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**Role and Practice of Cognitive Restructuring in Managing Psychological Well-Being of Secondary School Teachers; A Review of Literature**



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## **Role and Practice of Cognitive Restructuring in Managing Psychological Well-Being of Secondary School Teachers; A Review of Literature**

**Grace Wanjiru Gakinya, MA**

Department of Psychology, Kenyatta University

Corresponding Author's email: [mainagakinya@gmail.com](mailto:mainagakinya@gmail.com)

**Dr. Christine Wasanga**

Department of Psychology, Kenyatta University

**Dr. Robert Kipnusu**

Department of Psychology, Kenyatta University

### **Abstract**

**Purpose:** The purpose of the study was to establish the role and practice of cognitive restructuring in managing psychological well-being of secondary school teachers.

**Methodology:** A desktop review research design was applied. The researcher used Google Scholar to track out the essential readings and scholarly publications that would form the basis of their investigation. In order to satisfy the requirements for inclusion, only papers that were published within the prior ten years were considered.

**Findings:** The findings of the study showed that cognitive restructuring has a favorable and significant impact on the psychological well-being of instructors.

**Unique Contribution to Theory, Policy and Practice:** The research found that encouraging psychologists and guidance counselors to employ cognitive restructuring and assertive therapy was one of the most effective ways to reduce depressed tendencies. In addition, reducing levels of stress and burnout as a result of the increased pressure from test-based accountability procedures in teachers should be a primary goal of programs designed to address the psychological health of secondary school instructors.

**Keywords:** *Cognitive Restructuring, Psychological Well-being, Secondary School Teachers.*

## INTRODUCTION

Psychological technique known as "cognitive restructuring" is used to identify unhelpful, erroneous thinking and replace it with more positive, precise thought patterns. As an integral aspect of cognitive behavioral therapy, this way of thinking encourages positive self-talk when faced with a challenging or overpowering scenario. There are many possible phases in cognitive restructuring, including recording the scenario, cataloging negative thoughts that transpired during the circumstance, cataloging emotions that come when experiencing these thoughts, identifying cognitive distortions or errors that may underlie each thought, challenging each concept, and coming up with sensible replies. Rational replies are positive self-statements made in an effort to alleviate distress (Traeger, 2020).

Purdon (2021) argues that cognitive restructuring is the cornerstone of CBTs. Rather than just relying on information that is implicitly obtainable through automatic spatial cognition, memory, and other cognitive processes, as well as learning history, this method treats selected cognitions as hypotheses and examines them in the context of all relevant information. Cognition modulates the emotional and behavioral response to an experience, cognition is accessible and adaptable to change, and the accuracy and utility of cognition is subject to examination; these are the key theoretical foundations driving cognitive restructuring. Only by careful case formulation can the most beneficial targets for cognitive restructuring be identified, which is why these methods are so effective. It takes careful case formulation and effective communication between therapist and client to zero in on the area that has to be restructured.

As a form of cognitive therapy, cognitive restructuring (CRT) entails reorganizing one's way of thinking in accordance with learning theory. The goal of the method is to help people develop less biased evaluation habits and so improve their emotional responses (Ncheke et al., 2021). Early forms of CBT included Albert Ellis's Rational Emotional Therapy (RET), which was followed by Rational Emotional Behaviour Therapy (REBT), and finally Aaron Beck's Cognitive Behavioural Therapy (CBT).

In order to produce more accurate assessments, cognitive restructuring entails first being aware of unhelpful thought patterns by self-monitoring, and then adjusting these patterns by examining their causes and effects. In cognitive behavioral therapy, the term "cognitive restructuring" refers to the overall process of assisting patients in developing new ways of thinking. The therapist can then help the patient replace their flawed and "addictive" beliefs with more rational ones using this method. The client is taught and encouraged to adopt new thought patterns during cognitive restructuring. Reducing the experience of depressive symptoms can be achieved through either cognitive restructuring or assertive therapy, as both lead to changes in cognition and cognition plays a causal role in human behavior (Mitchell, Tafrate and Hogan, 2018).

Teachers have reported significant levels of stress and burnout as a result of the increased pressure from test-based accountability procedures. There is a correlation between teacher stress and

student results, such as absenteeism, burnout, school atmosphere, and the difficulty of managing student conduct. Reducing these consequences may be a primary goal of programs designed to alleviate stress among teachers. Due to stress and worry, the educators in our study have established irrational beliefs, which can be changed through cognitive therapy. Additionally, this research will determine whether or not cognitive restructuring therapy is an effective strategy for addressing the psychological health of secondary school instructors.

## LITERATURE REVIEW

The purpose of Madu's (2012) research was to examine the efficacy of cognitive restructuring and assertive interventions in reducing suicidal ideation among college students majoring in education in Nigeria's Cross River State. The study had a quasi-experimental design. Population size was calculated using 234 students who were showing signs of depression. Out of a total of 234 students, 90 were randomly selected to make up the sample. Both cognitive restructuring and assertive therapy were found to be effective in lowering students' depressed tendencies. The results showed that cognitive restructuring was more successful than aggressive treatment in lowering students' depression. There was a slight distinction, but it was not enough to warrant concern. Cognitive retraining and assertiveness training were equally effective in reducing depression tendencies among male and female students. According to the results, it was suggested that psychologists and guidance counselors be given permission to employ assertive therapy and cognitive restructuring to help decrease students' suicidal thoughts and feelings.

Research conducted by Shikatani et al. (2014) looked into the cognitive processes involved in PEP and whether or not a single session of cognitive restructuring or mindfulness could reduce PEP and its corresponding impact. Fifty-six people diagnosed with social anxiety disorder (SAD) were educated a cognitive restructuring, mindfulness, or control method to help them cope with negative thoughts and then given a speech task designed to elicit PEP. In comparison to the control group, participants in the cognitive restructuring and mindfulness conditions reported considerably lower PEP and higher emotion. In this study, neither the cognitive restructuring nor the mindfulness conditions differed significantly from one another. Lowered probability and cost biases were noted by those in the cognitive restructuring condition. Decreases in PEP were strongly predicted by reductions in cost biases and maladaptive beliefs across all experimental conditions. Methods like cognitive restructuring and mindfulness show promise in reducing PEP and enhancing affect.

In their study, Pan et al. (2017) looked at the impact of group cognitive behavioral intervention (CBI) on the psychological health and post-migration development of Chinese university students in Hong Kong. Forty-two students from the Mainland who had experienced mild to moderate psychological trauma had finished an 8-session CBI group. Tests of mental health had been given before, after, and again three months later. After finishing the CBI group, participants reported considerably lower levels of psychological distress, acculturative stress, negative emotions, and negative thoughts, and increasing levels of positive emotions and postmigration growth. After 3



months, the benefits still lingered. For Chinese university students studying in Hong Kong, CBI groups appear to be a viable intervention strategy for bolstering mental health and fostering post-migration development. Consequences for social workers interacting with Chinese students studying abroad were discussed.

The purpose of the study by Habigzang et al. (2018) was to design and test a cognitive-behavioral therapy-based intervention regimen for battered women. Eleven women were included in the study because they had experienced some form of partner-related violence, whether mental, physical, or sexual. Life satisfaction, anxiety, depression, stress, and PTSD symptoms were measured before and after the 13 sessions of individual psychotherapy. Psychoeducation, cognitive restructuring, gradual exposure to painful memories, issue resolution, and prevention of relapse were all part of the therapeutic procedure. There was a statistically significant decrease in symptoms of despair, anxiety, and stress. Although post-traumatic stress disorder (PTSD) symptoms did not worsen, life satisfaction scores did increase significantly following the psychotherapy. These findings provide preliminary proof that the intervention was successful. This study fills a gap by presenting an evidence-based intervention that might be utilized to qualify the activities of Brazil's public mental health services for treating this population.

Studying the efficacy of cognitive behavioral treatment for battered women, Muthami (2017) looked at cases in the Kibra sub-County of Nairobi County. CBT was effective in reducing anxiety and despair in women who had experienced domestic violence. He also found that the victims' self-esteem, elementary school performance, level of education, and the number of CBT sessions they attended were all related to the success of the treatment.

Cognitive behavioral treatment (CBT) for postpartum depression, posttraumatic stress disorder (PTSD), and anxiety in mothers of premature newborns was the subject of a systematic review by Seiiedi-Biarag, Mirghafourvand, and Ghanbari-Homayi, (2020). The results of the study showed that CBT helped reduce PTSD and anxiety in mothers of premature newborns. Because of the limited number of studies included and the small size of the sample, it is recommended that larger, well-designed clinical trials be conducted to provide evidence for the implementation of interventions affecting psychological distress in mothers of preterm infants in clinical settings.

Students' self-esteem was shown to increase after CBT group therapy that included self-instruction and cognitive restructuring strategies was studied by Chandra et al. (2019). The study employed a quasi-experimental design with a pre- and post-test, as well as a test design with repeated-measures ANOVA, with a sample size of sixteen drawn at random from a pool of seventy-five. The outcomes demonstrated the efficacy of cognitive restructuring and self-instruction technique in enhancing self-confidence.

## **METHODOLOGY**

The research relied on a desktop-based approach. Desk research, sometimes known as "library research," is conducted in an office without any actual fieldwork. The main expenses for desk research are the executive's time, telephone rates, and directories, making it a more cost-effective method than field research. This meant that the study relied heavily on the findings of others. Having easy access to this tertiary source material was facilitated by the library and online journals.

## **RESULTS**

The findings were organized into a variety of research gap categories, including methodological gaps and knowledge gaps.

### **Knowledge Gaps**

Studies by Madu (2012), Shikatani et al. (2014), Pan et al. (2017), Habigzang et al. (2018), Muthami (2017), Seiedi-Biarag, Mirghafourvand and Ghanbari-Homayi, (2020) and Chandra et al. (2019) had knowledge gap. In addition, all the mentioned studies did not establish the role and practice of cognitive restructuring in managing psychological well-being of secondary school teachers. Therefore, the current study seeks to address these knowledge gaps.

### **Methodology gaps**

Studies by Madu (2012), Shikatani et al. (2014), Pan et al. (2017), Habigzang et al. (2018), Muthami (2017) and Chandra et al. (2019) had methodological gap. In addition, all the mentioned studies did not employ desktop review methodology. Therefore, the current study seeks to address these methodology gaps.

## **CONCLUSIONS**

In cognitive behavioral therapy, the term "cognitive restructuring" refers to the overall process of assisting patients in developing new ways of thinking. The therapist can then help the patient replace their flawed and "addictive" beliefs with more rational ones using this method. The client is taught and encouraged to adopt new thought patterns during cognitive restructuring. The results of this study indicate that cognitive restructuring has a beneficial and substantial effect on teachers' mental health.

## **RECOMMENDATIONS**

The study recommended that psychotherapists and guidance counselors be encouraged to adopt aggressive therapy and cognitive restructuring in order to reduce depressed tendencies. Reducing levels of stress and burnout as a result of the increased pressure from test-based accountability procedures in teachers should be a primary goal of programs designed to address the psychological health of secondary school instructors.

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