

Cognitive distortion among Annamalai University students

Rabina Debbarma

PhD Research scholar, Department of Psychology, Annamalai University, Chidambaram, Tamil Nadu, India
Email - rabina.debbarma@yahoo.com

Abstract: *The present study was conducted to find out the level of cognitive distortion among college students. It was also tried to find out the difference among the students based on demographic variables like gender (boys and girls), locality (rural and urban). Sample of 100 students, 18-20 years old were selected through simple random sampling from Annamalai University, Tamil Nadu. Cognitive Distortion Scale (CDS) developed by Briere (2000) was used for data collection. Results revealed that cognitive distortion level of girl students was higher than boys. Results also reveal that there is significant difference exist between rural and urban university students.*

Key Words: *cognitive distortion, gender, locality, university students,*

1. INTRODUCTION:

“Cognition” is a broad term that is defined as both the content of thought and the processes involved in thinking. Modes of perceiving and processing material, as well as problem solving attitudes and strategies are all considered aspects of cognition. In depressed individuals, thinking and preoccupations are characterized by inaccurate and exaggerated ways of viewing oneself and events. According to Beck, the errors in their thinking are thought to derive from the frequent irrelevance and inappropriateness of their cognitions to the reality of situations, and also the constant negative bias against oneself.

Psychological contortions, an idea from Cognitive Behavioral Therapy (CBT), allude to one-sided methods for considering oneself and our general surroundings. The model basically expresses that there are particular (and normal) ways individuals contort their reasoning. These unreasonable musings, irrational thoughts and beliefs (i.e., distortions) will result in problematic emotional states and behavior, like anxiety, low shallowness and depression and relationship conflicts. That’s why you wish to remember of them, in order that you’ll shift your thinking to additional rational and objective thoughts whenever attainable additional rational thinking tends to steer to additional positive emotional and activity experiences.

A cognitive distortion is concept derived from Cognitive Behavioral Therapy (CBT) and it refers to the biased way of thinking about oneself and the world around them. These inaccurate thoughts are usually used to reinforce negative thinking or emotions- telling ourselves things that sound rational and accurate, but really only serve to keep us feeling bad about ourselves.

Psychological contortions are misrepresented or silly idea designs that are accepted to propagate the impact of emotional sickness, particularly despondency and nervousness intellectual twists are contemplations that reason people to see reality incorrectly. These reasoning examples frequently strengthen negative contemplations or feelings. Subjective twists have a tendency to meddle with the way a man sees an occasion. The way a man feels influences how they think: these twisted contemplations can feel negative feelings and lead an individual influenced by subjective contortion towards a general negative point of view toward the world and thusly a depressive and restless mental state. Here and there we reveal to ourselves things that sound sane and precise yet just serve to keep us feeling terrible about ourselves. Numerous understudies distract themselves with useless considerations, for example, "I don't think I'll have the capacity to complete this course, much the same as that time I didn't complete that class" "Regardless of how hard I contemplate, I can't get high evaluations in many courses," "I can't stand this any longer," "I ought to be impeccable in anything I do", "Everybody I experience should like me," "My companions are fruitful as a result of fortunes however I am not," and "My life is not going the way I wish it." Now a day's kin, particularly in our general public today, perseveringly take part in such perspectives without staying alert. Such idea designs don't really fit in with reality. These musings are what are alluded to by various intellectual behavioral advisors as nonsensical considerations, unreasonable contemplations, maladaptive contemplations or psychological bends (Beck and Rector, 1998). These musings make passionate pain, for example, gloom and behavioral dysfunctions that regularly require remedial mediation (Williams and Garland, 2002). Intellectual scholars and advisors have concentrated their consideration on how subjective contortions result in various mental issue, for example, sorrow. Concentrates firmly set up a solid connection between negative considering and discouragement (Williams, and Goodwin, 2010). As indicated by Burns (1989), intellectual bends are overstated nonsensical musings recognized in subjective treatment

and its variations, which as far as anyone knows sustain certain mental issue. Intellectually misshaped masterminds are typically engrossed with their inward contemplations and pressures. They for the most part hold negative or skeptical perspective of self, the world and what's to come. They have a maladaptive conviction framework that fills in as a structure for their comprehension and valuation for issues. They are self centered and might be greatly self basic and hesitant. Depressive individuals are normally not aware of their idea designs and are additionally not mindful of its suggestions on their mental wellbeing (Esbensen and Benson, 2007). The absence of cognizance may bring about a recurrent impact of negative perspectives and wretchedness. Specialists demonstrated that females had more psychological mutilations than guys.

2. METHODOLOGY:

Objectives of the study:

The main objectives of the study are:-

- To find out the level of cognitive distortion among boys and girls university students.
- To find out the level of cognitive distortion among rural and urban university students.

Hypotheses:

Following hypotheses were formulated:-

- There is no significant difference between cognitive distortion among boys and girls university students.
- There is no significant difference between cognitive distortion among rural and urban university students.

Sampling:

The present study was conducted on the sample of 100 (52 boys and 48 girls) college students. Random sampling method was used for data collection.

Tool used:

Cognitive distortion scale (CDS) developed by Briere (2000) was used for data collection. The scale consists of 40 items divided into 5 subscales: self-criticism, self-blame, helplessness, hopelessness and preoccupation with danger with 8 items. Each item is rating at 5 point Likert scale (Never, once or twice, sometimes, often, and very often) and is scored as 1, 2, 3, 4, and 5 respectively. Higher scores on this scale indicate greater degrees of symptomatology. Reliability coefficient for the CDS scales ranged from .89 (for preoccupation with danger) to .97 (for hopelessness). The reliability coefficient for the other subscales were .93 for self-criticism, .92 for self-blame and .94 for helplessness.

3. RESULT AND DISCUSSION:

Table 1

Showing Mean, S.D and t-value of Cognitive distortion scores of boys and girls university students

Gender	N	Mean	S.D	t- test	L.S
Boys	52	69.96	18.457	2.507*	S
Girls	48	78.69	16.150		

*significant at 0.05 level

Table 1 indicates that there is a significant difference between boys and girls cognitive distortions among university students. The mean scores of boys and girls were found 69.96 and 78.69 respectively. Girl's cognitive distortion level is higher than the boy's university students. Similarly S.D scores are 18.457 and 16.150 respectively and t-value is found 2.507, which is significant at 0.05 level and null hypothesis is rejected.

Table 2

Showing Mean, S.D and t-value of Cognitive distortion scores of rural and urban university students

Locality	N	Mean	S.D	t- test	L.S
Rural	62	76.68	18.500	1.830*	S
urban	38	70.03	16.119		

*0.05 significant at 0.05 level

Table 2 results indicate that there is a significant difference between rural and urban college students. The mean scores of rural and urban students were found 76.68 and 70.03 respectively. It shows that rural students cognitive distortion level is high than the urban college students. Similarly S.D scores are 18.500 and 16.119 respectively and t-value is found 1.830, which is significant at 0.05 levels and null hypothesis is rejected.

4. FINDINGS:

The following findings are arrived from the statistical analysis.

- Girl's students have high cognitive distortion level than the boy's university students.
- Rural students have high cognitive distortion level than the urban university students.

5. CONCLUSION:

The present study found that there are significant difference between boys and girls among university students i.e. girl's cognitive distortion level is high than the boy's university students. It is also found that there is a significant difference between rural and urban among university students i.e. rural students are high level of cognitive distortion than urban university students.

6. IMPLICATIONS:

The present study is helpful in understanding the negative cognitive distortions of individuals with respect to gender based differences and depressive symptomology. These findings can help educationists to know about the variables that negatively affects the mental health of the students. Present study will help in taking measure for improving psychological health of university students.

REFERENCES:

1. Ahmadkhani M., Soheili M., and Erfani N. (2013). The Test Anxiety Forecasting based on Cognitive Distortions and Irrational Beliefs. *Life Science Journal*. Vo.10, No.1, P.110-115
2. Best B. J. (1992). *Cognitive Psychology Fourth Edition*. West Publishing Company. Minneapolis/ST. Paul New York Los Angeles San Francisco.
3. Galotti M. K. (2015). *Cognitive Psychology*. www.sagepublications.com
4. Kothari C.R. (2004). *Research Methodology Methods and Techniques (Second Revised Edition)*. New Age International Publications.
5. Kooraneh E. A., Azari S., and Amirsardari L. (2014). The Relationship between Religious Orientation, and Gender with a Cognitive Distortion. *Iran J Psychiatry Behavioural Science*. Vo.8, No.3, p. 84-88.
6. Mangal S. K. (2004). *Statistics in Psychology and Education Second Edition*. PRENTICE-Hall of India Private Limited New Delhi.
7. Nyarko K. and Amissah M.C. (2014). Cognitive Distortions and Depression among under graduate students. *Research on Humanities and Social Sciences*. Vol.4, No.4, P. 2222-1719.
8. Perveen S. (2015). Relationship between Negative Cognitive Style and Depression among University. *Journal of New Horizons in Education*. VO.5, No.4, P. 74-82.