Indian Journal of Psychology Book No.20 2024
ISSN: 0019-5553

COGNITIVE BEHAVIORAL TECHNIQUES AMONG ADOLESCENT SCHOOL STUDENTS

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Abstract
The study investigates the cognitive-behavioral techniques of adolescent school students in increasingly performance-oriented educational environments. Categorized into six key abilities—comprehension, analytical, creative, judging, evaluation, and organizing—the techniques were evaluated through a mixed-methods approach involving diverse groups of students across various educational settings. The findings reveal that students who actively employed these techniques showed significant differences in gender, birth order, and type of school through enhancing their comprehension skills, analytical skills, creative skills, judging skills, evaluation,and organizing skills. Moreover, it is also revealed that there is a significant positive relationship among the dimensions and cognitive behavior techniques. This research indicates the necessity of integrating cognitive behavioral techniques into educational programs to foster critical thinking, creativity, and effective decision-making which will enable the adolescent students to perform well in their academic progress in curricular ad co-curricular activities. By equipping students with these essential skills, educators can enhance learning outcomes and better prepare adolescents for future academic and life challenges, advocating for adopting cognitive behavioral approaches as foundational elements in promoting student success.
Keywords: Cognitive Behavioural Techniques and its six skills, Adolescent students, Academic success.

INTRODUCTION

In today's competitive educational landscape, academic achievement is critical to student success and future opportunities. As adolescents face the complexities of learning, it is essential to equip them with effective strategies that enhance their cognitive abilities and overall performance. Cognitive behavioral techniques (CBT) offer a promising approach to fostering academic skills, critical thinking, creativity, and emotional resilience. These techniques can be categorized into six primary abilities: comprehension, analytical, creative, judging, evaluation, and organizing, each designed to actively engage students with their learning materials and improve problem-solving skills.

This study aims to investigate the cognitive-behavioral techniques amongX. std adolescents, seeking to provide insights into their implementation in educational settings. Ultimately, the findings will contribute to the discourse on innovative educational practices that support student success in an increasingly complex world.

Definition of Cognitive Behaviour:

"*If intellectual training aims to form the intelligence rather than to stock the memory, and to produce intellectual explorers rather than mere erudition, then traditionally education is manifestly guilty of a grave deficiency"*

- *Jean Piaget (1896-1980)*

Cognitive Behavioural Techniques

Cognitive Behavioural Techniques are effective strategies designed to address the relationship between thoughts, emotions, and behaviours. Originally developed for therapeutic purposes. Cognitive Behavioural Techniques have increasingly been applied in educational settings to enhance academic achievement among adolescent school students. Cognitive Behavioural Techniques focus on identifying and changing negative thought patterns that can hinder learning. Cognitive Behavioural Techniques fosters positive self-talk, goal-setting, and effective problem-solving skills by teaching

students to recognize and challenge distortions in their thinking. This approach not only improves academic performance but also enhances emotional resilience and self-esteem.Research shows that students who utilize cognitive behavioural techniques experience higher motivation, better-coping mechanisms for academic stress, and greater engagement in their studies.

The following cognitive behavioural techniques are categorized into six levels for adolescent students:

I. Comprehension

Comprehension refers to the ability of adolescents to understand the relationship between their thoughts, feelings, and behaviours. In CBT, effective comprehension allows them to identify negative thought patterns and their impact on emotional well-being. By grasping these concepts, adolescents can engage actively in therapy and apply learned strategies to manage their mental health.

II. Analytical Skills

Analytical skills involve the ability to break down complex problems and assess various components. In CBT, adolescents use analytical skills to evaluate their thoughts and behaviors critically. They learn to recognize cognitive distortions and assess the validity of their beliefs, which helps them to develop healthier, more rational thinking patterns.

III. Creative Skills

Creativity in the context of CBT involves the ability to think outside the box and explore new ways to approach problems. Adolescents are encouraged to develop creative solutions for coping with stress and anxiety. This may include finding alternative interpretations of situations or developing unique coping strategies, enhancing their problem-solving capabilities.

IV. Judging Skills

Judging skills relate to the ability to make informed decisions based on evidence and reasoning. In CBT, adolescents learn to judge the accuracy of their thoughts and the effectiveness of their coping strategies. This skill enables them to discern which thoughts are constructive and which are harmful, fostering better decision-making in their emotional responses and actions.

V. Evaluation Skills

Evaluation skill refers to the capacity to assess information, ideas, and situations critically. In the context of cognitive behaviour among adolescent, this skill is crucial for their development and decision-making processes. In CBT, adolescents learn to evaluate the effectiveness of their coping mechanisms and the impact of their thought patterns on their mental health.

VI. Organizing Skills

Organizing skills refer to the ability to arrange tasks, manage time, and structure information effectively, which is crucial for adolescents' academic success and personal management. Cognitive behavioural techniques can enhance these skills by promoting effective time management, helping students prioritize tasks and allocate their time wisely. Effective organization can aid in developing structured plans for behaviour change and ensure that adolescents can systematically address their challenges, making therapy more productive.

These cognitive behavioural techniques can be integrated into educational practices to support adolescent students in developing critical thinking skills that contribute to their academic success.

NEED AND IMPORTANCE OF THE PRESENT STUDY

The study of cognitive behavioral techniques among adolescent school students is increasingly vital in addressing the unique challenges they face today. With rising rates of anxiety, depression, and behavioral issues, understanding how Cognitive Behavioral techniques can serve as an effective intervention is crucial. This approach not only enhances students' comprehension of their emotions and thoughts but also fosters the development of analysis skills as they learn to dissect their feelings and behaviors. By engaging in these techniques, adolescents improve their ability to judge situations and make informed decisions, ultimately equipping them with practical skills to navigate academic and social pressures.

Additionally, the educational environment plays a significant role in adolescents' development. Implementing CBT strategies in schools can foster a supportive atmosphere that encourages positive

behavior and academic success. This study aims to explore the adaptability of CBT techniques in diverse classroom settings, emphasizing the importance of evaluation skills. Students can assess their progress and the effectiveness of different strategies, leading to more personalized approaches to their challenges. Furthermore, encouraging creative skills through CBT can help students develop innovative solutions to problems while organizing skills are enhanced as they learn to structure their thoughts and actions effectively.

Ultimately, this research seeks to fill existing gaps in the literature regarding the application of cognitive behavioral techniques in schoolsespecially for XI standard students in Chennai districts.Providing evidence-based insights will contribute to the development of effective mental health interventions tailored for adolescents, promoting a holistic support system that enhances their cognitive behaviour in the learning process. This comprehensive approach addresses immediate needs and prepares students for healthier futures and improved educational experiences.

METHODOLOGY

The present study is a descriptive survey method. The data is collected from 1010 higher secondary students from XI standard students. The data is collected from both male and female higher secondary students. Also, data is distributed to Government, Government-aided aided and Private schools in Chennai district.

RESEARCH QUESTIONS

1. Is there any significant mean difference between male and female higher secondary school students in Cognitive behavior techniques and its dimensions?

2. Is there any significant mean difference between the First order of birth and second and above order of higher secondary school students in Cognitive Behavioural Techniques and its dimensions?

3. Is there any significant mean difference among Government, Government-aided, and Private higher secondary school students in Cognitive Behavioural Techniques and its dimensions?

4. Is there a correlation amongthe dimensions of Cognitive Behavioural Techniques and its total?

FINDINGS OF THE STUDY

Answer to the Research Questions

1. Is there any significant mean difference between male and female higher secondary school students in Cognitive behavior techniques and its dimensions?

Table-1

Significance of mean difference between male and female students in Cognitive behavior techniquesand its dimensions

VARIABLES	GENDER				't' value	Level of Significance
	Male (N=453)		Female (N=557)			
	Mean	S.D	Mean	S.D		
Comprehension	34.23	3.806	35.06	3.919	3.400	**P<0.001**
Analysis Skill	34.21	4.047	34.08	4.416	0.482	P>0.005
Creative Skill	34.56	4.345	34.48	4.642	0.276	P>0.005
Judging Skill	34.36	4.080	34.58	4.673	0.784	P>0.005
Evaluating	35.34	4.289	34.96	4.550	1.389	P>0.005
Organizing Skill	37.96	4.877	37.00	5.498	2.941	**P<0.001**
Overall Cognitive Behavior Techniques Total	210.67	15.900	210.16	17.877	0.473	P>0.005

It is observed from the above table that female higher secondary school students have better comprehension skills than male higher secondary students. It has been observed that it is significant at a 1% level. It is also observed from the above table that male higher secondary students have better

organizing skills than female higher secondary students. It has been observed that it is significant at a 1% level. It is observed from the above table that there are no significant between male and female school student'sin analysis skills, creative skills, judging skills, evaluating, and overall cognitive behavior techniques.

2. Is there any significant mean difference between the First order of birth and second and above order of higher secondary school students in Cognitive Behavioural Techniques and its dimensions?

Table-2

Significance of mean differencebetween students' Birth OrderCognitive behavior techniquesand its dimensions

VARIABLES	BIRTH ORDER				't' value	Level of Significance
	First order (N=151)		The second and above order (N= 466)			
	Mean	S.D	Mean	S.D		
Comprehension	35.65	4.172	34.51	3.846	3.108	**P<0.001**
Analysis Skill	33.54	4.416	34.22	3.956	1.772	P>0.005
Creative Skill	33.36	4.761	34.72	4.398	3.248	**P<0.001**
Judging Skill	33.27	5.087	34.71	4.295	3.419	**P<0.001**
Evaluating	34.21	4.777	35.05	4.406	1.988	**P<0.005**
Organizing Skill	35.27	4.596	38.04	5.632	6.068	**P<0.001**
Over all Cognitive behavior techniques Total	205.31	19.736	211.25	16.164	3.711	**P<0.001**

It is inferred from the above table that first-order higher secondary school students have better comprehension skills than the second and above birth order of higher secondary school students. It has been observed that it is significant at a 1% level. It is also observed from the above table that second-birth-order higher secondary students have better creative skills, judging skills, evaluating, organizing skills, and overall cognitive behavioral techniques than first-order higher secondary school students. It has been observed that it is significant at 1% and 5% levels. It is observed from the above table that there are no significant in first, second, and above birth order concerninganalysis skills.

3. Is there any significant mean difference among Government, Government-aided, and Private higher secondary school students in Cognitive Behavioural Techniques and its dimensions?

Table-3

Significance of mean differencebetween government, Government Aided, and private school students in Cognitive behavior techniquesand its dimensions

VARIABLES	TYPE OF SCHOOL						'F' value	Level of Significance
	GOVENMENT (N=330) (1)		PRIVATE (N=281) (2)		GOVERNMENT AIDED (N=399) (3)			
	Mean	S.D	Mean	S.D	Mean	S.D		
Comprehension	36.19	4.111	33.53	2.974	34.26	3.892	42.777	**P<0.001**
Analysis Skill	34.84	4.741	33.51	3.660	34.00	4.139	7.962	**P<0.001**
Creative Skill	34.78	4.588	35.29	3.994	33.76	4.676	10.416	**P<0.001**
Judging Skill	35.40	4.841	34.31	3.828	33.84	4.317	11.722	**P<0.001**
Evaluating	35.33	4.783	35.80	4.392	34.50	4.084	7.640	**P<0.001**
Organizing Skill	35.79	5.473	39.04	5.363	37.66	4.549	31.631	**P<0.001**
Overall Cognitive Behavior Techniques Total	212.33	21.254	211.48	13.126	208.03	15.152	6.620	**P<0.001**

It is inferred from the above table that Government higher secondary school students have better comprehension skills and Analysis skillsthan Government-Aided school students followed by Private school students. It is observed from the above table that creative skills and evaluationare better in private school students thanin Government school students followed byGovernment-aided school students. It is also observed from the above table thatjudging skills, and overall cognitive behavioral techniquesare better in government school students than private school students followed by government-aided higher secondary school students. It is also observed from the above table that Organising skills are better in Private school students than in Government-Aided school students followed by Government higher secondary school students. It has been observed that it is significant at a 1% level.

4. Is there a correlation between the dimensions of Cognitive Behavioural Techniques and its total?

Table – 4

Correlation among the dimensions and overall total cognitive behavior techniques

Variables and their dimensions	Comprehension Total	Analysis Skill Total	Creative Skill Total	Judging Skill Total	Evaluating Total	Organising Skill Total	Overall Cognitive Behavior Techniques Total
Comprehension Total	**1**	**0.240****	**0.263****	**0.229****	**0.263****	**0.377***	**0.510****
Analysis Skill Total	**X**	**1**	**0.305****	**0.388****	**0.274****	**0.221****	**0.626****
Creative Skill Total	**X**	**x**	**1**	**0.358****	**0.312****	**0.293****	**0.666****
Judging Skill Total	**X**	**x**	**X**	**1**	**0.350****	**0.304****	**0.689****
Evaluating Total	**X**	**x**	**x**	**x**	**1**	**0.366****	**0.676****
Organising Skill Total	**X**	**x**	**x**	**x**	**X**	**1**	**0.633****
Overall Cognitive Behavior Techniques Total	**X**	**x**	**x**	**x**	**X**	**x**	**1**

It is evident from the above table that dimensions of the Overall Cognitive behavior techniques dimension of the students are significantly and positively correlated with each other at 0.01 levels. The strong correlation underscores the importance of integrating training in judging skills within Cognitive Behavioral Techniques to enhance its effectiveness on cognitive behavior among higher secondary school students.

CONCLUSION

This study underscores the significant positive relationship between cognitive behavioral techniques and academic achievement among adolescent school students. The findings reveal that students who engage with its strategies heightened motivation, and better coping skills, highlighting the importance of integrating these techniques into educational practices. By equipping students with effective cognitive and its dimensions, educators can foster a supportive learning environment that promotes both academic success and overall well-being. The study advocates for the incorporation of cognitive behavior techniques as a fundamental element in educational frameworks, preparing students to navigate academic challenges and enhancing their personal development. Future research should further investigate the long-term impacts of Cognitive behavior techniques on various aspects of student life, contributing to a deeper understanding of its benefits in educational contexts.

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