ABSTRACT

This study investigated the effectiveness of cognitive behavior therapy (CBT) on academic stress among high school students. Depression, low self-efficacy and poor academic performance are related to academic stress. The effect of CBT on these variables is studied. The present study is an attempt to study: whether CBT is effective in decreasing academic stress, depression, and increasing self-efficacy and academic performance? The sample for study included 60 girls and boys of high school students. Subjects were selected randomly based on inclusion and exclusion criteria from a large pool of students (N=400). All the subjects meeting exclusion and inclusion criteria were assessed using a scale for assessing academic stress (Sinha, Mahindra, and Sharma, 2001), children depression inventory (Covacks, 1992), and general self-efficacy scale (Schwarzer & Jerusalem, 1995). Out of 400, 130 subjects met the cut off score criteria of research study (high academic stress, high depression, low self-efficacy and low academic performance). From 130 subjects who met research criteria were randomly assigned to experimental and control group (each group 30 subjects). The experimental group subjects received 13 sessions CBT interventions and the control group received no intervention. Repeated measure analysis of variance showed that there was a significant decrease in academic stress and depression and an increase in self-efficacy and academic performance in post test in the experimental group. Conclusion: Findings indicate that CBT is a useful technique to alleviate of academic stress and depression and to improve of self-efficacy and academic performance among high school students.

Keywords: cognitive behavior therapy, academic stress, depression, self-efficacy, academic performance, high school students.