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### Trauma, Abuse & Violence: Thriving for a World Without Torture

# EFFICACY OF COGNITIVE BEHAVIORAL THERAPY AND POSITIVE PSYCHOLOGY INTERVENTION TRAINING BASED ON ACADEMIC STRESS AND TEST ANXIETY OF STUDENTS FROM CAMBRIDGE

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## Background

- Education is a fundamental aspect of an individual's life. A vital tool that can shape an individual and allow the flow of creativity, opportunity, and progress. To illustrate, it is imperative to motivate students especially developing-age, rapidly changing students such as adolescents and help them recognize their strong suits and inadequacies and ways to cope with them

## Objective

- To explore the effect of Cognitive Behavioral Therapy and Positive Psychology intervention trainings on Academic Stress and Test Anxiety among students of Cambridge.
- To explore the differences in the result of Academic Stress and Test Anxiety in experimental and control groups.

## Hypothesis

- Cognitive Behavioral Therapy and Positive Psychology interventions training will decrease academic stress and test anxiety of students from Cambridge.
- There will be a significant difference in comparison of academic stress and test anxiety in experimental and control groups.

## Measures

- Pretests consisted of the administration of Academic Stress Scale and Westside Test Anxiety Scale. For group training intervention, 36 participants were randomly put in two groups. Moreover, participants were further equally divided into experimental and waitlisted control groups. Participants in the experimental group received Cognitive Behavioral Therapy and Positive Psychology intervention training; three 90 minute sessions for three days. Following three days, participants went through the posttest process. In posttest, both the instruments, the scales Academic Stress Scale and Westside Test Anxiety Scale were administered on both groups. After the posttest, the waitlisted control group received the training as well.

- The Academic Stress Scale (Rajendran and Kaliappan, 1990) and Westside Test Anxiety Scale (Driscoll, 2007) was used along with detailed demographic form and informed consent form. The demographic sheet consisted of relevant information about the client such as gender, age, education level, socioeconomic status, family system, birth order, extracurricular activities, anxiety symptoms, cellphone usage, screen time, relationship with teachers, and competency of teachers and employment status of the participant if applicable

## Sample

- In a Pretest-Posttest Experimental Design. Convenient purposive sampling of 36 students A level (n=27), O level (n=9) from Cambridge studying in a private school in Karachi were collected. Participants were randomly categorized into two groups. Experimental and waitlisted control groups.

## Procedure

## Results

**Table 1** Descriptive statistics and paired sample t-test for Test anxiety and Academic stress after intervention Experimental Group (N=19) . Table 1 demonstrates descriptive statistics and paired sample t-test results for pretest and posttest of experimental group participants. The value of *p* is less than .05 therefore the results are statistically significant. The value of Cohen's *d* ( $r=2.9, 1.3$ ) shows the large effect size for TA and small effect size for AS in the experimental group

Variable	Pretest		Posttest		95% CI					
	M	SD	M	SD	T	df	P	LL	UL	D
TA	37.68	3.284	28.37	3.041	19.013	18	.000	8.286	10.345	2.9
AS	99.89	16.855	77.95	15.569	9.087	18	.000	16.873	27.022	1.3

**Table 2** Independent Sample t-test for Difference in Test Anxiety and Academic Stress between Participants of Experimental and Control Groups for the Posttest (N=36). Table 2 shows the independent samples t-test representing the difference between the result of the experimental and control groups for the posttest. The value of *p* is less than .05 therefore the results are statistically significant. Control group has increased levels of Academic stress and Test anxiety as compared to experimental group.

Variables	Experimental Group (n=19)		Control Group (n=17)		95% CI					
	M	SD	M	SD	T	Df	P	MD	LL	UL
TA	28.37	3.041	35.59	1.417	-9.285	26.069	.000	-7.220	-8.818	-5.622
AS	77.95	15.569	90.71	12.464	-2.727	33.618	.010	-12.759	-22.272	-3.245

## Conclusion

- The current study aimed to explore the efficacy of Cognitive Behavioral Therapy and Positive Psychology interventions training on academic stress and test anxiety in Cambridge students. The result of the study showed statistically significant difference in the result of pretest and posttest of the experimental group and control group.

## Limitation

- This current study focused on group training, individual sessions should be incorporated as well. Moreover, there is a culturally specific stressor as the curriculum is standardized globally and should be identified through qualitative analysis. Cross sectional comparison between Pakistani education system, i.e. SSC and HSSC and Cambridge should be inculcated for maximizing potential of the research output

## Implication

- The present findings would be beneficial to academic administration, especially school guidance and counselling teachers. It is vital for policymakers, examination bodies, intellectuals, instructors, career and counseling centers, and the University administrations and institutions to make efforts to conduct workshops or student-based intervention at school level to reduce test anxiety, which will enhance academic and academic achievements.

## References

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