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EFFECT OF COGNITIVE RESTRUCTURING ON PSYCHOLOGICAL WELL-BEING OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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ABSTRACT
This study investigated the effects cognitive restructuring on psychological well-being of secondary school in Anambra State, Nigeria. The study was guided by five (3) research questions and five (3) null hypotheses stated at 0.05 level of significance. This study employed a quasi-experimental, non-equivalent control group, pre-test – post-test design. The population of this study was 4124 junior secondary school students (JSS2) whereas 90 students were purposively sampled and used for the study. The instrument used for data collection was, psychological Well-Being scale (PWBS). The instrument was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha which yielded a high coefficient of internal consistency of 0.84 and was considered reliable for the study. Data were analyzed using mean, standard deviation and ANCOVA. The findings revealed among others that; exposing students on cognitive restructuring is effective on psychological well-being of both Male and female student although with a slight higher in males. Cognitive restructuring is also effective on the psychological well-being of students on treatment group unlike their counterparts in control group. It was also revealed that cognitive restructuring has significant effect on the psychological well-being of secondary school students. Discussions of the findings were made and the study therefore, recommended that the Ministry of Education should exposed School Principals, Counsellors, Psychologists and form teachers to cognitive restructuring training to enable them improve student's psychological well-being.

Keywords: Cognitive Restructuring; Psychological Well-Being; Secondary School Students.

Introduction
Psychological well-being amount to more than being free from stress and not having other psychological problems; it encompasses a theoretically and empirically derived set of indicators: positive self-perception, positive relations with others, environmental mastery, autonomy, and purpose in life. Ryff (2014) constructed a measure of psychological well-being organised in terms of six subscales: autonomy, environmental mastery, positive relations with others, and

purpose in life, personal growth and self-acceptance.

The promotion of student's psychological well-being is a complex issue facing stakeholders and professionals today. There is a notable interest among health and educational experts to foster the health and psychological well-being of future generations; however, research into student's psychological well-being is limited and non-holistic in its approach. Students' psychological well-being is critical to the success of young people to their future (Saskatchewan Learning, 2015). Clearly, students' psychological well-being is being recognized as a central component in the achievement of effective learning outcomes and is emerging as a priority within education at all levels nationally and internationally. An important question that arises from this emerging interest in student's psychological well-being is what are the factors influencing the enhancement of the student's psychological well-being. Despite gaining interest in psychological well-being of children and adolescents, little is known about students' psychological well-being and the factors that influence it in schools. Actually, one can claim a significant discrepancy between the widely accepted educational values that all students should feel well in school. On the one hand, students' psychological well-being seems to be more important factor for teachers, psychologist and school authorities. In the educational parlance, students' psychological well-being is used interchangeably with mental health, Balance of mind and good judgement; subjective understanding of positive psychological states such as happiness, life satisfaction, and a sense of purpose (Dhanabhakyam & Sarath 2023).

According to Deci and Ryan (2018), psychological well-being has to be further examined in terms of individual as a fully-functioning person. Lack of Psychological well-being has become rampant and exacerbated in many cities especially among secondary school students in Nigeria (World Health Organization, 2020).According to Ekwe (2014) Psychological well-being is derived from the belief that healthiness is more than just a freedom from physical sickness. Psychological well-being is the ultimate goal of human, mirrored by the need to psychologically feel better and is related to individual's feeling about their daily activities and personal feeling disclosure.

Finding ways to improve psychological well-being is an urgent endeavour given that depression, anxiety, lack of attachment and loneliness is a major component of lack psychological well-being and it is the most frequent illness in our public schools, it is a worry to the researcher thereby prompting the search on how to improve student's psychological well-being.

Ryff (2014) constructed a measure of psychological well-being organised in terms of six subscales: autonomy, environmental mastery, positive connections with others, and purpose in life, personal growth and self-acceptance. Ryff (2014) in his work stated that, an individual who exhibits mastery over all the aspect of psychological well-being (Self- acceptance, purpose in Life, positive relationships, personal growth, autonomy and environmental mastery) possesses general self- efficacy.

Students may take part in ventures that may be beneficial or harmful to their psychological well-being. These conditions illustrate the urgent need for

educational policy and programme initiatives to assist students in their journey to psychological well-being. As the well-being phenomenon continues to merge as a priority, the school management undoubtedly needs to promote the psychological well-being of their students.

Psychological well-being of students could be gender sensitive. Gender difference (male and female) is an important variable because it is regarded to be a contributing factor to psychological well-being of secondary school students. Gender has been defined by different scholars. Okeke in Nnamani and Oyibe (2016) described gender as a socially constructed roles and socially learned behaviours and expectations associated with males and females. Gender is the social meaning related with being a male or a female, including the construction of identities, expectations, behaviours, and power relationships that derive from social constructions. It is the scale of physical, biological, mental and behavioural characteristics concerning to and differentiating between the feminine and masculine (female and male) population Adigun,etal (2015). According to Falci (2016), gender affects psychological well-being of students. He described male as bold, assertive, tactful and economical with words while females are also assertive, gentle, and this might affect their psychological well-being by not believing in their ability to get a task completed. There is a lot of research work on gender contrast in self efficacy in which male students obtained high grades and outperform females on the contrary, female students is at par with male students in cognitive restructuring. Students who feel good and functions effectively usually develop a positive thought pattern.

Cognitive Restructuring (CR) is conceptualized as a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts known as cognitive distortion, such as splitting, magical thinking, filtering overgeneralization, magnification and emotional reasoning, which are commonly associated with many mental health disorders (Gladding, 2019).Cuncic (2014) defined Cognitive restructuring as a cognitive-behavioural technique used to identify and correct negative thinking patterns. The technique involves altering negative automatic thought that occur in anxiety-provoking patterns situations. As thoughts are challenged and disputed, their ability to elicit anxiety is weakened. The treatment focuses on changing thoughts in order to adjust psychological and personality problems. Cognitive restructuring involves learning how to think differently, to change fundamental faulty thinking, and replace it with more rational, realistic and perhaps positive thinking to improve psychological well-being. When people are involved in events, they tend to develop automatic thoughts (a mental interpretation) of the situation.

Statement of the Problem

Psychological wellbeing (PWB) indicates the state of individuals feeling good and having effective functioning. The promotion of students' psychological well-being is a complex issue facing health professionals and education experts today. Students' psychological well-being is being recognized as a central component in the overall developmental outcome and is emerging as a priority within education at all levels nationally and internationally.

The poor psychological well-being of students could be link to students' Cognitive restructuring. An important question that arises from this emerging interest in student's psychological well-being is what are the factors influencing student's psychological well-being? More so, the mental health otherwise known as psychological well-being issues of adolescents in secondary school is a major concern for stakeholders like parents, teachers, guidance counsellors and psychologist. This has given rise to studies by scholars on how to improve the psychological well-being and reduce the ugly situation of poor mental health. However, most studies conducted by scholars were mere descriptive studies using adults and in some cases pupils. In Anambra State, effect Cognitive restructuring on psychological well-being of students is not overly known due to shortage of empirical studies on effect of cognitive restructuring on psychological well-being in the area. This knowledge is imperative to stakeholders in order to make informed decisions on how to improve the psychological well-being of students in Anambra state. It is this gap that the present study intended to fill and also the urge to find out the extent to which self- efficacy affects the overall psychological well-being of students prompted this research work. This study therefore, investigated the effect of cognitive restructuring on psychological well-being (PWB) of students in public secondary schools in Anambra State.

Purpose of the Study

The general purpose of this study was to determine the effect cognitive restructuring and cognitive restructuring on psychological well-being of public secondary school students in Ogidi Education Zone of Anambra State.

Specifically, the study sought to:

1 Determine the effect of cognitive restructuring on psychological well-being of (JSS11) secondary school students' in Ogidi Education Zone in Anambra State.

2 Examine the effect of cognitive restructuring on the psychological well-being of (JSS11) secondary school students in the treatment and control groups.

3 Determine the effect of cognitive restructuring on psychological well-being of male and female (JSS11) secondary school students in Ogidi Education Zone in Anambra State.

Research Questions

The following research questions formulated, guided the study:

1 What is the effect of cognitive restructuring on psychological well-being of junior secondary two (JSS11) Students in Ogidi Education zone in Anambra State?

2 What is the effect of cognitive restructuring on the psychological well-being of secondary school two (JSS11) students in treatment and control group?

3 What is the effect of cognitive restructuring on psychological well-being among male and female secondary school students in Anambra State?

Hypotheses

The following Null hypotheses guided the conduct of this study and were tested at .05 level of significance;

1. There is no significant effect of cognitive restructuring on psychological well-being of junior secondary schoolJSS11students in Anambra State.

2. There is no significant effect of cognitive restructuring on psychological well-being of secondary school students in treatment and control groups.
3. There is no significant effect of cognitive restructuring on psychological well-being of male and female secondary school JSS11 students in Anambra State.

Significance of the Study

The study has both theoretical and practical significance. Theoretically, the significance of this study is anchored on Ryff and singer's psychological well-being model. Ryff and Singer's psychological well-being theory is a theory that categorizes psychological well-being. It helps in developing strong believe in one's ability, being able to make inform decision, developing good social relationship, increase in interpersonal relationship, competence, and self-control making one to believe in his/her abilities to get a task completed (Self efficacy). Practically, the work would be of great benefit to the following: Students, School psychologists, teachers, Guidance counsellors, school authorities, parents and stakeholders.

Scope of the Study

This study was delimited to junior secondary school (JSS11) students in the three LGAs that made up Ogidi Education Zone in Anambra State while the content scope was to examine the effect of cognitive restructuring on psychological well-being of secondary school students. Equally, gender as a moderator variable was investigated. The researcher used (JSS2) student as the respondents because they have been psychological exposed and can comfortably answer the questions in the questionnaire.

Research Method

Quasi-experimental research design was used for this study. The rationale for adopting a quasi-experimental design was because it involves human behaviour and may not permits proper randomization of subjects and control of all variables. The treatment groups were exposed to training packages on self- efficacy and cognitive restructuring while the control group was not exposed to treatment. The design is represented as shown overleaf:

Group	Pretest	Treatment Condition	Post test
E1	01	T1	02
E2	01	T2	02
C	01	T-	02

The symbols are explained as follows:
E1: Experimental group (self- efficacy)
E2: Experimental group (cognitive restructuring)
C: Control group (for the two techniques)
01: Pre-test (test that was given before treatment) to both experimental and control group
02: Post-test (test that will be given after treatment) to both experimental and control groups.
T1: Experimental treatment (those that were exposed to self- efficacy)
T2: Experimental treatment (those that were exposed to cognitive restructuring)
T-: Non-treatment for the control group (those that were not exposed to treatment)

Area of the Study

This study was carried out in Ogidi Education Zone of Anambra state. Ogidi Education Zone of Anambra state comprises of three local government areas namely Idemili North, Idemili South, and

Oyi LGA. Ogidi Education Zone has 40 public secondary schools.

Population of the Study
The population of the study was 4124 comprised (1973 male and 2151 female) of all J.S.S II students from the 32 public co-educational secondary schools in Ogidi Education zone of Anambra State.

Sample and Sampling Technique
The sample of this study consisted of 90 (45 male and 45 female) 90 (male and female) junior secondary 11(JSS11) students.

Instrument for Data Collection
The instrument was an adapted instrument titled Psychological Well-being Scale by Ryff (2007).

Validation of the Instrument
The instrument was face and construct validated by three experts, two lecturers in educational foundations, Faculty of Education, ChukwuemekaOdumegwuOjukwu University, and one lecturer from psychology department of NnamdiAzikiwe University, Awka, all in Anambra State.

Reliability of the Instrument
The internal consistency of the instruments; Psychological well-being scale (PWBS), was determine through a trial test study The data collected from the trial test study was then tested for reliability using Cronbach Alpha statistical technique. The reliability is 0.84.

Method of Data Collection
Direct method was used to administer the instrument to the respondents with the help of three research assistants.

Method of Data Analysis
Descriptive statistics such as mean and standard deviation were used to answer research questions. Any mean score from 2.50 and above was regarded as positive while any mean score below 2.49 considered being negative

Presentation of Results
This chapter presents the results of data analysis for the study. The results are presented in line with the research questions and hypotheses that guided the study.

Data Analyses

Table 1: Mean and Standard Deviation of Pre- test and Post-Test Achievement Scores of Cognitive Restructuring on The Psychological Well-Being of Secondary School Students

Variable		Pre test		Post test		
	No	**Mean**	**Std. Dev.**	**Mean**	**Std. Dev.**	**Mean Gain**
Cognitive restructuring	30	31.78	4.64	44.82	5.94	**13.04**
Psychological well-being	30	32.75	5.73	46.58	6.29	**13.13**

Analysis in table 2 showed the mean and standard deviation of pre-test and post-test Psychological well-being achievement scores of students exposed to cognitive restructuring. The table indicated that cognitive restructuring had a pre-test mean achievement score of 31.78 with a standard deviation of 4.64 and post- test mean achievement score of 44.82 with the

standard deviation of 5.94.The difference between the pre-test mean achievement score and post-test mean Cognitive restructuring was 13.04. On the other hand, Psychological well-being had a pre-test mean achievement score of 32.75 with a standard deviation of 5.73 and a post - test mean achievement score of 46.58 with a standard deviation of 6.29. The difference between the pre- test mean achievement score and post -test mean achievement score was 13.83.Thus, exposing students to cognitive restructuring have a positive effect on their psychological wellbeing.

Research Question 2: What is the effect of cognitive restructuring on the psychological well-being of secondary school students in treatment and control group**?**

Table 2: Mean And Standard Deviation of The Mean Of Cognitive Restructuring On The Psychological Well-Being Of Secondary School Students In Treatment Group compare to those Control Group Using Pre-test and Post-Test score.

Variable		**Pre test**		**Post test**		
	No	**Mean**	**Std. Dev.**	**Mean**	**Std. Dev.**	**Mean Gain**
Treatment	30	31.78	6.64	43.91	3.48	**12.13**
Control	30	28.75	6.73	32.61	4.25	**3.15**

Analysis in table 4 showed the mean and standard deviation of pre-test and post-test achievement scores of students exposed to cognitive restructuring on the psychological well-being of secondary school students in treatment and control group. The table indicated that students in the treatment group had a pre-test mean achievement score of 31.78 with a standard deviation of 6.64 and post- test mean achievement score of 43.91 with the standard deviation of 3.48. The difference between the pre-test mean achievement score and post- test mean achievement score of treatment group was 12.13. On the other hands, the control group had a pre-test mean achievement score of 28.75 with a standard deviation of 6.73 and a post - test mean achievement score of 32.61 with a standard deviation of 4.25. The difference between the pre-test mean achievement score and post -test mean achievement score of students in the control was3.15. Thus exposing students to cognitive restructuring have more effect on the psychological well-being of secondary school students in treatment group only.

Research Question 5: What is the effect of self-efficacy and cognitive restructuring on psychological well -being among male and female secondary school students in Anambra State.

Table 5: Mean and Standard Deviation of The Mean of Self-Efficacy And Cognitive Restructuring on The Psychological Well-Being Among Male And Female Secondary School Students In Anambra State

Variable		Cognitive Restructuring		Psychological Well-Being	
Gender	**No**	**Mean**	**Std. Dev.**	**Mean**	**Std. Dev.**
Male	13	36.64	8.84	38.84	9.84
Female	17	32.96	8.81	36.98	7.81

Analysis in table 5 showed the mean and standard deviation of the mean difference of cognitive restructuring on psychological well -being among male and female secondary school students in Anambra State. The table indicated that male students had a mean achievement of 36.64 and standard deviation of 8.84 on cognitive restructuring and 38.84 and standard deviation of 9.84

On the other hands, female students had a mean achievement of 32.96 and standard deviation of 8.81 for cognitive restructuring and 36.98 and standard deviation of 7.81. However, exposing students to cognitive restructuring went a long way to improve the psychological well -being among male and female secondary school students. Thus, there is evidence of male students achieving more psychological well -being than female students.

Hypotheses Testing

Hypotheses 2: Cognitive restructuring has no significant effect on the psychological well-being of secondary school students in Anambra State.

Table 4: Summary of Analysis of Covariate (ANCOVA) on the significant effect in the mean achievement scores of students exposed to Cognitive restructuring on the psychological well-being of secondary school students in Anambra State.

Tests of Between-Subjects Effects

Dependent Variable: Psychological wellbeing

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	49.500[a]	2	24.750	92.812	.000	.873
Intercept	1.254	1	1.254	4.704	.039	.148
Pre-test	17.723	1	17.723	66.462	.000	.711
Cognitive restructuring	1.391	1	1.391	5.216	.003	.162
Error	7.200	27	.267			
Total	345.000	30				
Corrected Total	56.700	29				

a. R Squared = .873 (Adjusted R Squared = .864)

The analysis in table 7 showed the summary of analysis of covariate (ANCOVA) on the significance effect in the mean achievement scores of students exposed to cognitive restructuring on the psychological well -being of secondary school students in Anambra State. The result indicated the cognitive restructuring F-ratio of 5.22 with associated probability value of 0.03.Since the associated probability value of 0 .03 is less than 0.05 set as the significance level, the null hypothesis which stated that there is no

significant effect in the mean achievement scores of students exposed to cognitive restructuring on the psychological well-being of secondary school students in Anambra State was rejected. Thus, the study concluded that cognitive restructuring has significant effect on the psychological well-being of secondary school students in Anambra State

Discussion of Findings

The result revealed that the effective use of cognitive restructuring on psychological well-being among public secondary school students was effective or that exposing students to cognitive restructuring has a positive effect on the students' psychological well-being. This means that cognitive restructuring training techniques are effective on improving the psychological well-being of secondary school students in Anambra State. This finding is in agreement with the study of Noori, Ahadi, Alzakerini and Kraskian (2016) who found a positive and meaningful effect of cognitive restructuring on psychological well-being with psychological hardiness and self-esteem. It also agreed with S. Siddiqui (2015) that also found that there is a positive effect of cognitive restructuring on psychological well-being of primary school pupils. The finding of this study established that cognitive restructuring had positive effectiveness on psychological well-being of students.

Conclusion

Based on the findings of the study, it was found that cognitive restructuring is significantly effective on psychological well-being of secondary school (JSS2) students in Anambra state. Cognitive restructuring is significantly effective on the psychological well-being of students in treatment group but there is no significant effect on their counterparts in control group because they were exposed to group therapy.

Implications of the Findings For psychologists

Findings concluded that there exists a positive effect of cognitive restructuring on the psychological well-being of ((JS11) students in Anambra state. This implies that cognitive restructuring when appropriately applied improves psychological well-being. Therefore, school psychologists and counsellors should regularly teach the students through talks on assembly and in their classrooms those cognitive restructuring tips that will improve psychological well-being of JSS11 secondary students.

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