Effects of Emotional Experiences on Cognitive Distortions Among Women: An Investigation from Higher Education Institutions in Pakistan

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Abstract

This study was carried out to understand how women's emotional attachment or detachment with friends, lovers, fiancé, or spouses affect cognitive distortions among them. To gain representative results, 653 female students from six large universities in Pakistan were gaged. A checklist of emotional experiences related to attachment and detachment and a scale of cognitive distortions was utilized. After knowing the extent of emotional experiences and the level of cognitive distortion and based on path coefficient analysis (SmartPLS3), significant relationships between emotional experiences and cognitive distortions were revealed. Multiple emotional experiences showed strong positive correlations with cognitive distortion development: detachment with close friends ($\beta = 0.31$, $p < 0.01$), separation from fiancé/spouse ($\beta = 0.28$, $p < 0.01$), emotional hurt by closest ones ($\beta = 0.35$, $p < 0.001$), and encounters with fake love ($\beta = 0.29$, $p < 0.01$). The model explained 47.2% of the variance in cognitive distortions ($R^2 = 0.472$). Path analysis demonstrated that having no friends or romantic relationships significantly predicted higher levels of cognitive distortions ($\beta = 0.26$, $p < 0.01$). Interestingly, the breakup with the boyfriend showed an inverse relationship ($\beta = -0.22$, $p < 0.05$), suggesting a potential protective effect against irrational thought patterns. Theoretical implications of findings and recommendations are also discussed.

Keywords: Emotional, Experiences, Women, Cognitive Distortions, Cognitive Bias.

Introduction

Emotional experiences are part of life. Generally, stressful experiences are known to have greater potential to influence individuals' lives as compared to positive experiences (Taylor, 1991). The individuals not only remember negative situations with greater clarity, but they also linger on those painful feelings (LaBar & Cabeza, 2006). Those feelings can be either with parents (Ketsetzis et al., 1998; Mo & Singh, 2008), peers (Ryan, 2000), or spouse (Goff et al., 1997; Feeney, 2002). Such as separation from the closest one, breakup, hurt of feelings by others, or divorce (Adelman & Taylor, 2015; Darling et al., 2007; Devi & Mohan, 2015; Jensen, 2000; Smith & Skrbis, 2014). It is observed that university female students, as young adults, experience more emotional states due to love relationships, dating, and conflict with peers or opposite-gender friends (Devi & Mohan, 2015; Jensen, 2000; Adelman & Taylor, 2015). The revolution of love relationships that have been practiced earlier in Western countries (Eshelman & Levendosky, 2012) has made its way into the South Asians' mainstream ethos (Netting, 2006; Poerwandari et al., 2014) where

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dating is unaccepted by both law and culture (Zaidi & Shuraydi, 2002; Allendorf & Ghimire, 2013; Anis, 2018). However, modernization, globalization, exposure to different cultures (Netting, 2006; Yang, 2014), and drama serials have constructed new norms among young South Asians (Poerwandari et al., 2014). Though it is widely discussed in online forums that getting involved in love relationships and dating without marriage is now common among females in major cities of Pakistan (Sheikh, 2018; Zeeshan, 2013), it is not proved by any systematic study. Moreover, it is widely reported that emotional experiences can have more effects on individuals than any other type of experience i.e. financial, physical or legal, etc. (Field et al., 2001; Quatman et al., 2001; Umar et al., 2010). Emotional experiences in terms of separation from a spouse or the closest one are hardly reported for university females in Pakistan. Therefore, the investigation of relationship-related emotional experiences is included in the study. It is important to research because where emotionally stressful experiences are perceived as developing interpersonal skills and providing emotional support (Collins et al., 2009; Debnam et al., 2014), there these experiences can bring serious consequences for the education and mental health of those involved (Eshelman and Levendosky, 2012). Discussing the effects of emotional experiences on the mental state of females, this study progressed with the Social Cognitive Theory of Albert Bandura (1989).

Social Cognitive Theory (SCT)
According to Social Cognitive Theory (SCT), individuals' cognition is developed as a result of social experiences. Diversity in societal practices produces ample differences in the cognitive abilities of individuals (Bandura, 1989). Moreover, life experiences that happen within the same sociocultural situations in a particular region would mean differently for the persons who face them at diverse spans of their life (Elder, 1981). As, economic stress will have dissimilar effects on individuals who are arriving in adulthood than on those who encountered alike situations in childhood period. According to Bandura (1989) major sociocultural vicissitudes i.e. political variations, prospect edifices, technological advancement, economic fluctuations, and military conflicts, can cause significant alterations in lifespans. Sundry fortuitous happenstances tad people mere slightly, some leave long-lasting effects while few shove people into new trails of their life. Most of the social encounters influence behavior via cognitive processes. Cognitive factors regulate the observation of external experiences as well as confer their meaning. It is the process that determines the impact duration, emotional strength, and motivation power, and how their comprehension will be managed for imminent utilization Bandura (1989).
Symbolism in Social Cognitive Theory infers that individuals route and transmute their experiences using imaginal and verbal symbols into reality cognitive models that function as escorts for action and judgment. Individuals take several actions based on their cognition does not essentially mean they are always impartially reality or rational. Rationality is subject to reasoning ability which is not always well established or utilized efficiently. Even if people are well-known for reasoning, they probably make erroneous judgments. They do it when they base reasoning on faulty information or fail to reflect all magnitudes of diverse options (Bandura, 1989). Bandura (1989) further explained that people often misinterpret their experiences through cognitive distortions which lead arousal of erroneous thoughts about themselves, the world, and the future. Whenever they act on their cognitive distortions, which are instinctively logical to them, they are perceived by other people as stupid or silly manners. Moreover, individuals mostly know what they should do, but somehow are wavered by enforcing circumstances or emotional dynamics to behave otherwise (Bandura, 1989). Thus, experiencing serious emotional stress can lead to the development of cognitive distortions among individuals (Fazakas-DeHoog et al., 2017; Jouriles et

al., 2009). Fazakas-DeHoog et al. (2017) revealed negative evaluation of the future, negative evaluation of self, and hopelessness as outcomes of severe emotional disturbance. Additionally, Hunt (1997), and Tudge et al. (2009) also observed negative self-perception as a result of conflicts within interpersonal relationships along with emotional distraction. Bertakis et al. (1998) suspect that females are usually emotionally affected more than males. Theories of human cognitive development targeted capability growth during the early years of formation. SCT takes on important relevance for this work because it provides the best framework that explains the ways in which social experiences Mold cognitive processes. This is particularly true when examining cognitive distortions, wherein the development of these thought patterns is through the interaction of personal experiences and social context. SCT elucidates why similar emotional antecedents may lead to differing cognitive consequences depending upon social and cultural contexts (Schunk & DiBenedetto, 2020). SCT emphasized the sociocultural influences, which seem to provide a great match while examining relationship experiences in the changing social landscape of Pakistan (Rehman et al., 2024), explaining the way traditional cultural values, modernizing influences, and individual backgrounds interrelate through cognitive responses to emotional experiences. SCT's tenets help explain why different kinds of breakups do different things to cognitive distortion (Vaaler et al., 2009). Similarly, the symbolism of SCT cultivates the groundwork for explaining how women internalize and process relationship experiences (Blustein, 2011).

This helps in explaining why such experiences as 'fake love' or 'emotional hurt' lead to specific types of cognitive distortions (Blackledge & Hayes, 2001). All these suggest that such experiences are not only processed as events but, rather, interpreted through cultural symbolic frameworks of meaning (Rehman et al., 2024), and personal ones (Blackledge & Hayes, 2001; Vaaler et al., 2009). Recognition of life-span development is, however, particularly relevant to an understanding of how university-aged women process emotional experiences; it explains why similar emotional experiences have different impacts at different life stages (Barber, 2017). He also highlighted how cognitive processes influence behaviour and assisted in explaining why cognitive distortions arise from emotional experiences leading to certain behavioural patterns that create a cycle of influence between thoughts, emotions, and actions (Leahy, 2017). Thus, the theoretical backbone described here proposes that cognitive distortions should not be regarded purely as individual psychological entities but, instead, as an outcome of interactive phenomena involved in personal experiences, and social relationships (Blackledge & Hayes, 2001; Vaaler et al., 2009), cultural contexts (Rehman et al., 2024), and stages of development or growth (Barber, 2017).

That is why this broad-based theoretical perspective enhances the ability of the study to assess how emotional experiences impact cognitive distortions among Pakistani female university students. However, the fundamental issue of emotional experiences that are faced by females entering adulthood has received little attention. This study based its investigation on social cognitive theory focussing on stressful emotional experiences of females and its effects on cognitive distortions development among them.
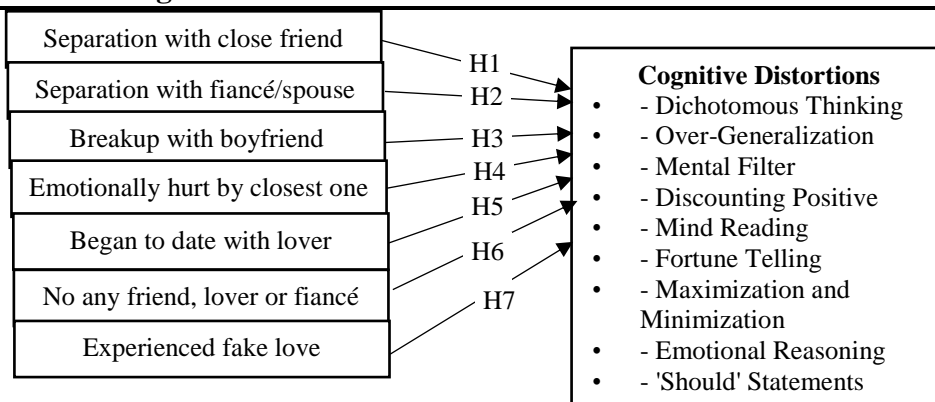
Study Objectives
1. To identify demographic characteristics of female university students who experience severe emotional experiences
2. To identify the nature of emotional experiences that females face frequently
3. To explore the level of cognitive distortions females exhibit
4. To determine the impact of emotional experiences on cognitive distortions among females

Conceptual Framework

Experiences of emotion are content-rich events that emerge at the level of psychological description (Barrett et al., 2007). These are related to social relationships i.e. with friends, family or the workplace (Kitayama et al., 2000; Scherer & Tannenbaum, 1986; Markus & Kitayama, 1991). Jensen (2000) and Baucum and Smith (2004) have briefly described emotional experiences with the association of attachment or detachment with close relationships. According to the theory of attachment, (Feeney, 2002; Mikulincer & Shaver, 2007; Collins & Feeney, 2010) the persons who remained attach to caregiving or closest person, tend to be mentally healthy while separation from the dearest one can trigger mental distress among individuals. There are three types of close relationships covered in this study: Spouse, lover, and friend. Baucum and Smith (2004) explained in their book of psychology that detachment from the dearest one leads to mental distress. According to Jensen (2000), when a person encounters more stressful emotional experiences, the brain loses its capacity to correctly perceive and interpret indirect clues from surroundings; lacks in ability to obtain, store, and access information; is more limited and automatic in giving responses; lack in ability to perceive patterns and relationships; losses capacity to utilize "higher-order" skills of thinking; and tends to overreact upon situation. This is about the development of cognitive distortions among those affected. Cognitive distortion refers to a self-described statement having an inaccurate interpretation or perception of a situation (Beck, 1995; Grohol, 2009; Hiçdurmaz & Öz, 2016).

Beck (1976) set the foundation to study erroneous thoughts and observed these identifiable and predictable thinking errors as the outcome of the wrong process of information which reinforces negative thoughts or emotions (Beck & Weishaar, 1989). Beck's student David D. Burns sustained investigation into the area and expanded the list of cognitive distortions, phrasing them to make them more accessible to the layperson (Burns, 1999). Burns' checklist of cognitive distortions includes all-or-nothing (categorizing experience by extremes), over-generalization (making conclusion on the basis of an isolated situation or an event, then applying that self-generated conclusion on all other events and situation), mental filter (focusing on a negative detail selected from a situation and developing an overall conceptualization), discounting the positives (associating external happenings to the self. it is despite the absence of solid basis behind assuming such relatedness), jumping to conclusion (drawing a negative conclusion in the absence of specific evidence to support that conclusion; "including mind-reading, or assuming that all people view one negatively, and fortune-telling, or arbitrarily predicting negative outcomes"), mind reading (drawing arbitrary conclusions that others are thinking and reacting negatively towards her or him), fortune telling (predicting or foretelling future events and believing own prediction that it is going to be true), magnification or minimization (perceiving the significance of events wrongly), emotional reasoning (using an emotional state predominantly to make conclusions regarding situations, others and own self), "should" statements (having many "should", "must", and "ought" in his or her daily routine and making "should" statements most of the time), labelling (identifying with one's flaws and giving labels by utilizing offensive names), and personalization and blame (internalizing the cause for external events and blaming own self for event even that is beyond one's control) (Beck, 1976; Burns, 1990; Burns, 1999). Cognitive distortions prescribed by Burns (1990, 1999) are the focus in the study. Figure 1 illustrates the hypothetical conceptual framework of the study where emotional experiences (attachment/detachment) are linked with cognitive distortions.

Figure 1: Causes of cognitive distortions

Separation with close friend
Separation with fiancé/spouse
Breakup with boyfriend
Emotionally hurt by closest one
Began to date with lover
No any friend, lover or fiancé
Experienced fake love

H1
H2
H3
H4
H5
H6
H7

Cognitive Distortions
- - Dichotomous Thinking
- - Over-Generalization
- - Mental Filter
- - Discounting Positive
- - Mind Reading
- - Fortune Telling
- - Maximization and Minimization
- - Emotional Reasoning
- - 'Should' Statements

Study Hypotheses

H1: Detachment with close friends develop cognitive distortions
H2: Detachment with fiancé/spouse develops cognitive distortions
H3: Breakup with boyfriend develops cognitive distortions
H4: Emotional hurt by the closest one develops cognitive distortions
H5: Dating with a lover decreases cognitive distortions
H6: Having no friend, lover, or fiancé develops cognitive distortions
H7: Experiencing fake love develops cognitive distortions

Methodology

It was non-experimental quantitative research, in which the independent variable was not manipulated by the researcher, called causal research (Johnson & Christensen, 2012).

Participants

Respondents of the study were females from 6 large universities in Pakistan. A cluster sampling technique was used in a way that all female students from the class, who have completed at least 2 years in university, were selected. There was a total of 653 females, who responded.

Measures

A checklist of emotional experiences related to attachment and detachment was prepared by following the conceptual framework of the study. It was comprised of 7 dichotomous (yes/no) items, approved by field experts. Cronbach's Alpha reliability of the scale was .75.

To measure cognitive distortions, the *Scale of Cognitive Distortions (Sulaiman, 2019)* was used. It is a 48-item four-point likelihood scale (from "Not at all" to "To a great extent"). Cronbach's Alpha of the Scale of Cognitive Distortions was reported 0.90, and Split-half was .84 (Sulaiman, 2019) while in this study, Cronbach's Alpha was .80. The scale was statistically good for its construct reliability and validity as shown in table 1.

Ethical Considerations and Data Collection

A sample of the study was accessed after the written permission of the departmental authority of the selected university. Study respondents' agreement was taken on written informed consent,

where they were informed about the main objective of the study. Confidentiality of the information, provided by them, was also ensured to them, and they could leave to respond to questionnaires at any stage. After informed consent, they were given a set of questionnaires comprised of demographic items (i.e. residential location, faculty, province, and marital status), a checklist of emotional experiences, and a scale of cognitive distortions. They were asked to respond on the checklist of emotional experiences whether they have experienced them in the last two years or not. Scale of cognitive distortions was also a self-administered measure. The researcher was there if respondents needed any explanation.

Demographical characteristics of the respondents who have completed all questionnaires are given in table 1. As per frequency and percentage, there 66% of females lived in urban areas while the remainder (34%) was from rural areas. Faculty-wise distribution of female study participants was as: 4.3% from arts and languages, 34% from social sciences, 19.1% from Management & IT, 23.4% from numerical sciences, 14.9% from life sciences, and the remainder 4.2% was from medical and engineering faculties. A large part responded from Punjab (29.8%), KPK (34%), and ICT (23.4%) whereas only 6.4% of respondents were from each of the provinces Sindh and Balochistan. Among all female respondents, 80.9% were single. Only 10.6% were engaged and 8.5% were married

Table 1: Characteristics of university females who encountered with severe emotional experiences

Demographic	Frequency	Percentage
Residential Location		
Urban	339	66%
Rural	164	32%
Faculty		
Arts & languages	22	4.3%
Social sciences	175	34.0
Management & IT	98	19.1%
Engineering	11	2.1%
Medical	11	2.1%
Numerical sciences	120	23.4%
Life sciences	77	14.9%
Province		
Punjab	153	29.8%
Sindh	33	6.4%
Khyber Pakhtunkhwa (KPK)	175	34.0%
Balochistan	33	6.4%
Islamabad Capital Territory (ICT)	120	23.4%
Marital Status		
Single	416	80.9%
Engaged	54	10.6%
Married	44	8.5%

Data Analysis

Their data was entered into an SPSS sheet and considered for analysis. Frequency was calculated for the demographic characteristics of the respondents who were encountered with any severe emotional experience during their university life. The mean value was calculated for each of the sub-factors of cognitive distortions to determine its level among females. Before going for further analysis, the cases with no emotional experience were filtered out. The screened respondents, who have reported *Yes* on any of the emotional experiences, were 514 (78.7%) in number. Path analysis was used for screened cases in SmartPLS 3 to get the coefficient of emotional experiences with cognitive distortions. PLS algorithm, bootstraping, and blindfolding were utilized to check the validity and adjustment of the model. Hypotheses of the study were rejected/accepted on the base of a criterion range of Path coefficients (β) >=.20, F Square>.02, Q-Square < 1.00, R Square>.30, T Statistics>1.96 and P value< .05, given by Chin (1998).

Results

It is described in the above section that 78.7% of respondents from university females reported one or more experiences of attachment or detachment with their close friend, fiancé/spouse, or lover. Frequency distribution (in Table 2) showed that 419 (64.20%) of study respondents were emotionally hurt by their closest one during their university life. Among all, 41.50% of females started going on dates and 174 (26.70%) have reported experiencing fake love. It is resulted that 142 (21.80%) university female students lost their closest one within the last two years. Some (15.10%) reported a breakup with their boyfriend and very few of them (4.2%) faced separation from their spouse/fiancé. The remainder (8.6%) have no close friend, lover, fiancé, or spouse.

Table 2: Emotional experiences of women

Sr.#	Experience	Frequency	Percentage
1	I am alone (no friend, lover, or spouse)	56	8.60%
2	I faced separation from spouse/fiancé	27	4.20%
3	I began to date	271	41.50%
4	I experienced a break-up with my boyfriend	99	15.10%
5	I lost a friend who was closest to me	142	21.80%
6	My closest ones hurt me emotionally	419	64.20%
7	I experienced fake love	174	26.70%

The level of cognitive distortions was explored by calculating the mean score that has the highest value of 4. It was interpreted as "to an extremely small extent" for 1.75 or below, "to a small extent" for 1.76 – 2.50, "to a large extent" for 2.51 – 3.25, and "to an extremely large extent" for 3.26 or above (Sulaiman, 2019). Mean values in Table 3 show that female university students tend to think dichotomously (M = 1.32) to an extremely small extent. They exhibit discounting positive (M = 2.04), labelling (M = 2.10) mental filter (M = 2.30), and 'should' statements (M = 2.45) to a small extent. Results illuminate that the respondents of the study practice fortune telling (M = 2.73), emotional reasoning (M = 2.80), mind reading and overgeneralization (M = 2.82), self-blaming (M = 3.05) and maximization (M = 3.10) to a great extent.

Table 3: Level of cognitive distortions among women

	Minimum	Maximum	Mean	Std. Deviation
Emotional Reasoning	2.08	3.52	2.80	0.346
Dichotomous Thinking	0.68	1.82	1.32	0.287
Fortune Telling	1.89	3.39	2.73	0.321
Labelling	1.28	2.57	2.10	0.303
Discounting Positive	1.32	2.71	2.04	0.357
Mental Filter	1.50	2.97	2.30	0.374
Maximization	1.93	3.98	3.10	0.637
Self-blaming	2.18	3.66	3.05	0.408
'Shoulds' Statements	1.73	3.03	2.45	0.314
Mind Reading and Overgeneralization	1.59	3.55	2.82	0.441

Impact of emotional experiences of attachment or detachment on cognitive distortions (CD) females was determined by developing path model in SmartPLS software as shown in figure 1.

Figure 1. Effects of Emotional Experiences on Cognitive Distortions
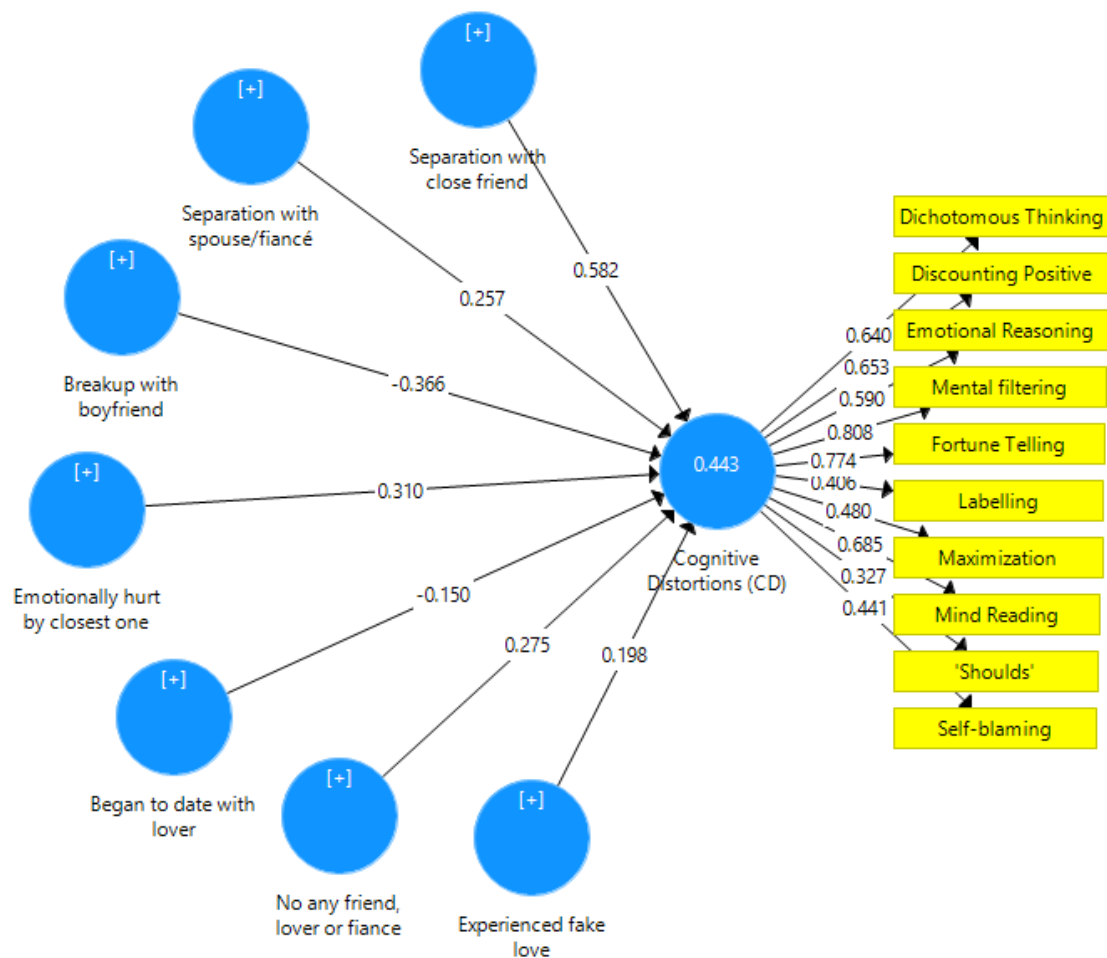
Path coefficient values showed that separation with a close friend has a .58 coefficient with cognitive distortions that were significant at the .01 level. Seemingly, the separation of fiancé or spouse also has a significant positive coefficient with cognitive distortions (β = .26, Sig. = .00). These results supported H1 and H2 which means that the detachment whether it was with a close friend or fiancé, gave rise to cognitive distortions up to moderate level.

The results of emotional experiences regarding romantic relationships result in decreasing faulty thoughts among study participants. When university females began to date lovers, their thinking patterns started basing rationality, however, with low effect. Their breakup with their boyfriend plays a role in diminishing cognitive distortions among females as the path coefficient shows a moderate and significant effect (β = -.36, Sig. = .03). Results regarding the effects of breaking up in romantic relationships did not support H3. Results of other experiences, such as being emotionally hurt by the closest one and experiencing fake love supported H4 and H7 as the path coefficients showed the significant positive relationship of these experiences with cognitive distortions (β = .31, Sig. = .04 and β = .20, Sig. = .05 respectively). Having no particular type of emotional relationship i.e. friend, lover or fiancé also showed an increase in cognitive distortions at a moderate level (β = .27, Sig. = .02) which supported H6 of the study. The developed model of the effects of emotional experiences on cognitive distortions was fit by following the criteria (SRMR range between .05-.08, NFI > .50) given by Nunnally and Bernstein (1994) and Hair et al. (2010).

Table 4: Model Statistics: Impact of emotional experiences on cognitive distortions

Path	β	T	Sig.	F^2	R^2	Q^2	SRMR	NFI
Separation with close friend > CD	.582	3.77	.00	.274	.44	.12	.07	.59
Separation with fiancé/spouse > CD	.257	3.32	.00	.115				
Breakup with boyfriend > CD	-.366	1.84	.03	.045				
Emotionally hurt by closest one > CD	.310	1.60	.04	.058				
Began to date with lover > CD	-.150	1.68	.09	.022				
No any friend, lover or fiancé > CD	.275	2.32	.02	.097				
Experienced fake love > CD	.198	2.17	.05	.061				

Construct reliability of the scale of cognitive distortions was above .80 and validity was above .55 in the Path model as shown in table 5.

Table 5: Construct Reliability and Validity of Scale of Cognitive Distortions

Scale	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Cognitive Distortions	.798	.842	.844	.587

Discussion

Emotional experiences of females are perceived as affecting them more strongly than physical encounters (Field et al., 2001; Umar et al., 2010). Considering the mental health of women in the higher education sector resulting from emotional experiences, this study had the main objective of knowing the extent of emotional experiences related to attachment and detachment with close relationships. Furthermore, it was carried out to investigate the effects that emotional experiences have on faulty thought patterns among females. The previous study showed in terms of failure in relationships individuals especially women experience low morale which has been also categorized by feelings and thoughts of failure, resentment, anger, guilt, discouragement, blame, indifference, constriction of perspective, withdrawal, and isolation (Schwartz & Will, 1953).

The findings of the study posed that females in higher education when facing failure in close relationships with friends or spouses, showed biased thoughts about themselves, the world, and the future. Results are assimilated with the discussion by Marton and Kutcher (1995) that the feelings of being a failure and unworthy in relationships imitate women's lowered self-esteem which had subsidized toward the greater inability to function effectively; as they have become more discouraged with themselves and continued to fail with friends, relatives, spouse and other close relations; they became more discouraged when they continuously come to fail, which are rooted by cognitive distortions (Marton & Kutcher, 1995). Based on the results of the study, the researchers concluded there was a relationship between multiple factors of emotional experiences (e.g. detachment with friends and spouse, breakup or emotional hurt) and cognitive distortion, which highly leads to greater introversion, a lack of social self-confidence and more severe symptomatology). The literature also highlights an association between high intensity of attachment and detachment-related factors and severe cognitive distortions in women (Marton & Kutcher, 1995).

These findings reveal several important patterns in the emotional-cognitive relationship among Pakistani female university students. First, the stronger impact of formalized relationship dissolutions (fiancé/spouse) than informal relationships suggests that social legitimacy plays a central role in processing emotions. Second, the protective effect of boyfriend breakups indicated a development of emotional resilience in managing non-traditional relationships. Third, the high impact of fake love experiences ($\beta = 0.29$) underlines the vulnerability of young women in between traditional expectations and modern relationship dynamics. These patterns reflect an increasingly complex psychological adaptation of the young woman in a rapidly changing social ecology wherein traditional values meet modernizing influences. The findings further go on to reveal that the emotional support system and mental health interventions in Pakistani universities need to be informed by such unique social-cultural dynamics to address students' psychological well-being.

Results of the study also illustrated the development of cognitive distortions among women, after they were emotionally hurt by the closest one. As earlier this relationship was measured by Roberts (2015) to examine whether or not female participants (with and without emotional hurt process) differed on entire levels of cognitive distortions which suggested that though a significant dissimilarity exists among females, overall ratifications of cognitive distortions, the degree of the consequence was comparatively small. On average, females with emotionally hurt processes endorsed a statistically greater level of distorted thinking than females without experiencing such emotions. This sample also revealed that females are more prone to experience cognitive distortions (Roberts, 2015). In this study, emotional experiences with respect to romantic relationships are found to decrease faulty thought patterns among females.

Cognitive theory suggests that cognitive distortions are commonalities between the pathology and aetiology of emotional experiences. Cognitive distortion arises when persons interpret or process situations or external information based on maladaptive directions, schema, or assumptions (Bandura, 1989; Young et al., 2003). The findings of Young et al. (2003) inferred that due to extreme emotional experiences, biased negative thinking may obstruct an individual's ability to accept a cheerful outlook on life or adopt a humorous. So either in the way of regulating emotions or surviving stress, thereby both have been resulting in higher cognitive distortions (Rnic et al., 2016). For instance, the end of the romantic arrangement relationship, it accompanies an uncommon pain that is hard to oversee. The one-of-a-kind nature of sentimental breakups, and what causes them to vary from different misfortunes, is the way they profoundly affect our consideration about ourselves and what's to come (Baddeley, 2009). These models are established in psychological bends as cognitive distortions, and for certain women, getting captured in negative thinking traps after a separation or breakup prompts longer enduring manifestations of gloom, depression, tension, sleep disturbance, anxiety, and general pressure.

Conclusion

As per findings and literature, researchers may conclude that when women face obstacles, painful and hurting emotions go along with their relationships. Their thoughts and feelings are more likely to be influenced by stronger negative emotions which may result in them dwindling to have faith in a cognitive distortion. One or two isolated instances are sufficient to make a general rule or an irrational statement about something. It is worth detecting those women, when they experience detachment from close friends, fiancé, or spouse, are emotionally hurt by their closest one, or encounter fake love, the level of cognitive distortions rises among them. As the Southeast culture discourages making relationships with the opposite gender without marriage, the breakup with the boyfriend results in a decrease in irrational thought patterns among women.

Theoretical Implications

Facts informed by this study proposed several theoretical implications. Firstly, the Social Cognitive Theory was not tested on females having extreme emotional experiences regarding relationships, especially in the higher education context of Pakistan. Thus, this study has empirically extended the application of SCT in a South Asian developing nation. Secondly, the findings of the study have widened the literature discussion which was lacking in knowledge regarding the effects of romantic relationship experiences, attachment, and detachment, and their role in increasing or decreasing faulty thought patterns among females.

Suggestions

Researchers are most agree that future research needs to address these issues in our culture in more detail. If someone is handling these situations and positions more effectively, what thoughts and feelings would sustain their additional effective strategy and tactic in dealing with it? Because research suggests that some treating distortions can be functional or serve a purpose for preserving optimistic mental health. Finally, researchers suggest that there must be some cognitive strategies by research, seminars, or workshops to help women identify these distortions, and develop reality-based and healthier thinking about detachment from close friends, detachment with fiancé/spouse, Breakup with boyfriend, emotional hurt by closest one, dating with lover, having

no any friend, lover or fiancé, experiencing fake love process, which can help speed up their healing and get them moving in a more constructive, practical and productive direction.

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