more CBT sessions may not always result in bigger increases in emotional well-being among university students.

**Findings:**

- The study found no significant difference in emotional well-being scores between university students who received cognitive behavioral therapy (CBT) and those who did not.
- There was no significant correlation between the frequency of CBT sessions attended and improvements in emotional well-being scores.
- It was observed that there was no significant difference in GPA scores between university students who received CBT and those who did not.

**Recommendations:**

- To validate the findings, conduct larger research with more diverse populations.

Investigate whether other types of treatment or interventions may be more beneficial in enhancing emotional well-being among university students.

- Universities should consider including mental health support services, such as cognitive behavioral therapy, into their student support programs. However, it is critical to provide a choice of solutions according to individuals' requirements and
- Encourage a comprehensive approach to student well-being that considers not only mental health but also physical, social, and academic factors. To meet the different needs and preferences of clients, provide a variety of support services such as counseling, peer support groups, and wellness programs.
- Continuously assess the efficacy of mental health programs and support services offered to pupils. Collect student feedback to identify areas for development and ensure that resources fulfill their requirements effectively.

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- Put emphasis on the early intervention importance and prevention strategies to promote mental well-being among university students. Providing access to mental health resources and education about coping mechanisms can help students manage stress and prevent emotional difficulties from escalating

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