EFFECTS OF MOTIVATIONAL INTERVIEWING AND MINDFULNESS-BASED COGNITIVE THERAPIES ON ACADEMIC BURNOUT AMONG EXTRA-MURAL STUDENTS IN EKITI STATE, NIGERIA

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CERTIFICATION

This is to certify that this research work was carried out by OGUNMILUGBA, Bamidele Joke, with Matriculation Number 154221, in the Department of Guidance and Counselling, Faculty of Education, University of Ibadan, Nigeria.

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DEDICATION

This work is dedicated to the Most High God, who in His infinite mercies endowed me with divine wisdom to embark and complete this programme. I adore you Lord

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<div align="right">Bamidele Joke OGUNMILUGBA</div>

ABSTRACT

Academic burnout is a mental and emotional fatigue state caused by continuous stress among extra-mural students. This syndrome is usually caused by repeated failure and overload of work in the school, which eventually leads to high dropout rate, truancy and failure. Academic burnout hinders academic success of students, as it truncates their advancement in moving to the next academic stage. Previous studies focused largely on predictors of academic burnout of in-school adolescents, while little attention was paid to extra-mural students. This study, therefore, was designed to determine the effects of Motivational Interviewing Therapy (MIT) and Mindfulness-Based Cognitive Therapy (M-BCT) on academic burnout among extra-mural students in Ekiti State, Nigeria. Moderating effects of academic self-efficacy and goal setting were also examined.

The study was anchored to Deci's Self-determination Theory, while the pre-test-post-test control group quasi experimental design with 3x3x3 factorial matrix was adopted. Three extra-mural centres were randomly selected in Ekiti State, while the simple random sampling technique was used to select participants from each of the remedial study centres. The remedial centres were randomly assigned to MIT (29), M-BCT (51) and control (25) groups, making a total of 105 participants. The instruments used were Academic Burnout Indicator Inventory (for screening – α=0.92), Maslash Academic Burnout (α = 0.70), Academic self-Efficacy (α= 0.86) and Goal Setting (α=0.80) scales and instructional guides. Data were subjected to descriptive statistics, Analysis of covariance and Scheffe post-hoc test at 0.05 level of significance.

Participants' age was 22.14±3.15years. The majority of the participants were female (61.5%). There was a significant main effect of treatment on academic burnout of the participants ($F_{(2;84)}$= 140.13. partial η^2=0.77). The participants in the control group (111.04) had the highest mean scores on academic burnout, followed by the M-BCT (88.20) and the MIT (61.59) groups. There was no significant main effect of academic self-efficacy and goal setting on academic burnout. There was a significant interaction effect of treatment and goal setting on academic burnout ($F_{(2;84)}$ = 3.93, partial η^2 = .16), in favour of the participants with high goal setting from the MIT group. There was a significant interaction effect of academic self-efficacy and goal setting ($F_{(3;84)}$ = 3.78, partial η^2 = 0.12), in favour of the participants with high self-efficacy and high goal setting from the MIT group. The two-way interaction effects of treatment and academic self-efficacy and the three-way interaction effects were not significant.

Motivational interviewing and mindfulness-based cognitive therapies reduced academic burnout among extra-mural students in Ekiti State, Nigeria. Counselling psychologists and other help professionals should adopt these therapies.

Keywords: Academic burnout, Extra-mural students in Ekiti State, Motivational interviewing and Mindfulness-based cognitive therapies

Word count: 419

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

Education, in every nation of the world, could be considered as the societal development springboard. United Nations Educational Scientific and Cultural Organization (UNESCO) noted that twenty-six per cent of a country's annual budget should be budgeted to the education sector. A poorly managed educational system indicates negative results to the developmental struggles of many nations (Famade, 2012).There is the general view that the educational standards of Nigerian are dropping and there is moral decadence (Arong and Ogbadu, 2010).

The results of external examinations, such as those conducted by the West Africa Examination Council (WAEC), National Examinations Council (NECO) and Joint Admission and Matriculation Board (JAMB), are usually discouraging. Parents, students, government and the society at large are feeling the negative impact. This usually makes many Nigerian post-secondary school students retire to extramural classes, remedial classes, "miracle centres" and coaching centres, as government public secondary schools will not re-register any of the affected students to the secondary school setting again.

Many young people who desire to attain certain educational levels so as to become self-reliant are often frustrated as a result of unmet educational attainment. They are usually faced with psychological challenges, including stigmatization, depression, academic exhaustion, academic frustration, prolonged stress, and emotional imbalance. Some of the affected students might not be ready to move forward academically because of different derogatory names and embarrassing appellations such as "retakers and second-sitting group". Many of these extra-mural students drop out of school and are unable to meet up with the required academic achievement, which eventually leads to academic burnout.

Academic burnout could be viewed in terms of mental and emotional fatigue caused by continuous stress in academics. This syndrome is usually caused by repeated failure and overload of work in school. It is a problem that affects young adults, in which secondary school students who do not make Ordinary Level results at once are distressed, traumatized, stigmatized and somehow hopeless. Some of these students become burden to themselves, parents, teachers, society and government and engage in fraudulent

activities; prostitution, cultism, armed robbery and suicide ideation. Many researchers have attributed the decline in the quality of education to government inability to take appropriate action on education. (Arong and Ogbadu, 2010; Famade, 2012) argue that teachers are not doing enough work. Teachers also do also consider that parents, as well as their children are most culpable in this regard.

Different kinds of intervention strategies have been put in place to salvage the situation, particularly with respect to formulating and implementing appropriate policies. For instance; the Ekiti state government had taken necessary steps in lifting standard of education through the creation of extra-mural remedial centers in all the sixteen (16) local government headquarters in the state. However, not much has been achieved because the number of students coming for enrolment in these centres yearly is increasing. This reflects that result achieved did not commensurate with the effort that were put in place. For instance, data from the Ekiti State Ministry of Education stated that, in 2014, 408 students registered for WASSCE, and only 48 students passed with credits in five subjects, including English and Mathematics; likewise, 475 candidates registered in 2015 of which 45 students passed English Language and Mathematics at credit level that qualify the students to gain admission into university. Again, 502 candidates registered for the same examination in 2016 of which 46 students passed. The 2017 enrolment was high and the performance was very bad; out of the 525 students that sat for the examination, only 40 students scale through (Ekiti State Ministry of Education, 2017).

This suggests that the problem in the Nigerian educational sector might not be totally due to administrative or structural imbalance with particular reference to Ekiti state. This is why the current researcher considered it important to examine whether the students are overstretched based on the kind of workload they are exposed to or they are not motivated to benefit from education outcomes. Furthermore, students have a lot of responsibilities in dealing with the enormous challenges in their educational pursuit (Donley, 2013). It has been observed that students in extramural classes are more prone to developing stress than other students in regular classes (Aiken and Poghosyan, 2010). Academic burnout is a challenge that many students face today in course of moving to the next academic level after secondary school. (Poghosyan, Clarke, Finlayson and Aiken, 2010).

Extra-mural classes are non-formal school establishments for learners who are unable to meet up with the criteria for moving to the next level of formal schooling (Anyanwu and Oyedeji, 2012). These centres are organized for students to enhance their capacity in performing excellently and meet-up with the academic requirements for progression to the next academic level. This group of students is of different categories. For instance, some are receiving lecture for West Africa Examination Council WAEC/SSCE, National Examination council (NECO), some others are being coached for Joint Admission and Matriculation Board (JAMB), National Board of Technical Examination (NABTECH), and General Certificate Examination (GCE). All of them have the same goal, just to sit for examination and come out in flying colours. In Nigeria, even though there is no formal records of these centres, observations showed that these centres are all over major cities and towns in the country. While most of the extramural centres are privately organised, some states of the federation make provision for this set of people. One of such is Ekiti State. Remedial centres are drawn out for these categories of students for which government normally posts secondary school teachers from the Teaching Service Commission (TESCOM) to teach them at the speculated area, even during the school hours.

Ekiti State Remedial Centres were created in August, 2012 after the release of the Senior School Certificate Examination (SSCE) results in which Ekiti State was 34th out of the 36 states in Nigeria; the implementation later picked up in January 2013, when the schools resumed for the second term of the 2012/2013 academic session. The educational stakeholders in the state came together to fashion the way out and to improve on students' performance during external examinations. One of the aims was to check the abnormalities and unseriousness of the students in the secondary schools and those dropping out of secondary school after an attempt of SSCE, with the hope that, if the students are unable to go back to normal school setting again, they will face their studies and will be more serious than before. Till now in Ekiti, any student that passed out of secondary school without five credits cannot go back to government public secondary school setting for re-registration or any external examination again, except at the remedial or extramural centres owned by the government or private individuals.

The majority of the students attending these centres have not been able to improve on the results. This may be because the students are faced with different challenges, including psychological, social and health-related issues, such as being depressed, being academically exhausted, stress, and all manners of intimidations from parents and peers. The continuous poor academic performance has resulted into many students being academically frustrated, having low academic motivation, being academically dejected and becoming emotionally exhausted, all leading to academic burnout.

Academic burnout is an outcome of frustration resulting from prolonged tension after not performing to an expectation in academic pursuit. Those students who failed WASCE in their first attempt often reregister in the so-called miracle centres and extra-mural classes, hoping that solutions will come after two or three attempts. Balogun and Oyedeji (2008) opined that academic burnout is a problem that has association with poor academic performance. It is perceived as a syndrome of exhausted emotion, depersonalisation and a reduction in personal achievement (Maslach and Jackson, 2012). When students are exhausted academically, the motivation to try more might not be there. Pines and Aronson (2014) view academic burnout as an encounter that is categorized by physical exhaustion and emotional exhaustion, as well as production of low energy and chronic fatigue of extramural students. Academic burnout refers to a sense of fatigue owing to study requirements, cynical approach to school work and a feeling of inability for students (Zhang, 2007).

Academic burnout is one of the major emerging issues in the educational setting and one of the educational challenges of students leaving secondary school and young adults. Students generally are anxious about schooling activities owing to the fact that they have a lot of roles to play in the school. The expected roles of the students generally are to attend classes, pass the class test, pass examinations, consult with teachers, relate to other fellow students and take exploits in other extra-curricular activities. The demand of good academic outcome and expectations from teachers and parents, guardians and other educational stakeholders put students in constant fear and depression, especially when they are not well prepared for the academic challenges (Beri, 2015).

Students attending extramural lessons may be involved in structured, tough activities. Numerous studies on educational lifestyle stress also consider learners as a type of employee (Chambel and Curral, 2005), counsellors, educators and undergraduate students are grouped at secondary and higher education levels of combustion scale. Cordes and Dougherty (2013) argue that the students' exhaustion syndrome also relate to those of employees in service. Academic burnout of students may also lead to a greater rate of absence in school, less motivation, lower commitment, reduced productivity and low morale.

Akindele (2012) states that academic burnout rises from the nervousness of rebuke from parents and teachers, psychological depersonalization and peer influence concerning the disappointment of not performing up to the tasks of the proper academics. Although, a moderate level of feeling exhausted is essential for academics to be successful, such as taking note, involving in group discussion and doing assignment both curricular and extra-curricular activities However, manifestation of academic burnout proves to be destructive for students, because it is negatively correlated with the future of the students (Kumar, 2015).

The consequences of academic burnout are quite enormous. According to Akindele (2012), academic burnout may significantly impede a person's ability to function well and adversely have emotional impact on their social and behavioural domains. It ranges from psychological, emotional to psychological social well-being. In addition, academic burnout can also cause cerebral agony like frustration, anxiety, fear, hostility, or depression, less commitment, absenteeism, higher turnover and reduction in output, low morale, and reduction in human believed. (Maslach and Pines, 2012; Maslach, 2014). Akanbi (2013) opines that school exhaustion is a common experience among students and has a devastating effect on performances in education and overall well-being. To mitigate the issue of academic burnout and its consequences on students, parents, teachers, counselling psychologists, government and other stakeholders, there is need for psychological interventions. Therefore, this study employed Motivational Interviewing Strategy and Mindfulness-based Cognitive Therapy to ameliorate academic burnout of students attending extramural classes in Ekiti State, Nigeria.

Motivational interviewing therapy (MIT), was propounded by Miller (1983), but developed later by Miller and Rollnick (1991). It is a patient-centred, directive counselling style which focuses on intrinsic motivation. When applying MIT, the therapist creates a rapport with the client in order to explore and resolve ambivalence about the behavioural change. MIT is a therapeutic procedure that is devoid of confrontation, judgement and advise-giving which help in facilitating change in behaviour through exploration and resolution of ambivalence. The approach attempts to create awareness for students on the potential problem caused and risks of the behaviour in question. The expert practising MIT motivates client to achieve targeted goals for brighter future. This strategy tries to assist clients in engaging in cognitive process concerning their behaviour and given adequate consideration to the expected gains when the behavioural change is eventually achieved.

The MIT therapy stands out and proved to be very effective in encouraging obedience in clients, and how much clients agree to intervention and policies, like appointment on schedule, being in the treatment as well as completion of given assignments (Miller and Rollnick, 2011). Several studies used motivational interviewing strategy as a therapy to increase observations among different inpatients and outpatients, such as being with double diagnosis and illnesses. (Parsons 2007; Slagle and Gray 2007). (Prochaska and DiClimente, (1983) also suggest that motivating to change a part of the human being, indicating that a human being is dynamic and motivating a conversation can help accelerate the process of natural change. In addition, motivational interviewing strategy suggests and affirms that without the inspiration to change is a characteristic human condition, as opposed to an obsessive issue. Motivating can help accelerate the process of natural change.

Motivational interviewing therapy increases the student's openness and decreases confrontation. Miller and Rollnick, (2012).This begins with familiarization, relationship, and rapport. This helps the therapist in charge to verify what the clients have explained. The therapist offers advice after asking and receiving permission to do so; he/she will always seek feedback on any suggestions. Therefore, since motivation interviewing strategy designed to enhance people's ability to behave in a changing way, and most

people sometimes find it difficult to find motivation for change, a motivational interview strategy could help most people make the desired behavioural changes.

Miller and Rollnick (2012) supported the use of a motivational interview strategy with a wide range of counseling techniques (for example; counseling for couples, groups, adolescents and children). As a result, the motivational interview strategy was effective in facilitating changes in a wide range of behaviours, populations, environments and client patterns. Miller and Rose (2009) state that the strategy of interviewing motivation is exceptionally promising as a theory of treatment, to apply it to human behavioural processes (for instance, ambivalence to change) and is not limited to certain populations. The motivational interview strategy could help most people make the desired behavioural changes. (Miller and Rose, 2009).

Subsequently, in a perfect world, Motivational Interviewing therapy could be used viably with any group populace that has missed inclination (inner conflict) towards change. Motivational Interviewing Strategy (MIT), as a proof construct rehearse that focuses in light of expanding group' inspiration for change, which has indicated guarantee with a wide assortment of group populaces and exhibiting issues that has been demonstrated in numerous investigations (Bennett, Roberts, Vaughan, Gibbins and Rouse, 2007; Hokanson, et.al 2007). However, the researcher opined that if the components of MIT that is; collaboration, evocation and autonomy can be introduce to the extra-mural students, it can assist in managing academic burnout. Motivational Interviewing Therapy to the bestknowledge of the researcher has not been tested with extra mural students, across all behavioural domains, and in different setting. Since this study is considering the use of Motivational interviewing therapy and mindfulness-based cognitive therapy with students in extra mural studies, this investigation will add to the collection of research identified with MIT use with different user groups.

Another psychological intervention used in this study is mindfulness-based cognitive therapy (M-BCT). It provides opportunities of deep thought into the pattern of thinking and emotion asking issues within their inner frame of mind rather than integral facets of the personal or reliable thoughts (Teasdale, 2009, 2009b; Segal, Williams and Teasdale, 2009). It combines meditation and breathing exercises, and other mindfulness techniques, with cognitive therapy. This technique could help people avoid repeated

bouts of depression (NICE, 2013). Mindfulness is viewed as a capacity that is available to everyone, although there could be differences with respect to how individuals differ in their propensity to exhibit it (Walsh, 2000). The literature suggests that mindfulness practice increases attentive presence, empathy, acceptance and self-awareness, besides reducing stress (Baer, 2003; Bishop, 2004; Brown and Ryan, 2004; Fulton, 2005; Lazar, 2005).

The state of mindfulness emphasises the following: noticing internal or external experiences without being judgemental, reacting in usual ways to the stimulus, or expanding the meaning of the event (Bishop, 2004). The use of mindfulness training in students generally could be a potential tool that is capable of facilitating the development of students effectiveness. This assists psychotherapist in assessing more into the thoughts and feelings of the students. Focusing on the mind through mindfulness practice, the insight into the nature of the mind as well as environment that composes reality may likely be found.

As insight is achieved, mindfulness exposes habits of the mind that propagate suffering and unhappiness and unstable mind, such as greed, anger, or various detrimental behaviours (Seigel, 2009). This range is also reflected in the ongoing debate within the psychological literature as regards the construct composition of mindfulness (Carmody, 2009). This debate is centres around whether or not mindfulness is equal to mental skill utilized as a part of practising mindfulness, a state or trait which emerges through practice of mindfulness (Brown, Ryan and Creswell, 2007). Hence, this finally continues to be difficult to generalize and compare research findings when differing definitions of mindfulness have been used and this should be considered while comparing and contrasting the research conclusion contained within this dissertation (Bishop, 2004; Chiesa and Malinowski, 2011) .

Although cognitive behaviour therapy (CBT) has been proven in treating Generalized Anxiety Disorder (GAD), a great percentage of the patients have remaining symptoms of the problem. The development of mindfulness can be useful to people with GAD. Likewise, a group treatment derived from stress reduction that is mindfulness based (MBSR), called mindfulness-based cognitive therapy (M-BCT), promulgated by Kabat-Zinn et al. Mindfulness-based stress reduction utilizes preparing in care contemplation

(mindfulness meditation). Mindfulness-based cognitive therapy fuses cognitive strategies and has been successful in decreasing relapse in many patients. It has also been found to be effective treatment for depression, especially on relapse and recurrence (Teasdale, et al., 2000). However, Mindfulness-based cognitive therapy may be an agreeable and effective management for decreasing academic burnout with increase in awareness of everyday experiences in students who feel empty and hopeless.

There are several factors that have been identified by researchers as capable of influencing academic burnout of extra-mural students. This study will consider academic self-efficacy and goal setting. Academic self-efficacy is regarded as judgements of capabilities to attain academic goals successfully (Bandura 1997; Adeyemo, 2001; Marat, 2004). A student who can boost his or her academic self-efficacy tends to be capable of facing any challenges met in his/her study. Heman and Gunjan (2014) submit that engagement of students in school in all ramifications is a function of self-belief. Consequently, when students have low self-efficacy expectations regarding their behaviour, academic burnout could surface, which would even lead to further failure.

Another moderating variable required for experiencing less academic burnout in this study is goal setting. Goleman, (2006) describes academic goal setting as the ability to make plans and set achievable goals that lead to good academic performance which prevent dropping out of school and major determinant of human success. Goal setting measures good academic performance. This is because it includes an continuous implementation of systemic study. Clear behavioural aims, specific results and ways of monitoring set aims are required to achieve improvement in any area.

Personality in setting a goal is a process which allows people to be specific, then work toward their own objectives. In the school system, goal setting could encourage students to put in more substantial effort. This is because every student has been informed of what is expected of him or her (that is, high role perception) (Goleman, 2006). Asmus, Karl, Mohnen and Reinhart (2015) argue that effective goal setting ability is important in achieving any task successfully. In addition, a student that is able to set clearly-defined and realistic goals would be able to cope more effectively with academic burnout. Goals set must be concrete, specific and genuine.

Academic burnout is a challenge to youths nowadays and It has led many students in wasting their lives, some of these students commit suicide because of their inability to pass, WASCE or UTME. Some of these students may become rogues, vagabonds, criminals, touts and even political thugs. At the end, some of them might found themselves in the political arena, holding political offices in which they will be ask make laws for the citizenry. And of course; this aspect of education all over the country needs serious attention before it's too late without repairs. The future of a nation with such leaders is very bleak.

1.2   Statement of the problem

Academic burnout is a common educational problem among the students in extramural classes all over the world. Governments and parents have invested so much on education to ensure that students have quality education. Unfortunately, the students' unimpressive performance in examinations has been a sort of worry. Academic burnout is a major factor that leads to poor academic performance among extramural students. Most students experience academic burnout as a result of unrealistic expectations, repeated failure, works at home, peer pressures, career indecision, and lack of interest in teacher's lesson, lack of confidence, low self-efficacy, unfavourable learning environment, chronic fatigue, unrealistic academic goals, health worries, boredom, and loneliness, among others.

Extramural students are confronted with numerous problems while attempting to gain admission to higher institutions of learning. Many of these problems are seriously affecting the emotions and overall well-being of these students. They are often neglected; owing to the fact that lesser attention is paid to this group of students by governments, parents, researchers, psychologists and society, in general. Because of this neglect, the students are being stigmatized, traumatized, vilified, and assigned all sorts of opprobrious labels, such as repeaters, rerun and retake's. This has deleterious effects on their psychological and mental health. High incidence of psychopathology, such as depression, loneliness, terrorism, social withdrawal, trauma-related shame, dropping out of school, certificate forgery, kidnapping, suicidal ideation, mental derail, academic burnout and death by suicide exist among the extramural students in different centres in the country.

This menace of academic burnout has become worrisome and calls for concern of students, parents, teachers, school counsellors, school administrators, governments and international organizations.Also, the performance of students in external examinations which leads to academic burnout has a lot of consequences. The situation has led to many students outright abandoning schooling, emotional exhaustion, depersonalization of personalities, Internet fraud, high-rank prostitution among females, suicide ideation, political thuggery, armed robbery and many others. It makes the students unable to accomplish academic goals and show physical characteristics of academic burnout, such as absenteeism, lack of interest in teacher lesson, truancy, bullying, and gambling. Although, there are several studies on academic stress, academic burnout and academic exhaustion, there has not been any, to the best of the knowledge of the researcher, on post-secondary school students attending extramural classes.

Furthermore, the parents of academically burnout students are not left out, as the parents often have to contend with hopelessness, shame and frustration in the family and among friends. Many students in the extra-mural centres behave strangely in the aftermath of these experiences, many have significant distress and develop psychological problems that can be serious or long-lasting, which may eventually lead to low academic self-efficacy and affect their psychological well-being.However, none has combined motivational interviewing therapy and mindfulness-based cognitive therapy on academic burnout among students attending extramural class, especially in Ekiti State, Nigeria. Therefore, this study investigated the effectiveness of the two therapeutic interventions on academic burnout among students attending extramural class in Ekiti State.

1.3   Purposeof thestudy

For thisstudy, the purpose was to investigate the effectiveness of motivationalinterviewing strategy and mindfulness-based cognitive therapy on academic burnout of extramural students in Ekiti State. The study scrutinized the interaction effect of the intervention strategies with the moderating variables (academic self-efficacy and goal setting) on academic burnout of the participants.

The exact objectiveswere:

- examinethe main effectof treatments on academic burnout among extra-mural students;
- investigate the extent to which academic self-efficacy influences the reduction of academic burnout among extramural students;
- ascertain the moderating influence of goal setting on academic burnout among extra-mural students;
- determine the effect of treatments and academic self-efficacy on the reduction of academic burnout among extra-mural students;
- examine the effect of treatment and goal setting on the reduction of academic burnout among extra-mural students;
- ascertain the moderating effect of academic self-efficacy and goal setting on the reduction of academic burnout among extramural students;
- determine the effect of treatments, academic self-efficacy and goal setting on the reduction of academic burnout among extramural students.

- determine the causes of academic burnout as perceived by the participants and

- access possible solution to academic burnout among the participants

1.4   Significance of the study

This study is beneficial to major educational stakeholders. The findings will help students who have passed out of secondary school, awaiting the result of external examination and receiving lectures in extra-mural centres to realise that there is hope for them. Those that are distressed academically after an attempt of WASCES, NECO, UTME can also learn how to prevent academic burnout. In addition, this study's conclusion will be of benefit to the students leaving secondary school, showing them how to effectively cope with the challenges faced in the dynamic and ever complex society. This will make them change their orientation about life after secondary school education.

This research will also provide more insight to the school counsellors on various measures that could be applied to manage academic burnout among students. They will be informed that there is still hope if extra lectures are given.Also, the study should be of

support in effective parenting in order to discover the effects of MIT and MBCT on academic burnout of students. This could render assistance to parents in monitoring the students for development of useful ways in the reduction of academic burnout.

Counselling psychologists will equally find the strategies used in this study supportive in handling psycho-educational challenges facing the students who have failed one examination or the other across the country. The effectiveness of the interventions (motivational interviewing strategy and mindfulness-based cognitive therapy) on academic burnout will make the government and other people to be aware of these strategies and strive for enhanced usage for reducing academic burnout of the students. The study will create awareness of the existence of academic burnout to the general public. The findings of the study will also serve as an eye-opener to researchers, who may decide to examine other therapies in the area of student's burnout at any level. This study is a source of presentation of enlightenment on the relevance of psychology in handling young people's academic burnout, anxiety, depression, lecture stress and low morale.

1 .5   Scope of the study

This study determined the potency of motivational interviewing and mindfulness-based cognitive therapies on academic burnout of extramural students in Ekiti State, Nigeria. The participants were mainly students receiving lectures at extra- mural centres, selected from only three extramural centres located in three senatorial districts that make up the state. Moreover, italsodetermined the overriding impactof goal setting and academic self-efficacy as moderating variableson theacademic burnout among extramural students inEkiti State, Nigeria.

1.6 Operational definitions of terms

Academic burnout: Academic burnout is a syndrome that some students attending extra-mural classes in Ekiti state experience which is characterised by exhaustion emotionally, depersonalization and decreased level of achievement.

Motivational interviewing therapy: It is a therapeutic approach and a style of counselling that helps to resolute the level of ambiguity or ambivalence which hinders extra-mural students in Ekiti State from realizing personal goals.

Mindfulness-based cognitive therapy: This is a therapeutic process planned to facilitate prevention or the relapsing into a negative thought, emotion and behaviour specifically among students attending extra-mural centres in Ekiti State.

Extramural students: These are students who have not passed external examinations and given second chance, receiving lectures outside normal school setting in preparation for external examinations in Ekiti State.

Academic Self-efficacy: It is the extra-mural students' belief and judgment about their personal capabilities to successfully achieve academic desire in Ekiti State.

Goal setting: This is a well-defined target desire to be achieved by extra-mural students at the end of the academic exercise in coaching centres in Ekiti State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This aspect of the study contains relevant literature and theories on academic burnout, motivational interviewing and mindfulness-based cognitive therapy are reviewed. This is approached from both theoretical and empirical perspectives.

2.1 Theoretical background

2.1.1 Academic burnout

In 1974, Freudenberger was the first scholar to extensively discussed burnout and he defined it as the situation of collapsing of biological and cognitive components caused by overwork or academic stress. What makes burnout to occur is the inability of an individual to meet the overwhelming daily demands. It arises once one feels overwhelmed and failed at meeting continuous challenges. When an individual is experiencing continuous stress, there is tendency to begin to lose the ideals that prompted one to take on a particular task. Burnout stems from internal (anxiety and stress) and external (workload) factors, at the same time. It may have negative influence on students. A continuous response to the strenuous emotional demands in a particular assigned task is regarded as burnout. According Maslach, *et. al.*, (2001), the three major subscales used in measuring burnout is depersonalization, decreased personal accomplishment and being exhausted emotionally.

Academic burnout has been suggested as a form of stress reaction that is chronic in nature; and this informs why many theories of burnout has been traced to theories on stress. Moreover Academic burnout can be viewed as a state of being fatigued emotionally and mentally caused by chronic stress syndrome. This includes overload of note taking role, pressure from peers, teachers, parents, government policy, poor timing inadequacy of resources to successfully engage in assigned classroom tasks (Yang, 2004). School or academic burnout is conceived as exhaustion arising from some factors. In 2009, Salmela-Aro, Kiuru, Leskinen and Nurmi, espoused that notable among them are pessimistic reaction to schooling, study demands, and inadequacy perception. In studying burnout, scholars have focused on work-related products; university students as

well as environment of the school in connection to academic achievement have been the focal point in academic research (Salmela-Aro, Kiuru and Nurmi, 2008).

Researchers such as Tomaschewski (2014) and Da Silva (2014) also proved greatest academic burnout in students who were major in nursing, specifically as touching emotional instability in academic burnout. They studied burnout in multiple groups, such as nurses, counsellors, and health care workers. Academic burnout in students is also the same as the components of job burnout, namely emotional burnout, apathy and reduced personal efficacy.

Yang (2010) examined the burnout phenomenon among nurses, counsellors and undergraduates. He is of the opinion that students are liable to experience academic burnout as a result of engagement in assignments. Students who have academic burnout usually experience symptoms such as anorexia to lessons, failure in maintaining consistence classroom presence, non-participation in classroom engagement, feeling emptier, seeing lesson activities as meaningless and inability to learn subjects taught fast. He views academic burnout in students as a major concern educational research for various reasons. The first reason is that academic burnout could be the key to understanding students' behaviour. The second reason is that academic burnout might affect students' relationship with their institutions. For example, academic burnout affects student's commitment and dedication in class. Thirdly, academic burnout might affect students' motivation to continue their education. Boudreau et al. (2010) claim that academic burnout is linked to stress, working long hours with education, concerns and worries about grades, uncertainty about the future, low satisfaction with respect of the imbalance between private life and professional life, low level of control, as well as low social support from friends.

Academic burnout does not happen overnight. One of the factors that aid it is public and scientific activities. These include attending classes, writing article, study and examinations economic, social and individual pressure related to teachers and classmates, professional expectations and doubts about the usefulness of the study and future work, competition with classmates, disproportion between the sources and some factors associated with student educational activities, such as motivation and adaptive strategies to expect success in the educational environment. The causes of academic burnout could

be lack of time, poor preparation, bureaucratic rules that are cumbersome, high expectations, vague expectation from the institution, unrealistic goals, intellectual exhaustion, willingness to further study, academic performance begin to decline, apathy toward educational topics, school workload, long-term fatigue, concurrent family demands, inadequate sleep, insufficient exercise, unnecessary dieting, poor management of time, emotional and physical exhaustion, and excessive and prolonged stress(Zellars, Perrewé, and Hochwarter, 2000).

External consequences of academic burnout can be conceptualized as a direct function of academic burnout. For example, low achievement in academic could be considered as an external result of academic burnout on students. There are studies which suggested that academic burnout has an adverse influence on academic performance. The internal consequences of burnout can be viewed as mostly a function of an intra-psychic process that may affect the well-being of students directly. Capri (2013) argues that life contentment is inversely related to all burnout dimensions. Besides, when the school environment is far from being pleasant, students could experience burnout, which is capable of affecting the academic satisfaction of such students (Yang and Boudreau, 2010).

Although researchers (such as, Amin Asghari, Seyedeh masoomeh Saadat, Alireza GHodsi, Aziz 2015) carried out studies on burnout among different categories of students. There appears to be no study yet on the effects of academic burnout on extra-mural students in Ekiti State. This may prevent having a clear picture about the nature of academic burnout among extra-mural students. Investigating aspects and consequences of burnout among extra-mural students in a single study may provide a clear picture about the nature of this syndrome. This study, therefore, assessed the effects of academic burnout on extra-mural students.

Academic burnout often leads to low productivity, fluids strength, and could make a person feel hopelessness, cynical, powerlessness and offended. Hence, it is very essential to identify the early signs of burnout and take care of them early. Since burnout normally has its basis in stress, the earlier one recognizes the stress symptoms, as well as

addresses the situations promptly, the better one's chance is at mitigating academic burnout.

There have been many cases of suicide or suicidal ideation, owing to failure in academic performance. For example, a secondary school student from Oladele Olasore International School Iloko-Ijesa, Osun State, recently hanged himself because he could not make his WASSCE at once (*NigerianTribune*, November 8, 2017). Many of the students in this category even quit schooling and opt for something else. Most of these quitters often opt for acts that are counterproductive, maladaptive and anti-social, such as drug abuse, hooliganism, sexual abuse, alcoholism, absenteeism, lower commitment, reduced productivity, low morale and higher turnover. Academic burnout often leads to social interactions avoidance, being lonely, low self-efficacy, perception of social denunciation, low quality of school life, and social incompetence; these have been noted as consequences of academic burnout among extra-mural students in Ekiti State. The negative influences of academic burnout creep into all aspects of human life. Another danger of burnout is that there is high chance of changes to human body negatively. So, it is of essence to deal with the phenomenon.

Dissimilarity of burnout and stress

Busari (2017) notes that stress results from a complex interaction between events of life and the perception of those events. Response to stress varies. Extreme stress is detrimental to human health, but it is normal if it is at the moderate level. Academic stressors may include: handling the academic workload, participating in the lecture room or class, trying to meet the deadline for assignment given, the fear and phobia of failing to meet programme expectations, fulfilling one's responsibility both at school and home, note taking, examination taking and handling series of relationships. Poor dietary, alcohol misuse, excessive heat and caffeine, smoking, lack of relaxation, chronic fatigue and sleeping disorder may affect good academic works and may result in academic burnout. The psychological aspects of stressors which can militate against academic work generally include unrealistic beliefs, peer group pressure, excessive anger, health worries, unrealistic expectation, unemployment, loneliness, negative self-talk, low self-esteem, unhappy childhood, and boredom and examination pressures.

Burnout is a resultant effect of unabated stress. However, it is not as the same as too much stress. It encompasses high level of pressure which requests too much of a person's physical and psychological attention. People that are stressed can still get themselves under control can still get better. But to be burnout means to feel empty, without motivation at all. People exhibiting burnout are incapacitated in seeing the positive change in any surrounding circumstances. Excessive stress can be likened to sinking in tasks, just as burnout is comparable to being dried up. Some people are often aware of themselves being under a lot of stress, but not everyone might notice burnout when it happens. The characteristics of stress include emotions hyperactivity and production urgency, over-engagement, energy loss, and anxiety disorders. The primary damage of stress is physical. The characteristics of burnout are disengagement, blunted emotions, hopelessness, motivation loss, helplessness, ideals, depression and detachment. Warning signs and symptoms of academic burnout

Normally, burnout signals looks simple at early stage, but it get worsen with time if not monitored and checked. Some of the physical symptoms and signs of academic burnout are frequent drained feeling, feeling tired or exhausted, feeling sick, back pain, muscle aches, sleeping disorder, being detached, doubting self, feeling helpless, sense of failure, loss of motivation, defeated, loneliness, and negative outlook. The behavioural signs of academic burnout are many. The basic ones are responsibility withdrawal, self-isolation from others, sluggishness, and procrastinating. Others include substance coping strategy, second order frustrations and skipping classes and truancy and non-punctuality.If students can be tamed and given motivational lectures that can help them to be focused and have self-esteem in boosting their academic self-efficacy and set achievable goals, academic burnout might be reduced among them, particularly the extramural students in Ekiti State.

2.1.2 Concept of extramural studies

Anyanwu and Oyedeji (2012) view extramural education as capable of fostering the extension or provision of educational services to students. This concept points to any extension of opportunities for reading, studying and training to young people after the completion of their full-time programmes, or following their withdrawal from such programmes. It is provided by special schools, centres or institutes that emphasize

flexible rather than traditional or rigorous academic programmes. Through such provisions, individuals may acquire new knowledge and skill in specific occupations. Similarly, Egunyomi (2011) refers to extramural education as education for distressed adolescents who could not make senior secondary school certificate and any other external examinations at once, but need extra coaching on the subjects related.. This category of students is found in every state in Nigeria. The Ekiti State Government made preparation for extramural studies by creating one centre in each local government headquarters. The centres are called Ekiti State Remedial School. It is mainly for those who sat for SSCEor UTME once but could not make five credits, including English Language and Mathematics, which qualify them for higher degree programmes. These centres were created in November, 2012; but started its operation in 2013.

Also, extramural studies can be described as developmental system of education, preparatory education, compensatory education and upgrading academics that assist post-secondary school students to acquire basic requirements and expected capabilities in basic academic skills that will qualify them to proceed to their next level of academic pursuit (Barry, 2012). This kind of education is meant for special need students or otherwise. The peculiar feature is that people involved have attained a stage of under-preparedness. Highly intelligent people can also be less prepared for those with disrupted education; this disruption could be by internal dislocation, social vices or violence (Boylan. 1999; Bettinger and Long 2007; Alfred and Lum 2008). There is little definitive indication on potency of remedial centres in the literature. The idea of extramural education informs that a gap that needs urgent attention at filling it for benefit of school adolescents.

According to Tahir (2000), extramural education consists of the subset of young adults, who have been to secondary school, but are unable to complete their education and are distressed academically. Akinpelu (1988) categorises extramural studies as a system of educational activities organised and scheduled outside the regular system of school. It is a type of educational system designed in assisting the participants in order to make up for or save the integrity of those who are academically exhausted or started schooling but dropped out because of different reasons. This type of education is given out as part-time or full time (Egunyomi, 1999). Akinpelu (2002) is of opinion that

extramural education is previous initial education; the word "extra" is only means a supportive activity rather than starting a fresh.

Osuji (2001) opines that the extramural system of education is strictly for adults. It connotes that the education, re-educating, retraining privilege made accessible to any out-of-school students, like young school leavers, unemployed, employed and many others to adjust emerging life general situations. Extramural programme is actually part-time programme. This informs the tendency at associating extramural studies with vocational or development of professional skills. This is because some of the centres are reputable to have had connection with such vocational or development of professional skills.

The main focus of extramural studies is to provide and give opportunities to different categories of people regardless of any previous failure experienced (Egunyomi 2011). Currently in Nigeria, extramural practice has been broadened in order to make provision for academic activities which will meet with the fresh needs of different categories of learners. The extramural system of education gives training that meets certain needs of various groups of people. It serves as tool for providing and exposing democratic norms to the students, as well as having equal access to education irrespective of socio-personal characteristics, such as gender. However, this group of student needs to be encouraged, motivated, and counselled the involved students to boost their academic self-efficacy.

Method of conducting extramural studies

The extramural programme is organized on an annual basis. Subject selection is done by individuals but there is no provision of science laboratories. This could limit the programme to subjects in arts and social sciences. But the programme could liaise with public secondary schools. The programme could run for a period of nine months, starting usually from the end of the school calendar. Trained teachers are employed in order to maintain a high level of academic standard. Graduate teachers teaching at secondary schools or graduates working in private companies and government ministries are used for the programme. Every subject taught in these centres has about two teachers that are specialized in their fields. Each subject features twice a week and lasts for just one hour; English and Mathematics hold every other day.

2.1.3 Concept of motivational therapy (MIT)

Motivational Interviewing Therapy (MIT) is a counselling technique propounded by Millerand Rollnick. This concept developed from the experience gained in treating the problems of drinkers. In a published article on behavioural psychotherapy, in 1991, Miller was the first to give a comprehensive description of MIT. Miller and Rollnick (1991) was to later expand and give details of concepts and approaches that are fundamental in MIT. This strategy works in assisting and appealing internal motivation in an individual with the sole aim of bringing about behavioural change. Being a strategy that is directed at chieving set goals, it affords an individual to identify, discover and resolute mixed feelings, which is often regarded as "ambivalence". This strategy is centred on the goal and focuses on the client, while relying on the client centred strategies as given in Rogerian therapy. Using this strategy, deliberate and purposive efforts must be directed at resolving the level of ambivalence that the client is having. It is therefore expected that the clients should be facilitated to achieve this main purpose by creating conducive therapeutic atmosphere which will bring about the desired positive change in behaviour.

Some clients might have been thinking about achieving a significant change in behaviour, but the efforts at achieving such a change might not have been taken or wrongly taken. Other clients may have tried to change the behaviour by themselves and may not be able to be successful for years in changing it. In order for MIS practitioner to achieve success, four basic abilities of interaction must be first acquired. They are capacity to engage in sentences that are open-ended questions laden; aptitude for reflective listening; ability to make available affirmations; and capability to occasionally ensure summarization testimony to client. The counsellor concentrates issues such as the significance of change, looking back, looking ahead, evaluate how each day had been spent and exploring confidence of mind about behaviour variations.

This strategy is a non-judgemental, devoid of confrontation and devoid of advice giving therapeutic approach. It tends to improve extramural students' understanding of predictable challenges associated academic burnout. The counsellor might assist the client in choosing a better future and motivating an individual to achieve his/her goals.

For cultivating restorative outcome in MIT, warm reception, good rapport, certifiable sympathy and acknowledgment are important (Roger 1961).

The important objectives of MIT are to involve the client, to provoke conversations of change and to evoke the inspiration in making meaningful modifications to the counsellee. A therapist cannot rely solely on knowledge in encouraging adjustment among the learners. The problems encountered in maintenance must be considered the rule, not an exemption. The professional must realise that the MIT usually includes cooperation autonomy and exploration. The effectiveness of MIT has resulted in an affirmative adjustment that focuses on aims that are essential to the learner, exact, accurate and goal-oriented.

Motivational Interviewing Therapy make use of four fundamental procedures in achieving its goals:

1. Involve: This is employed to engage a client in discussing issues; the counsellor should ensure a rapport of trust with the client.
2. Access: It uses a therapist to reduce talk of habits of a client that really need a significant change.
3. Imagine: It is used to induce motivational change by increasing customer feelings and understanding this change in terms of its relevance, confidence and willingness.
4. Planning: This involves the steps in a practical way being taken to by client in a bid to execute the process of desired changes.

This strategy is based on the optimistic and humanistic theory of Carl Roger on the ability of people to use free choice and change through the self-knowledge process. The motivational examiner aims at extracting motivational speeches that could change the client's behaviour (Miller and Rollnick, 1991; Davidson, 1994). It is of essence to iron out that MIT increases the ability of adjust (Rollnick and Miller, 2005). However, many individuals are able to continue to change themselves, but some also require formal and supportive treatment on a long recovery path. Motivational instructional strategy serves as an important preface to the later therapeutic work for clients with low readiness. The therapist does not need to be confrontational and have direct argument with the client.

This is because this may lead to the client defensiveness or may decrease the chances of change in behavioural pattern.

Principles of motivational interviewing therapy

The strategies of MIT are more influential than forcible. The therapist does not need to argue, but supportive. S/he must be able to progress logically with good approaches so as to achieve the desired goal (Miller and Rollnicks, 2011). The MIT therapist must operate with some principles. Cardinal among them are expressing empathy using reflexive listening; arguments avoidance, as well as hostility; developing divergences between the clients' goals or values and their current behaviour; adapting to confrontation rather than contrasting and sustaining optimism and self-efficacy of client. These principles of MIT are; developing discrepancy; and avoiding argument elicit self-motivational; discussed below:

Developing discrepancy

The principle of developing discrepancy involves developing cognizance of the values that usually assist the client to observe their behaviour. The clients are to present the argument for change. Motivation for change will be enhanced by the time the client perceived the differences between the present situation and hope for changed behaviour. The psychologist is to assist client to concentrate to ways his present attitude is different from a behaviour desired. The client should be made to explore the importance of personal goals.

There is one tactical way of assisting a client to perceive differences, known as "Colombo method" (Kanfer and Schett, 2009). The method is beneficial when the client wishes to remain as a controller. Sometimes, the fear of uncertainty can grip the client and motivate the client to give the therapist solutions, and want to be in charge. However, this tool can be employed to bring back the client. For instance, the counsellor can discuss with the client and show a video to him/her. This will opportune client in relating it to situation at hand. The tactic might be specifically effective to young adults since it can provide inspiration to the conversation as well as response.

Therapist could as well assist the client to perceive the differences in diverse stages. It is beneficial in understanding individuals. However, the values of the community may clash with the personality of the individual.

The second principle has to do with the view that arguments are counterproductive. Resistance brings signs to change techniques, while classification is not necessary. For instance, sometimes a therapist may be tempted to contend with a client that is not sure of his changing behaviour and thus not willing or ready for adjustment, specifically when the client is arrogant, hostile, rebellious and confrontational. Then, if the therapist thinks of proving a point, the client can as well take the conflicting side. Arguing with client can lead to power tussle between them, and this may hinder drive for positive adjustment. Once the client speaks out in support of modification, there may be development. It is now left for the therapist to collaborate with the client to achieve the desired change. To overcome these challenges, the therapist can employ the following strategies: ask open-ended questions; listening reflectively; summarise; affirm: and elicit self-motivational statements.

In questioning an open-ended statement, clients need to be assisted to comprehend the fact of observation and elicit the feeling about a topic that is given or situations. The open-ended questions facilitate dialogue; there is no way a client will answer with one word or phrase which does not necessarily demand a response in particular. Clients are allowed to engage in talking the most, assist in arriving at judgments that is premature with a view at ensuring that the flow of communication is not abated.

Listening reflectively

This is one of basic component in MIT and is a tasking technique that the therapist has to demonstrate properly. The therapist just guesses what the client is about to say and analyses it in a approachable manner, not in question-type format. This component meaning has to do with confirming than presuming the therapist knows the meaning (Miller et al., 1991). Reflective reasoning makes the interaction stronger between client and therapist. It also improves mutual examination of the crisis and moods. This type of communication is specifically good for counselling in early phases. Reflective thinking assists client to provide content and process amalgamation. It also

reduces the probability of confrontation. There is mutual alliance between the therapist and the client (Miller et al., 1992).

Another strategy that the therapist can employ is summarisation. Many clinicians summarise what has occurred in a counselling session periodically because they find it useful. Summarisation consists of getting essential meaning or idea from thought, information experiences of what the client has said or expressed (Miller et al., 1999). Summarisation can also be a good way of beginning and ending each counselling period and making provision for a natural bridge when a client is moving from counselling stage to change. In the presentation of summarising, the therapist can identify the kind of information that can be added as well as things that should be reduced. When a summary is to be corrected, the client should be invited, as this may to ensure adequate representation of that transpired.

Affirmation can also be used by a therapist and it has to do with accepting the problems the client has practised. When it is done honestly, the therapist affirms the client's supports and promotes self-efficacy. Affirming assists clients to be confident about arranging self-potentials in taking a certain steps and changing the behaviour. They highlight previous practical experiences which illustrate strength and power that help avoid hindrance. Certain clients in Africa and America believe affirmation is a kind of spiritual background which affirms the personal optimism and strength may assist in resolving mixed feeling.

Elicit self-motivational statements is another strategy used by a therapist to overcome challenges faced by the clients. It involves client as regard process of change which is a work of MIT. Instead of recognising a problem, as well as promoting the way to resolve it, the clinician's work is to assist the client to choose a better way of life. The therapist is to encourage a client in voicing out his/her worries and intention. For a motivational interviewing strategy to be effective, clients should be the one to argue for change, not the therapist.

2.1.4   Concept of mindfulness-based cognitive therapy

Mindfulness-based cognitive therapy (MBCT) is a procedure in Psychology that addresses MDD, particularly differentiate M-BCT from other group of mindfulness-based therapies, such as MBSR. It is a meditation approach that is becoming popular in treating various disorders, including depression of mind. It could improve regulation of emotion and wellbeing, mindfulness positive mood, and spiritual exercise; it could also reduce anxiety, stress and other problems.

This therapy is an improved type of reasoning treatment that involves the awareness of practices such as reflection and breathing training. Therapists teach clients on the system to be used in getting away from undesirable forms of thought which may cause the spiral in depression; so they can fight depression and undesirable approaches (Hougaard, 2011). It is established for an individual that has recurrent incidents of sadness, dissatisfaction or repeated failures in order to avoid recurrence. Its efficacy has been demonstrated in patients with a major depressive disorder who had at least three episodes of depression or insufficiency. Prevention of consciousness relapse can also be useful for treating general anxiety and addiction disorders. It also improved the symptoms of depression in some people that are having health challenges like traumatic brain injuries.

This therapy, according to Beck Institute, (2016) aims in assisting students to grow and get the relief from the causes or symptoms of bout repeated failures through adjustment and functional cognition. Mindfulness can be explained as a kind of training and awareness of feeling, cognitions and perception on a continuous basis (Greater Good Science Center, 2017). It adds to the acceptance of the self, in not attaching value judgment to the thought of the clients.

What is mindfulness?

Kabat-Zinn (2003) defines mindfulness as giving concentration to an important level on purpose in a recurrent condition and not disparagingly. It is viewed as a personal state in which people are fully informed of the present, but not a state of doing and does not judge the interior or exterior surroundings. It involves regulation of oneself and ability to have direction. In applying mindfulness, emotional challenges, like stress and

behavioural challenges, like parenting, addictive behaviour, must be included. Also to be included are borderline personality disorders and bipolar disorder, like chronic pain, and somatic problems, including psoriasis and fibromyalgia.

Mindfulness-based cognitive therapy can effectively treat mental health. It helps students identify one's ways pattern of thinking and mood expression. Through it, they learn procedure of appreciating being in school and what the school offers. It teaches students procedure of abating downward drift that can emanate from either a bad feelings or painful memories thoughts of past failures in examinations, such as SSCE and UTME. Also, MBCT can help students understand what academic depression and frustration means, discover what makes vulnerable to such.

There are studies which showed that several studies achieved by MBCT were almost the same as the result achieved by antidepressants. Many people who have been trained and skilled in MBCT are now experiencing less depression and witnessing significant improvement in their standard and quality of life.

People are taught cultivation of direct experimental awareness attitude of non-judgmental acceptance towards what is present. The way people cultivate awareness during mindfulness practical has allowed the patients to see themselves clearly when ruminative and negative responses are triggered. The focus of MBCT is how to foster meta-cognition, create awareness and modify meta-cognitive processes that facilitate helpful reaction and state of mind. Although this therapy was actually designed for patients in remission, it has been found useful for symptomatic patients.

Mindfulness-based stress reduction is closely related to MBCT (Kabat, 1982). It helps participants to cope with the stress brought about by chronic pain and responsive turmoil.

Process and training of M-BCT

Segal (2012) asserts that M-BCT targets cognitive reactivation. . The dimension of mindfulness that comprises meeting distressed, thought and feelings with compassion, empathy, equanimity and perseverance is laced into mindfulness-based cognitive application and thought is crucial to the process of change (Feldman and Kuyken, in press). Purposeful reasons for coming to MBCT class will be learnt at the first three sessions of the training. The initial session focuses on reactivity, which may arise in meditation

The system is involves an eight-week treatment course, in addition to audio clues that teach the clients the skill of rumination. Participants normally gain capability to readjust themselves away from their feelings and thoughtfulness. Teaching highlights the significance of the clinician's own reflective experience and the self-alertness acquired from it. This new discovery provides the therapist with the information and skills needed to help in revealing their own inward understanding through mindfulness. The training programme incorporates a wide range of actions, including, role playing, and group classes, lectures, and meditation, Yoga and sustained time of silence (Eisendrath, 2013).

Sometimes, normal grief is a great cause for students who have recovered from the failed state to fall into another episode of depression. Rather than trying to shun the grief or extra undesirable feelings and moods, people get involved in rumination and other memory exercises.. In developing repetitive rumination exercise, students may practise the method every time they start feeling overwhelmed with negative thoughts and emotions. When craving and creating the usual negative links that cause depression, the student is furnished with tools that can assist in replacing undesirable feelings with optimistic thoughts and feelings (Abott, Whear Rodgers, 2014).

Assessment of MBCT effectiveness

MBCT has proved effective with different individuals with the history of at least three or more incidents of depression, although it may also be used as an alternative treatment for depression. A 2016 meta-analysis found it to be active in the prevention of relapses of depressive incidents among those that are depressed, especially if there are more enduring indicators. Segal (2012) avers that MBCT improves self-described mindfulness. It also reduces maladaptive cognitive process.

2.1.5 Concept of academic self-efficacy

Bandura (1997) describes Self-Efficacy (SE) as one's judgements of personal competencies in organizing as well as implementing a series of task essential in reaching a given categories of performances. There are two important facets of this definition. Firstly, it is an individual personal perception of ability in which case does unnecessarily compete with one's actual ability in a particular field. The efficacy judgement most

useful is one that faintly surpasses one's real capabilities. Secondly, everyone should make use of his/her efficacy judgement in relation to some goals, which reveals assignment and circumstance of certain description of these belief systems. This phase of SE, concerns for more universal expectation dimensions (e.g. self-conception, competence observation), although these could suggest a specific domain that tends to concern additional universal personal perceptions.

Academic Self-Efficacy (ASE) also connotes beliefs of learners about personal abilities to achieve an assigned duty. An adolescent of high ASE is at better position to succeed in education and be more motivated to seriously proceed in education. Self-efficacious learners' belief in hardwork, as well as perseverance when challenged; once they are able to achieve their set goals, they derive satisfaction after, from such a moment. Besides, they have high self-positive attitude and minimal night of sleeplessness. In addition, their risk of usage of narcotic substances, alcohol and drugs is very minimal; happier and sociable; high persistency in unpalatable endeavours, as well as tend to perform better academically (Adeyemo, 2004).

Wiggins (2014) remarks that students with high SE have less risk of depression, while Tinto (1993) and Beans (1990) view that goal commitment determination has to do with the level of SE competencies that an individual has. ASE is a central determinant of achievement in academics. Zummerman (1990) states that self-efficacious students embrace more challenging goals. No student performs extraordinarily except with a belief in himself/herself. In the process of moving from childhood to adulthood, students for example could decide to be in school if lack of support, aware of career opportunities, no support or incentives, in addition to problematic pressure from mates. This decision would set the direction for future educational achievements. Meanwhile, a weaken efficacy of a person often come from certain environmentally-linked issues like teacher's inattentiveness, non-challant attitude to student's related issues, poor grading system.

The nature and structure of academic self-efficacy

Many researchers claim that the academic-specific self-efficacy component of the socio-cognitive theory by Albert Bandura is a key theoretical contribution to studying academic accomplishment, motivational thought, and book learning. Bandura notes that contribution of people to self-psychological and sociological structure operate in a

mechanism or system that place responsibility of the individual. If people do not believe in the desired productive effects of personal actionable engagement, the motivation to act will be less. Therefore, belief in efficiency is one of the main bases of people who lead their lives in accordance with their beliefs about personal efficiency. Beliefs about academic self-efficacy are centric to activity of human being. It is not enough for people to have the competencies or pre-requisites for a job; but also must also possess the opinion of ability to successfully perform the necessary behaviours in typical situation. Therefore, it requires effective expertise and dogmas to function optimally. Bandura (2006) refers to them as "mutual causality", where the functioning of one component is partially dependent on the functioning of the other.

Self-Efficacy Sources

The theory of self-efficacy hypothesizes that individual obtain information to assess efficacy beliefs from different four crucial sources: (a) enactive mastery experiences (actual performance), (b) observation of people (vicarious experiences), (c) forms of persuasion, and (d) physiological and affective level from which people partially judge the capability, strength and vulnerability to dysfunction. Zummerman (2009) argues that the most effective self-eefficay source is mastery experiences, because the evidence that an individual has high SE is more pronounced and competencies need for success. Previous achievements encourage efficacy beliefs but lowered as a result of persistent failures. The negative consequence of occasional mishap is likely to decrease after strong efficacy potential is established by recurring successes. Therefore, the outcome of failure on individual efficacy certainly depends on the individual's strength that exists in efficacy belief as well as the time of failure with respect to the total performance experiences. However subsequent failure may not impact self-efficacy belief negatively to the same extent as earlier disappointment might.

According to Bandura, the so-called vicarious experiences can produce the efficacy belief in spectators that are ready to attain success through determination and effort put to it. This kind of vicarious experience that depends on societal comparison and pondering are undependable. The third foundation of efficacy evidence comes from verbal persuasion. Such society encouragement is generally useful in , in assisting

students cope with difficult situations. Verbal persuasion can strengthen self-adjustment. One's own physiological and emotional feedback is equally important. Excess physical and emotional stimulation can have deleterious effect on performance. The reactions of fear tend to produce more thoughts of impending danger. Ultimately, evidence given by physiological reactions is cognitively measured by people. It can absolutely or depressingly have impact on efficacy belief. It all depends on the stage of provocation and individual cognitive appraisal.

Measuring self-efficacy: domain specificity

Self-efficacy can be measured using domain specificity. Domain specificity is an important aspect of self-efficacy in which people judge their capacity and depends on the specific domain of functioning. Personal efficacy, therefore, might not be an overall disposition void of background. Height of self-efficacy in one field does not specifically mean high self-efficacy in others. For instance, a medical student may be high in taking a history or conducting a physical examination; but his/her self-efficacy may be low to understand biochemistry in that situation. The process of perceived self-efficacy should be "monitored" to areas of functioning (Pajase, 2009). Perceived self-efficacy is assessed while using self-report survey in educational research. The participant is asked to give the percentage at the strength of their belief in the ability to implement the required activities. According to Bandura, vivid definitions of the activity domain of interest and a good concept analysis of its different facets are important.

Although it is very glaring that task- and domain-specific measures perceived self-efficacy, they have a larger predictive strength than universal methods of the concept. Bandura cautions that it is improper to believe that self-efficacy is concerned only with certain behaviours in certain conditions. In his words, domain particularity does not necessarily mean behavioural peculiarity. He differentiates among those three stages of overall valuation. The most particular stage analyse self-efficacy for a certain achievement under closely definite set of conditions. The next stage analyses perceived efficacy for a class exhibition within that same domain and under related conditions. The last stage analyses the belief in individual efficacy without specifying the actions of the condition of sharing mutual belongings. Bandura's concept of self-confidence has impact

on motivation and attainment in the academic community. It seems promoting student efficacy is valuable to any student.

2.1.6 Concept of goal setting

The concept guide for goal setting was developed in order to describe the inability of variability or situational preferences of goals that an individual implicitly identifies for successful situations. Setting goals helps in providing a motivational structure for an individual to perceive interpretation and respond to key life events. Empirical goal setting studies have shown a significant effect in many respects like change in behaviour (Locke, 2009).

Motivational theories try to determine the way an individual responds when there is perceived inconsistency between the target state and the current state of the environment. Several common theories are goal setting theories, notably "control theory" and social cognitive theory. The goal setting theory has accumulated a large number of empirical evidence over the past 35 years. Basically, individuals invest more effort and thus achieve a higher level of academic achievement in the task when goals are tough and precise. However, this is just the case when people deal with differences in the target environment.(Locke, 2009).

To reduce the inequality of the goals, an individual can change goals (for example, try harder). An individual will try to narrow the gaps between goals and the environment. The individual might set new, more challenging goals. Setting goals should only happen when an individual thinks that he/she can achieve his/her goals in the future, a construct called efficiency (Payne et al., 2007) note that the impact of moderating complexity of tasks, time spent on a specific task, and the difficulty of structuring task requests. Button (2009) suggests studying the social desirability of setting goals to avoid deviation from the responses that may result from different organizational patterns.

Origin of goal setting in educational psychology

Goal setting in educational psychology, as cited in Payne, Young, Court and Beauhien (2009), first began in the literature centred on pupils at primary school level in the 1970s and the 1980s. These investigators are keenly concerned about explaining the difference in class methods. Using a college sample, Eison (2009) found that the students

paid attention on how to acquire higher grade and some concentrated on book learning methods.

It is suggested that goal setting can influence a wide range of issues. Deshon and Gillespie (2005) give five important points about goal setting. First, the utmost normal method while a goal is being defining is its process. Goal setting reckons with native or personality differences that have effects on an individual's accomplishment. Thirdly, when goal setting is being explained, the quasi attribute technique is related to that of a former trait approach. . Button et al. (2009) claim that, in observing the learners' report on the accomplishment of targeted goals, it should be an overall personality in goal that any learner will hold on to. But there are conditions that may arise and cause a learner to change his/her goal. Fourth, system is being explained as the framework approach stage. Lastly, the system defining goal setting is the belief approach.

This study considered environmental factors, socio-economic status, parental involvement, teaching methodology, and school environment. Social economic status (SES), one of the environmental factors that contribute to academic burnout, is often measured as a combination of education, income and occupation of the parents. It is commonly viewed as the social standing or social class of an individual or a group of students. Sociologically, the emphasis is on social strata and resource control. Moreover, an examination of social economic status as a gradient or continuous variable revealed inequits in access to and distribution of income. Low SES and its correlates, such as lower education, poverty and poor health, ultimately affect society as a whole and academic status of the students in extramural classes, in particular (Latham, 2012).

Parents could also contribute immensely to the development of academic burnout in that most parents may not be able to provide for the needs of the students. Likewise, teaching methods of some teachers are not effective. Some teachers may lack the etiquette of the teaching profession and the classroom environment might not be suitable for learning. Similarly, research indicated that children from low SES households and communities build up academic skills more slowly than children from higher SES groups (Morgan, Farkas, Hillemeier and Maczuga, 2009). Academic skill deficit could be well linked with low SES. The school systems in low-socioeconomic-status communities are often different and underfunded, negatively affecting students' academic progress and pursuit

(Aikens and Barbarin, 2008). Inadequate education and academic exhaustion also increase dropout rates, affect children's academic achievement, thus perpetuating the low-socio economic status of the community. Improving school systems and early intervention programmes may help to reduce these risk factors. Thus increased research on the correlation between socio-economic status and academic burnout is essential. Families from low-socioeconomic-status communities are less likely to have the funds or time to provide children with academic support. Children's initial reading competence is correlated with the home literacy environment, number of books owned and parents' distress (Aikens and Barbarin, 2008). When enrolled in a programme that encourages adult support, students from low socio-economic-status groups reported higher levels of effort towards education (Kaylor and Flores, 2008).

2.2 Theoretical framework

2.2.1 Self-Determination Theory (SDT)

This research is anchored in Self-Determination theory (SDT), which is connected with human motivation, personality and optimal functioning. SDT focuses on different kinds of motivation. This theory states that people normally have three innate psychological needs which are considered to be universal necessities. The theory asserts that there are different methods to motivation, which extramural students can use to get out of academic burnout. The three basic psychological needs are competence, relatedness and autonomy. Again, relatedness has to do with daily activities that involve other people. Ability to engage in free will, as regards valuables and interest, is considered as "autonomous" state.

Self-Determination Theory (SDT) can be viewed as a macro theory of human enthusiasm and behaviour that has to do with people's intrinsic growing disposition and inborn psychological needs. It is mainly connected with the motivation that dictates the choices that individuals make devoid of exterior impact. It emphasizes the extent to which people's manners is being self-motivated and self-determined. Intrinsic motivation talks about starting an activity for its own sake, because it is stimulating and starting in itself, as opposed to doing an activity in order to obtain an external achievement (extrinsic motivation). There are different types of motivation that have been described

based on the degree to which they have been internalized. Internalization denotes the active effort to change an extrinsic motion into personally recognized values. This integrates behavioural procedures that were originally external.This theory emphasizes specially self-determined behaviour and the socio-cultural conditions that promote it. Extramural students need to be determined not to burn out academically and must move to the next level of their academic pursuit. It also proposes rudiment and widely psychosomatic wants; they are for autonomy, competence and attitudes.

The theory was developed by Deci and Ryan (1991). It advocates that people are trying to motivate the need for growth and satisfaction. The first proposition of self-determination theory is that individuals focus on growth. Acquiring mastery of challenges and assimilating new experiences are essential for the development of a coherent intelligence of self. It assumes that all students, regardless of age, gender, socio-economic status, nationality or cultural background, have intrinsic growth trends (for example, intrinsic inspiration, curiosity, and needs) which make provision for impressive learning in school, encouraging high quality of classroom relationship among learners and teachers (Deci and Ryan, 1985; 2000; Ryan and Deci, 2002; Reeve, Deci and Ryan, 2004).

Even though other motivational theories explain students' expectations, beliefs and goals contribute to the class activities, self-determination theory is distinct by focusing on students' motivation to enhance their inner motivation resource (Reeve and Halusic, 2009). The theory discusses the internal motivational resources that all students have and offers recommendations on how teachers can engage, nurture and energize these resources while aiding high-quality student commitment (Niemiec and Ryan, 2009). The theory avers that students somehow lack personal motivation, show dissatisfaction and act irresponsibly. It recognizes classroom conditions aimed at strengthening the internal motivational status of students compared to those who neglect, undermine and oppose such (Deci and Ryan, 1985; Ryan and Deci, 2000). It also talks about how internal students interact with classroom situations to achieve different levels of participation in teaching.

The theory recommends that everybody has the rudimentary desires for independence, competence and relationship (Ryan and Deci, 2000). Independence or autonomy signifies the requisite to sense the choice and the controller of behaviour. By acting independently, the available information can be used to guide its activities and achieve goals. The need for a relationship relates to the need to feel affiliated and connected with others. The need for competency is satisfied when one feels talented; for example when one receives positive and informative comments instead of negative comments and personal controls. When students consider the fact that these needs are met in an acceptable way, they internalize positive values and attitudes or behaviour. The theory employs the notion of universal, inherent and psychosomatic desires for understanding human motivation (Deci and Ryan, 2008). All human beings have a basic need to feel connected, competent and autonomous for optimal development and functioning (Ryan and Deci, 2000). However, Reeve (2011) claims that the theory is embedded in five interconnected mini-theories, such as the basic theory of need, organic integration, theory of objective content, theory of cause causality and cognitive evaluation theory (Deci and Ryan, 1985; 2000; 2008). The theory identifies three psychological needs, namely independence, competence and relationship, as the basis of intrinsically motivated and inherently proactive learners' tendencies to seek innovation, meet the optimal challenges, as well as practise and expand their skills capacity (Reeve, 2011).

Another theory is cognitive evaluation theory (CET) which focuses on how social and interpersonal predecessors interact with each other, whether they facilitate or interfere with motivation. Intrinsic motivation deals with the accomplishment of certain things by itself, and refers to certain events, such as sports, games and hobbies. It stresses the essence of autonomy and competence for the succession of the movement, claiming that the procedures that need to be reduced from such will eventually weaken intrinsic motivation. The theory addresses how issues such as feedback, rewards, delays and pressures affect the sense of autonomy and ability, and thus improve or weaken intrinsic motivation (Dec, Koestner and Ryan, 1999).

The theory of organizational integration (OIT) explains the process of internalizing different external motives. The emphasis is on the internationalization of the

continuum, the expansion of external regulation to the introduction. This type of regulation, which may be consecutive, varies relatively in its autonomy. Research in SDT showed that the more an individual's motivation is autonomous, the greater is its stability in performance. This means that exhausted students are motivated by extracurricular classes. Several studies worldwide have shown that greater internalizing of cultural practices is also associated with greater welfare and performance (Ryan and Deci, 2000).

Causal Orientation Theory (COT) focuses on modifications in the way people orientate and move to diverse characteristics of the environment in behavioural regulation. When it is oriented towards independence, one moves towards what interests and acts in a match. When control is focused, it mainly regulates the behaviour of a person by directing him//her to lack of individual control or competency. The theory describes how advantages or prior provocations stimulate particular guidelines in people that affect later motivation.

The theory of Basic Psychological Needs (BPNT) develops the concept of basic needs by linking them directly to prosperity. The impact of any behaviours or events for the benefit largely depends on the relationship with the satisfaction of the needs. Research showed that satisfaction with BPNT needs to anticipate individual differences in health and well-being as well as in human change in care over time.

The theory of goal context research (GCT) claims that materialism and other external goals, such as glory or image, do not improve satisfying the needs and, therefore, do not promote prosperity (Kasser and Ryan, 1996; Niemiec et al., 2009). However, the goals of intimate relationships, personal development and community contribution favour the need for satisfaction, and thus promote well-being and health. This theory also applies in the way that goals are framed. Goals focused on essentials are better respected than those directed to extrinsic results (Vansteenkiste et al., 2006).

These five mini theories make SDT. Given the wide reach, SDT has generated research and controversy in many areas. One of the problems is that SDT can strongly control behaviour but often at the expense of intrinsic motivation or subsequent internalization. Another issue is the cross-cultural generalization of SDT. It also argues that individuals are collectivists or individualists, men or women, people work more effectively and experienced in more mental health while the behaviour is not autonomous

but controlled. This multicultural hypothesis was verified by Chirkov, Ryan, Kim and Kaplan (2003). However, students who have passed through secondary school once, but distressed academically and unable to make requisite qualifications to proceed to the next level of academic pursuits will likely face embarrassment and frustration. This theory emphasizes self-determination. If the educationist on ground can motivate and encourage extramural students, definitely, the rate of academic burnout will reduce.

2.2.2 Social Cognitive Theory

Social cognitive theory was propounded by Bandura (1986) as a humanistic theory of cognition and social motivation. The theory focuses on satisfying psychological needs, emotions, feelings and desires. Bandura (1986) avers that cognition plays an important role in the codification and performance of behaviour, and that human behaviour is caused by the behavioural and environmental effects of human thought. This theory has been applied to various ranges of human functioning, for instance choice of careers, choice of social life and organizational behaviour, organisational charts, understanding of motivation in the classroom, motivational thoughts, encouragement on academic performance as well as achievement and learning performance in the classrooms.

Social cognitive theory being a learning theory that rests on the view that an individual studies through observation of others. Psychologists argue that the type of environment in which an individual grows up normally determines the behaviour of that individual. One of the basic assumptions of the theory is that personal, behaviour and environment causes may influence one another. For instance; classroom learning condition is grouped by factors within the academic environment, especially the encouragement and reinforcement that involve and are experienced by others. Learning is also influenced by students' thoughts, feelings and self-belief of their interpretation of class environment. Extramural students have an ability to impact their own character and the background in a purposeful, goal-directed way (Bandura 2001). The theory also argues that learning may occur without an instant change in behaviour; but learning is acquired through cognitive skills, abstract rules, knowledge, concepts, values and other cognitive concepts.

Outcome expectation reflects individual's belief about what the outcomes are most likely to ensure if particular behaviours are exhibited. Expectation of result is very essential in social cognitive theory. This is because it normally shapes the decisions people make about what action to taken and the type of behaviour to suppress. Self-efficacy reflects individual's belief about whether the students are able to achieve a given level of success at a particular given task (Bandura, 1997). Learners with high self-efficacy are prone to be confident in their capabilities to be successful when measured with their peers at low self-efficacy. High level of perceived self-efficacy has been related to greater choice (Pajare, 2006).Goal settings reproduce reasoning illustrations of expected wish, or desired results. Through goal setting students will use anticipation to foresee the future, recognized wanted results, and produce templates of actions. Goals also are intricately connected to expected-outcome of students and personal efficacy, as well as self-regulation. Self-direction is premised on setting of goals, in that students are equipped on various strategies to recognize emotional tips and manage them successfully, in order to successfully perform a task (Suchunk, 2001).

Social cognitive theory emphasizes the sub-processes in self-motivation, such as self-reflection which shows the ability of students to monitor and control their behaviour and results. Self-assessment allows students to evaluate whether their activities are effective and enables them to progress. Self-confidence helps students react to evaluations made by changing behaviour, rewarding, or discontinuing. This theory is based on human behaviour which may have significant influence on academic burnout among students. It provides an outline that helps to facilitate self-control of emotion and behaviour within the school environment. The theory identifies the impact of the environment on human development while also assigning responsibility on the individual to think and grow within it. Social cognitive theory provides a central role in cognitive, indirect, self-regulating and self-reflexive processes in human growth and operation (Bandura, 1986). It sees individuals as self-organized, proactive, self-reflective and self-directed organizations. Individuals may have control to impact their own activities to achieve certain outcomes. This needs the ability to control their thoughts and influence an action.

According to social cognitive theory, the environment, behaviour and the person's internal cognition mutually interact to clarify an individual's actions. The theory offers a good explanation and a useful context for understanding academic burnout among extramural students and provides strategies for improving cognition that affect burning and dropping out of school (Scerif, 2010; Robinson, 2011).

This study is rooted in social cognitive theory (Bandura, 2006). The study examined the importance of this theory in reducing academic burnout among extramural students. Social cognitive theory is based on the postulation that learning affects the students' own feelings and beliefs and the interpretation of the context of the classroom. The theory argues that there is mutual influence between the person and the environment; students have the control on their actions to achieve certain desirable effects. The theory encourages frustrated and depressed students to engage in observational learning, expectation of outcome, perceived self-efficacy, goal setting, self-redirection and self-perception. It provides on outline that helps the depressed students to facilitate academic self-efficacy and behaviour within the school environment.

2.2.3 Metacognition theory

Metacognition theory was developed by Flavell (2009). It has a kind of feedback device. It is either people plan their actions and task ahead of performance, thus making development easily, or they do not and their activities drive astray. People may not be sure of assignment presentation position as metacognitive abilities are developing. Metacognitive abilities that fail may reduce new metacognitive awareness, but the method of acquired skills normally takes time and determination. Scholars have identified some tangible components of metacognition, but some of the scholars seem to disagree about the natural surroundings of those components. For example, meta-memory is frequently just considered a form of a declarative-knowledge perspective, while monitoring procedures are greatly involved in producing the knowledge (Lockl and Schneider, 2007). Likewise, investigation about feeling of knowing and judgment of learning has been done through metacognitive processes driven by metacognitive experiences (Efklides and Vauras, 1999), or reasonably as produced measures (that is the knowledge generated). Also, provisional understanding about what to do is occasionally

considered as metacognitive alertness and declarative understanding (Schraw and Moshman, 1995; Desoete and Roeyers, 2003), or as being intrinsically part of metacognitive abilities in line with the cognitive phase of Anderson's model (Veenman, 1998).

Some of the conceptualizations of metacognition are quite common because they take the perception of the knowledge of a higher order of cognition. There is a greater order instrument that manages and prevails in the cognitive structure, although it is part of it. It is a conventional problem of homunculus or grave paradox: it cannot be divided into two, one of which one thought while the other observes his thoughts. The question of whether one can separate knowledge and metacognition is not just an academic type. It may be difficult to have suitable metacognitive information about one's own skills in the environment without significant knowledge (cognition) in the field, such as knowledge of significant theories and field thinking, inherent domain problems, and what is not relevant (Pressley, 2009). Relationships with metacognitive skills cannot be included in the plan without performing cognitive actions, such as the production of problem-solving methods and the sequencing of these methods. In addition, an individual may not confirm the consequences of control in associating results with evaluation or recalculation of results in a new technique.

If metacognition is considered to be understanding of a self-management set to regulate the performance of a task, then the knowledge of these self-management vehicles is known. These reasoning actions are in turn substance to metacognition, for instance, continuous monitoring and evaluation. This circular process of cognitive and metacognitive activities makes it difficult to expose them to meta-analysis (Flavell and Wellman, 2007). At times, metacognition can be perceived in the verbalized self-discipline of a student Metacognition is not always heard or seen explicitly during the performance of the task; it often has to be inferred from specific cognitive actions. The field of metacognition compose of two different metacognitive parts which are cognitive knowledge and regulation knowledge (Veeman 2006; Flavell 2009). Cognition knowledge concerns knowledge and/or opinions on factors or how they influence the pattern and results of cognitive firms (Flavell, 2007).

Moreover, metacognitive knowledge can be categorised into three which include procedural, declarative and restricted knowledge (Cross and Paris, 2008). Human knowledge has certain factors that influences it and this constitutes the knowledge that is categorized as declarative. In addition, the knowledge that is procedural has to do with skills of an individual and how such individual applies the skills. Furthermore, there are different times and situations that determine the choice of strategies to be used; and this have to do with knowledge that is categorized as restricted. Flavell (2009) also differentiate among metacognitive knowledge, experience and metacognitive abilities. Metacognitive awareness concerns about how factors of knowledge influence leaning process. The second phenomenon of understanding of metacognitive concerns what someone is in a certain process and what progress is achieved. These involvements can stimulate metacognitive approaches which control cognitive procedures.

Vermunt (1999) says that the type of tasks that students undertake regulates, supervises and controls their own reasoning methods. This involves the submission of cognitive and ecological means required for a particular duty. Furthermore, Baker and Brown (1984) identify 3 mechanisms of training in skills that are cognitive in nature, namely, self-management education, vocational training, as well as creation of consciousness which continues in attracting attention as regards current investigations. Measurement of students' self-efficacy training has been a topic for debate (Veenman, 2005; Dunlosky and Matcalfe, 2008).

In metacognition improvement (Kuhn, 1999; Flavell and Wellman, 2007), the next depiction arises. Mind grows somehow between the age three and five years of age (Flavell, 2004; Lockl and Schneider, 2007). Then, two years later, meta-memory and metacognitive understanding grow, and will be continuous throughout lifetime (Alexander, Carr and Schwanenflugel, 1995). Metacognitive aids begin around eight and ten years of age, and increase throughout the ages thereafter (Berk, 2003; Veeman et al., 2004; Veenman and Spaans, 2005). Furthermore, particular metacognitive abilities, for instance, observing supervision and assessment, advance later than others. Whitebread (1999) asserts that the behaviour of little kids (five years old) might expose basic types of coordination, planning and mirror image if the task is taken to their benefits and system of understanding. It is an indication that classic of metacognitive improvement desires

certain modification. Metacognitive understanding and abilities before now grow in kindergarten or early-school years at elementary stage, and become further classy and educationally concerned with formal scholastic needs.

Alexander (2001) asserts that metacognitive understanding improves alongside a monotonic increment in age, equivalent to the growth of intelligent capability of learners. The effect of intellect does not rise nor reduce over the ages. Intelligence provides schoolchildren a competitive advantage in metacognition, but does not have any effect on its developing progress. It is as if metacognition helps initially to grow in isolated areas, and eventually becomes universal throughout the area (Veenman and Spaans, 2005). There is the necessity to regulate procedures which are accountable to relocation in many areas through developmental course. The procedures comprise people's great path movement (Salomon and Perkins, 1989), and connecting metacognition by means of teaching, as well as feedback given by the tutors.

2.3   Empiricalliterature review

2.3.1   Motivational interviewingand academic burnout

  In recent times, primary emphasis of motivational interviewing therapy (MIT) has been on grown-up individuals (Nage, 2010); This strategy has been employed recycled in different backgrounds, including schoolchildren impartiality backgrounds, and emergency rooms in contemplation of young people (Feldstein and Ginsdburg, 2006). Motivational interviewing therapy has shown its effectiveness in environments like school. It also shows relevance improvement handling adolescents suffering depression (Brody, 2009); avoidance of fatness in girls because some girls feel rejected when fatness has turn their shapes their shapes to shapeless being (Flattum, Friend, Neumark-sztainer and Strong, 2009); tobacco consumption and motivate those in to drugs to stop in the action; that is ,drug abuse (Lawendowski, 1998).

Mojtaba, Parvin, Mohammad, Saber and Ali (2015) investigated effects of motivational interviewing in improving self-reliance of underdeveloped learners. The study was quasi-experimental. Population of the study consisted of all male students,

ranked first in the secondary schools in Urmija, 32 first-grade students who were named underdeveloped students. The rank was split into 2 groups (experimental group = 16 persons, control group = 16 persons). The design used for the test was a pretest-post-test with the control group. The respondents completed Sherer's Self-Control Efficiency Questionnaire (1983) and Rogers' individual scale before the intervention and two weeks after the last intervention. The covariant analysis was used for data analysis. The covariance analysis test showed that the effects of motivational interview in the two groups were not identical and there was a significant difference. So a motivated interview could lead to an apparent increase in the average self-confidence of the experimental group. The effect level was 0/36; that is 36% of the posterior examination variants (self-efficacy) are linked to intervention in motivated interviews. The statistical strength is 0/97, which indicates the sufficiency of the sample size. The result proved that the results of self-confidence and the concept of self-concept of the respondents increased significantly after motivational interviewing.

Similarly, Enea and Dafinoiu (2009) investigated 19 sixteen-seventeen-year-olds in their study of motivational interviewing as a solution focused treatment for decreasing truancy in Singapore, Those researchers found that the worth of counsellor-client interaction in the meetings was a very good predictor for those learners that stayed in the programme. The participants responded well to the treatment of motivational interviewing in reducing truancy among the participants. It proved that the therapy is effective in managing young adults /teenagers.

Furthermore, Martin and Copeland (2008) discovered that people that participate in the intervention of their study witnessed decrease in the misuse of drugs by 20 days in 90 days' period. This was thereby equated with the decrease of 1.2 days in the third group, which was the control group. Those who participated in the treatment session too established non-judgemental empathy with the system of motivational interviewing.

Stein et al. (2006) investigated adolescents of fourteen to nineteen years old who were involved use of alcoholic substance or drugs. The investigators found it tedious dealing with them. Following the therapy, those who participated witnessed significant improvement. Three months after, the motivational interviewing group exhibited a drastic reduction of about 89.1% in DUI and a 74.2% in substance or drug use.

Burke, Arkowitz, and Menchola (2003) did the first meta-analysis on MIT. The study comprised 30 organized scientific studies on drug use, risky sexual manner, drinking, drug use, diet and exercise. Another meta-analysis by Hettema, Steele and Miller (2005) involved 72 studies. The addictive effect discovered by the study indicated an enhanced length of intervention strength for everyone who attempts a joint or combined intervention method through a variety of MIT and additional interventions. Furthermore, it was discovered that when MIT is shared with another therapy or intervention, greater effectiveness is achieved (Manthey, Knowles, Asher and Wahab, 2011). This has also proved that motivational interviewing if combined with other therapy makes greater in the impact on any challenges.

Another important meta-analysis conducted by Vasilaki, Hosier and Cox (2006) applied motivational interviewing therapy to the client that faced alcoholism challenges, included fifteen studies that focused specifically on the ability of MI to reduce the problematic use of alcohol. The meta-analysis, by Lundahl, Tollefson, Kunz, Brownell and Burke (2009) these included 119 studies that used techniques and it was glaring that the therapy successfully could separate the distinctive influence of MIT relations to a control group.

Sune, Annelli, Torsten, Bo Christensen (2005), in a logical appraisal and meta-analysis of randomized measured attempt, used motivational interviewing as the intervention. They revised and appraised 72 randomised studies. The result of the meta-analysis proved a significant impact of 95% confidence interval for MI and combined effect estimation for body mass index, the overall cholesterol in blood, high blood pressure and the like. Most clinical issues in scientific setting showed that MI overtakes customary information giving in the management of wide ranging behavioural difficulties and sicknesses.

2.3.2. Mindfulness-based cognitive therapy and academic burnout

Turner (2012) views depression as a typical disorder that has a multifaceted and repeated sequence. Mindfulness-based cognitive therapy is a management that involves the use of

everyday mindfulness to check recurrence in an individual with general background of downheartedness (Teasdale and Barnard, 1993).

Hofmann et al. (2015) discovered that students involved in the participation of the mindfulness treatment scheme saw significant improvement in hope, optimism and their behaviours was modified in all. Rempel (2012) opines that the training acquired from MBCT equips young adult with the skills they need in life.

Hofmann et al. (2015) did a meta-analytical review on efficiency of anxiety and depression-based therapy. Literature search was directed using PubMed, Psych Info, and Cochrane Library, and manual search. The study identified 39 studies with a total of 1140 participants who received mindfulness-based therapy for a wide variety of circumstances, including cancer, generalized anxiety disorder, depression, and several psychiatric disorders. This shows that mindfulness based cognitive therapy can treat and manage the thought and feelings of extramural students at any time the results of external examinations are released.

Furthermore, empirical research recommended that training awareness can reduce stress and improve self-confidence, relations with other people, optimism attention and self-high regard (Fisher, 2006; Schonert-Reichl and Lawlor, 2010). Semple, Lee and Miller (2006) claim that approaches based on the mind may be appropriate interventions for anxiety, depression and or behavioural disorders. In addition, mindfulness can improve cognitive and academic performance, manage academic stress, and affect the holistic improvement of everyone (Shapiro et al., 2008). Valentine and Sweet (1999) found that memory meditation increased the students' capability to keep their attention even while the stimulus was not expected.

Busari (2015) investigated the influence of M-BCT on depressed patients at the Oyo State Public Hospital in Ibadan, Nigeria. Samples included 32 men and women over the age of eighteen using a screening instrument of Beck's Suicidal Ideation Scale for the experimental study. There were four hypothesis tested at the 0.05 level of significance and Covariant Analysis (ANOVA) was employed for analysis. Depression symptoms and

diagnostic status were evaluated before and after the treatment phase. The symptoms of depression reported were reduced from simple toward minor in the M-BCT group, while no important reduction in the control group was observed. The study indicated that M-BCT can successfully be used to reduce the symptoms of depression.

Similarly, Napoli et al. (2005) argue that the constant strengthening of awareness-raising activity in each class had lasting consequences throughout the lifetime. In the same way, Schonert-Reichl and Lawlor (2010) found that learners that took part in the mindfulness education programme had a significant rise in hope, were optimistic and competent socially in their behaviour. Rempel (2012) notes that mindfulness-based training is provided to young people to provide them with valuable skills that can be adopted throughout their lifetime. In addition, mindfulness-based interventions promise to help children manage stress by improving their mood swing, socio-emotional development and self-regulation (Mendelson et al., 2010).

According to Ma and Teasdale (2004), M-BCT is active for anyone who has experienced three or more incidents of dejection, particularly when ecological factors are not a cause of recurrence. Research has also shown that it is effective for generalizing anxiety disorder (Evans et al., 2008). It can be an effective intervention to reduce the symptoms of anxiety and mood and stimulate awareness of current experiences. It creates more provision for the support of the benefits of practice based on the awareness and benefits that experts can see in different aspects of life and function. Similarly, Michal et al. (2007) studied the influence of consciousness on the strictness of depersonalization and establish a solid negative relationship between mindfulness and depersonalization. Zylowska (2008) considered the effects of meditation on ADHD symptoms in adolescents. Participants reported symptoms of ADHD and satisfaction with training (Zylowska 2008). Bogels, Hoogstad van Dun and Schutter (2008), who used M-BCT-C as an intervention with young people with various outsourcing disorders; their findings were similar to those of previous studies.

In addition, research on the usefulness of meditation for the awareness of young people with disabilities in learning revealed that participants had reduction in anxiety, increase in social skills and improvement in academic outcomes (Beauchemin et al., 2008). Besides, Flook et al. (2010) found that a knowledge-based programme improves

the success of 3rd- and 4th-year students. They note that, in elementary school, the introduction of mindfulness-based practice can be a viable and cost-effective way to improve social-emotional, cognitive and academic development. Furthermore, Kabat-Zinn (1994) submits that the practice of awareness can create more trust and closeness with peers and others, as well as greater ability to face hectic procedures as challenges instead of threats.

Lau and Hue (2011) found related results in their study on high school adolescents. The participants stated a substantial progress in personal development as the benefit after the training. Wall (2005) also found that the participants in his study experienced improved emotional state of well-being and self-mindfulness, and less sensitivity. Semple et al. (2010) found that a group of children from vulnerable neighbourhoods, usually difficult to reach, gladly embraced by M-BCT-C. The participants in their research stated that M-BCT-C is useful in home and school environments (Semple et al., 2010); the feasibility of implementing mindfulness-based practices in school environments, performing knowledge programmes does not require much time. Based on this discovery and the previous literature, Semple et al. (2010) suggest that ten to fifteen minutes of consciousness daily or several times a week should be adequate if well controlled.

Burke (2010) reviewed the recent research on the use of mindfulness-based and child-centred methods. He found that perceptive interventions were acceptable and feasible for the surveyed populations. Similarly, Felton et al. (2013) investigated the influence of mindfulness teaching on counselling students' perception of worry. The study used a qualitative investigation design to determine if some kind of attention based on the Kabat-Zinn programme is a promising prophylaxis for stress that causes exhaustion of mental health workers. Forty-one learners participated in this study. The participants pointed out that awareness increased (a) orientation at the present moment and (b) increased vigilance and acceptance of the state and physical states of feelings associated with stress. They also described how this awareness increased their skill to prevent stress, improve the self-confidence in improving stress and increasing self-pity, Also, the learners reported that they had more confidence in their ability to prevent burning out and the yet to come period as psychological healthiness personnel.

49

2.3.3   Academic self-efficacy and academic burnout

In a longitudinal study, Rogala (2016) investigated the correlational direction between components of burning out (disengagement and exhaustion) in the perspective of individual measured resources by social support and self-efficacy. The participants in Study 1 were mental healthcare workers who worked with traumatized US military personnel. The participants in Study 2 were workers of health services, social workers and other personal care specialists offering various types of civilian trauma survivors in Poland. The six-month basic and monitoring measures included burning components, burning self-efficacy and perceived social support. Route analysis showed constant outcomes for both longitudinal studies; the exhaustion of measurement measured at time 1 led to disconnection at time 2 after checking the level of separation from the base line. In Study 1 and Study 2, the associations were reconciled by a change of self-efficacy; greater exhaustion led to a greater reduction in self-efficacy, which explains more disconnection in the monitoring.

Ugwu et al. (2013) examined the correlation among school exhaustion, academic engagement and self-confidence of Nigerian university students. Samples were collected from two hundred respondents from five departments at the Faculty of Social Sciences at a state university in North Central Nigeria. While burning out was juxtaposed with the Maslach Burnout Inventory-Student Scale (MBI-SS) developed by Schaufeli et al. (2002), self-efficacy was tested with a self-efficacy scale developed by Schwarzer et al. (1995). The result of the correlation analysis showed that burnout, exhaustion and self-efficacy of schools have a significant undesirable correlation.

Similarly, in the study conducted by Bouman, Te Brake and Hoogstraten (2002) , in comparison to the group that ended the traditional MBI scale, the group that completed the reformulated scale showed much greater (positive) relationships with decreasing depersonalisation. As a result, negatively rewarded performance elements led to higher positive correlations with the other two burning-out scopes.

In addition, Yang and Fan (2005), in their experimental study, found self-efficacy to have a substantial impact on burning out. Also, Brouwers and Tomic (2000),

based on empirical research, claim that self-efficacy is a significant predictor of student burnout. Similarly, Evers et al. (20002) argue that self-efficacy principles are associated negatively with emotional exhaustion and depersonalization, but positively associate with reducing individual achievements among students.

Charkhabi (2013) examined the correlation among burning out, the value of book learning experience and self-efficacy amongst students in Iran. The samples consisted of two hundred and thirty-three (233) undergraduates, made up of one hundred and six male students and one hundred and twenty-seven female students, selected by layered random sampling. Those who participated completed academic burnout scale and school self-efficacy scale. The correlation coefficient results showed that relations between academic burnout and its mechanisms with self-efficacy were statistically significant.

Rahmati (2015) studied academic burnout among students of high and low self-efficacy. There was one hundred and twenty students from the University of Allama Tabatabei that are participants which completed the session on burn out and self-validating questionnaires. There were undesirable relations between self-efficacy, academic burnout, variability variables in school and its components (school exhaustion, academic inactivity and school inefficiency). The undesirable relationship proved that the three components were not matched.

Uchenna (2015) conducted a study that demonstrated primary school efficiency, observed support for teachers, age and gender as a predictor of academic burnout. The research was a cross-section of ex post facto research. It involved 300 students who were randomly selected from a public university in southwestern Nigeria. The sample consisted of 143 males and 157 women aged between 14 and 34 years. The questionnaire used consisted of four different sections measuring the variables of interest in the study. The participants were guided by standardized scales that pointed to academic burnout and the general self-efficacy perceived by teachers. The result of regression analysis showed

that academic self-efficacy had a negative correlation with academic burnout, exhaustion, which indicated a decrease in academic burnout with greater academic self-efficacy.
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2.3.4 Goal setting and academic burnout

The study of students' school burnout, achievement and goal orientations conducted by Tuominen-soini (2008) was on performance-focused tendencies. The study emphasised mastery-extrinsic orientations, performance-avoidance and performance approach; all these factors were related with exhaustion. Mastery intrinsic orientations were adversely related. Avoidance orientations and performance avoidance were completely related by inadequacy and pessimism.

Tuominen-sioni conducted a study that examined the successful goal orientation plus educational well-being through conversion to higher school educational system, which can also be linked to extramural classes. Students' burnout was examined as one of the indicators of academic well-being. Collection of data was done in one of the lower higher school in a city in Eastern Finland. The participants were almost 15 years old learners facing the change movement from full complete college to higher school system at the beginning. Altogether, 579 learners (288 females and 291 males) were involved in the study. School burnout was measured by the School Burnout Inventory (SBI), which was established by Salmela-Aro and Näätänen (2005). The result of Analysis of Variance of the data collected showed that the level of student's burnout differed along their levels of goal orientation and setting.

Tabachnick, Miller and Relyc (2008) found that the establishment of personalized values, inherent future objectives predicted the instrumentality of the task. However, extrinsic external valuable personalized goals did not yield statistically important connection with university degree.

Furthermore, in Otanga and Ogembo (2014) school burnout was assessed by the level of fatigue, pessimism and insufficiency. It was assumed that the perception of the student on the content of the future goal (whether true or false) promotes the activities of the recent work lesson and hence adversely forecasts school burnout. The study was conducted with a random sample of 225 male learners from high school in Mombasa, Kenya. The

instrument used was an inventory of school burnout. Those students who were trying to help in the near future were entrusted to the IR group, while those who were supposed to get a job or help their families in the future were entrusted to the ER category; the number three category –No Regulation (NR) included pupils enrolled in school because they had nothing to do. The highest averages were distributed in the same way through IR and ER (4.01) categories, while the NO control category averaged 2.38. The learners encouraged the yet to come goals framed in their internal positions. Based on this study, the researchers concluded that the content and mode of setting goals by students determine their level of academic burnout. The students who set appropriate goals had high motivation, and, therefore, determined the level of school burnout.

Similarly, Taghavi, Sheikh and Hemayattalab (2011) carried out a study among 11-14 year-old Tehran male students (Portion 2, 6, and 7). Two hundred learners were used for the study. The Athlete Burnout Questionnaire (ABQ) Task and Ego Orientation in Sport Questionnaire (TEOSQ) were adopted in assessing the variables. Facts normalcy was analyzed via Kolmogrove-Smirnove test. Pearson moment correlation coefficient was also employed for analysis. The outcome showed no significant relationship among self-centred goal orientation and task-orientation with athletic burnout.

2.4

| Independent variables | Intervening variables | Dependent Variable |

Organism Factors

Environmental Factors

Motivational interviewing therapy	-Academic Self-efficacy	Socio-economic status	Reduced
Mindfulness-Based Cognitive Therapy	-Goal Setting	Parental involvement	Academic Burnout
		Teaching methodology	
		School environment	

Stimulus(S) ⟶   Organism(O) ⟶   Response(R)

The Study conceptual model : Fig 2.1 Conceptual model for the study

Description of the conceptual model

The model for this research consists of independent variables, namely: motivational interviewing strategy (MIT) and mindfulness-based cognitive therapy (M-BCT). Researcher manipulated independent variables to ascertain consequent effect on criterions variable (academic burnout). The intervening variables are of two factors, namely organism and environmental. Organism factors inhibit within the individual, such as academic self-efficacy, self-concept, emotional intelligence and goal setting. The factors that are environmental are external to the personality make up of an individual. Instances of factors that are environmental include socio-economic status, parental involvement, teaching methodology and school environment. The essence of including these variables into the model is control for their influence on the cause-effect between variables in the study.

2.5 Hypotheses

Seven null hypotheses that were raised and tested at significance level of 0.05 are:

1. There is no significant main effect of treatments on academic burnout of extramural students.

2. There is no significant main effect of academic self-efficacy on academic burnout of extramural students.

3. There is no significant main effect of goal setting on academic burnout of extramural students.

4. There is no significant interaction effect of treatment and academic self-efficacy on academic burnout of extramural students.

5. There is no significant interaction effect of treatment and goal setting on academic burnout of extramural students.

6. There isno significant interactioneffect of academic self-efficacy and goal setting on academic burnout of extramural students.

7. There is nosignificant 3-way interactioneffect oftreatment, academic self-efficacy and goal setting on academic burnout of extramural students.

CHAPTER THREE

METHODOLOGY

In this section, the researcher discussed the methodology and procedures used in the study.

3.1   Design

This study employed a pre-test, post-test, control group, quasi experimental design with a 3 x 3 x 3 factorial matrix. The design is presented in Table 3.1. The columns contain the experimental group (motivational interviewing strategy (MIT) and mindfulness-based cognitive therapy (M-BCT) and a control group. The rows contain two moderating variables. Academic self-efficacy varied at three levels of high, moderate and low; and goal setting also categorized at 3-levels of high, moderate, low.

Table 3.1: A 3x3x3 Factorial matrix of the psychology treatment on academic burnout among extra-mural students

Treatments	GOAL SETTING								
	High			Moderate			Low		
	ACADEMIC SELF-EFFICACY								
	High ASE	Moderate ASE	Low ASE	High ASE	Moderate ASE	Low ASE	High ASE	Moderate ASE	Low ASE
MIT	0	0	11	1	7	4	3	3	0
M-BCT	1	0	8	7	5	10	4	16	0
Control	0	2	2	9	4	2	4	2	0

Key: MIT: Motivational Interviewing Therapy,

M-BCT: Mindfulness-based Cognitive Therapy

ASE: Academic Self-efficacy,

GS: Goal Setting.

3.2   Population

The population consisted of all the extramural students across the local government areas in Ekiti State. Ekiti State, one of the six states in South-West Nigeria, has 3 senatorial districts, with a total number of 16 local government areas.

3.3   Sample and sampling technique

One hundred and five students were randomly selected from three local governments out of sixteen local government areas in Ekiti state, Nigeria. In MI, 29 participants were used; 51 participants in M-BCT; and 25 participants in control group.The multistage sampling technique was employed in selecting the participants of the study. The selected participants were extramural students, receiving lectures to write WASSCE examination, SSCE and UTME in the three chosen areas. At the first stage, the state was divided into three senatorial districts, as recognised by the national constitution: Ekiti Central Senatorial District, Ado Ekiti; Ekiti North Senatorial District, Ido Ekiti; and Ekiti South West Senatorial District, Ilawe Ekiti. At the second stage, from each of these senatorial districts, one local government each was randomly selected. At the third stage, one extramural centre was randomly selected in each of the local governments selected through balloting. In the last stage, from each of the three centres, 30 of these students were randomly selected based on the screening test score and eligibility criteria.

After the screening, 30 participants were randomly assigned to MIT, at Ido-Ekitiin which 29 participants completed the treatment session. Group 2 at Ado Ekiti was also screened and it was discovered that burnout students were about 95. The center had more students because, the center was located at the state capital. The researcher then randomized to 53 but only 51 completed the treatment session. The control group at Ilawe Ekiti had 25 participants, probably because the centre is at rural area. A total of 105 participants were used for the study.

**3.4	Inclusion criteria**

In order to select the participants for the study, the criteria used are as follows:

➢	Participants were the students that have written and failed any of examinations conducted by National Examination Council, West Africa Examination Council or University Tertiary Matriculation Examination, at least once.

➢	Participants were the students that were attending extramural classes in the chosen areas.

➢	Participants were between eighteen and twenty-five years of age.

➢	Participants filled and signed the consent form to participate in the study.

➢	Students who scored above 5 in the screening instrument.

**3.5	Instrumentation**

This study utilised four instruments for collection of data. The first instrument Academic Burnout Indicator Inventory was used to screen the participants. The other three scales (Maslach Burnout Inventory-Student Survey (MBI-SS), Academic Self-Efficacy Scale and Goal Setting Scales) were used for pre-test. After eight weeks therapeutic sessions, only Maslach Burnout Inventory-Student Survey (MBI-SS), were administered for post-test to collect data from the participants.

Academic Burnout Indicator Inventory

Maslach Burnout Inventory–Student Survey (MBI-SS)

Academic Self-Efficacy Scale

Goal Setting Scale

3.5.1 Academic Burnout Indicator Inventory

This indicator inventory was adopted from School-Burnout Inventory developed by Salmela-Aro, Kiuru, Leskinen, and Nurmi (2009). It was used to screen the students. It contains 9 items, for "I feel tired when teacher is teaching in the class", and "I always feel bored before I get to school". The responses are in the form of Yes (1) or No (0). Students that chose at least 5 yes-answers were considered to be having academic burnout. The scale has a .92 Cronbach's alpha reliability (α), which is considerably high. The instrument was subjected to revalidation procedure. The scale was administered to extramural students who are not part of the selected samples for the study. The result

showed Cronbach α of .632. This is an indication that the scale is valid and reliable for the use among the participants.

3.5.2   Maslach Burnout Inventory–Student Survey (MBI-SS)

This inventory was adopted from Schaufeli, Martínez, Marqués-Pinto, Salanova, and Bakker (2002), who suggested the use of MBI–Student Survey in examining assess academic burnout in students. It has 15 items in all and includes three subscales (Emotional Exhaustion, Cynicism and Efficacy). Sample of items on the inventory is *"I have become more cynical about the potential usefulness of my studies"*. For this study, the inventory was constructed in a 4-point rating, ranging from 1: strongly disagree to 4: strongly agree. High scores on Emotional Exhaustion and Cynicism but lowscores on Efficacy are indicative of burnout. For its reliability, Schaufeli (2002) reported that a Cronbach α for the full scale was above .70. This indicates that the inventory is very valid and reliable to measure academic burnout among students. However, the scale was subjected to revalidation procedure and the result of the test established Cronbach α equal to .606. This implies that the scale is valid and reliable for use among these participants.

3.5.3   Academic Self-efficacy Scale

The Academic Self-efficacy Scale was adapted from Self-efficacy for Learning (SEL) developed by Klobas, Renzi and Nigrelli (2007). The scale has two broad sub-sections. The first is Information Processing, which covers knowledge, synthesis, analysis, understanding, evaluation. The second sub-section is finding, which covers aspects such as library, distinguishing sources, web and writing. The scale contains 10 items. It is a four-point Likert scale, ranging from strongly agreed to strongly disagree. Sample items include *"I am able to find materials in the library a subjects that interests me"*. Strongly agreed received 4 points, while strongly disagreed received 1 point. For the Information Processing subscale, the reliability Cronbach alpha was .83, while the reliability coefficient for the Finding subscale was .810. The whole scale was found to be valid and reliable, as the reported Cronbach α for the full scale was .860. The scale was revalidated by the researcher through the process of administering the scale to extramural

students in another area. The result established Cronbach α of .753. This implies that the scale was valid and reliable for use among extramural students in Ekiti State.

3.5.4 Goal Setting Scale

The Goal Setting Scale was developed and validated by Midgley (1998) to specifically assess the goals setting of students. The scale has 6 items each examining orientation of task-goal, ability-approach goal orientation, ability-avoid goal which gives a total of 18 items. Sample of the items includes *''An important reason I do my work in school is because I want to get better at it''*. The scale has Cronbach's alpha (α) of .80, with each subscale, orientation of task-goal (α = .83), ability-approach goal orientation (α = .83), ability-avoid goal (α = .74) having reliability level. This indicates a reliable co-efficient and suitability for this study. However, the scale was subjected to revalidation procedure through pilot-testing by the researcher. The result of the test proved the Cronbach α equal to .794. This implies that the scale was valid and reliable for use among the participants.

3.6 Procedure for data administration and collection

A letter introducing the researcher was collected from the Department of, Guidance andCounselling, University of Ibadan. This was submitted tothe State Ministry of Education, Ado Ekiti, from where the letter was dispatched to the head of the Area Education Office (AEO) of the selected local government areas for consent and take-off. Three research assistants, who were Master's students in the Department of Guidance and Counselling, were given orientation on the activities that will be done during the exercise, as well as the roles expected of them.

The researcher screened the would-be participants with Academic Burnout Indicator Inventory Scale with the aim of assessing level of academic burnout among them.Those respondents who scored 5 and above were used for this study. A student was expected to choose at least 5 yes-answers before he/she could be considered to be having academic burnout. The research covered a period of eight weeks of eight sessions of training for the participants. Using four phase procedure, the study was systematically done: pre-session activities (e.g. screening, recruitment, and

randomization), obtaining pre-test score, programme of treatment and collection of post-test score.

In the Experimental groups, eligible participants were treated to an 8-week experimental sessions, while the control group received treatment also. To select the participants that were willing and meet the inclusion criteria the researcher organised a meeting of familiarisation and solicited for support. A preliminary meeting was organized to get familiar with the interested participants and to solicit their support and willingness to participate in the study. At the pre-test stage, Academic Self-efficacy Scale (SES), Goal Setting Scale (GSS) and Maslach Burnout Inventory-Student Survey (MBI-SS) were distributed to the participants. Meanwhile experimental groups' participants were treated using either of the therapies for 8 consecutive weeks. The control group was also treated; the participants in this group were given symposium on "career development". The MBI-SS was administered to participants to collect the post-test data.

Proper arrangement was made in organizing a suitable venue for the training sessions.The Researcher provide buy packs of snacks like gala, plantain chips and tomtom sweets every week Data were collected before and after the experimental sessions. The participants for the treatment group received training on motivational interviewing therapy and mindfulness-based cognitive therapy. The data collected from these participants were then analysed. The analysis is presented in chapter four of this thesis.

3.7 Summary of the treatment packages

Experimental Group I: Motivational Interviewing Strategy (MIT)

The goal of Motivational Interviewing Therapy has to do with stimulating change of behaviour by assisting the client in resolving and explore uncertainty (i.e. ambivalence) so as to increase his/her awareness of potential problems caused.

SESSION 1: General orientation to the programme

       Introduction of the programme

       Establishing relationship

       Self-introduction by the students and the therapist

       Pre-test administration

SESSION 2: Reflection on the previous session and few questions

       Discussion and meaning of academic burnout

       Effects of academic burnout

SESSION 3: Review and questions on the previous session

       Causes of academic burnout

SESSION 4: Review of the previous session

       Components of Motivational Interview Therapy and Its usefulness

SESSION 5: Review and questions on session 4

       Principles of Motivational Interview Therapy

SESSION 6: Reflection and questions on the previous discussion

       Discussion of how to prevent academic burnout

SESSION 7: Review and questions on the previous discussion

Reflection on all the previous meetings, sharing the positive ways of solving academic burnout

SESSION 8: Collection of post-test data, appreciation and conclusion.

Experimental Group II – Mindfulness-based Cognitive Therapy

The goal of M-BCT is to help facilitate the level of alertness of a client to factors that predispose them to a condition, as well as those factors that could bring about relapse into such a condition, in case the client is able to attain recovery.

SESSION 1: General orientation to the programme

Establishing report with the students

Introduction of the study, key questions, pre-test administration

SESSION 2: Discussion on academic burnout

Factors that responsible for academic burnout

SESSION 3: Reflection on the previous study and few questions

Explaining the meaning of mindfulness-based cognitive therapy

SESSION 4: Reflection and questions on the previous discussion

Process of mindfulness-based cognitive therapy

SESSION 5: Reflection and questions on the previous discussion

Focusing on domain of mindfulness-based cognitive therapy

SESSION 6: Reflection and questions on the previous discussion

Discussion of how to prevent academic burnout

SESSION 7: Reflection on all the previous meetings, sharing the positive ways of solving academic burnout

SESSION 8: Reflection and questions on the previous discussion

Post-test administration, and conclusion.

Control Group : Career choice

SESSION 1: General orientation to the programme

Establishing report with the students

Introduction of the study, key questions, pre-test administration

SESSION 2: Discussion about career

Factors that responsible for choosing wrong career

SESSION 3: Reflection on the previous study and few questions

Explaining the meaning of career

SESSION 4: Reflection and questions on the previous discussion

Process of career choice

SESSION 5: Reflection and questions on the previous discussion

SESSION 6: Reflection and questions on the previous discussion

Discussion of how to prevent wrong career choice

SESSION 7: Reflection on all the previous meetings, sharing the positive ways of solving career problem

SESSION 8: Reflection and questions on the previous discussion

Post-test administration, and conclusion.

NOTE: Full treatment packages are in appendix 1

3.8 Controlof ExtraneousVariables

Variables that are considered **e**xtraneous are factors which could interfere with the outcomes of the experimental study apart from the intervention programme. The researcher, therefore, guided against the effect of these variables using suitable randomization, adherence to criteria of inclusion and accurate usage of the 3x3x3 matrix design, as well as usage of ANCOVA (Analysis of analysis of covariance) was adopted for other likely extraneous variables.

3.9 Method of data analysis

Analysis of Covariance (ANCOVA) was used to analyse the data. ANCOVA showed the significant difference between the treatment and control groups, while a Scheffe-hoc revealed the mean differences of the treatment groups and the control group.

ETHICAL CONSIDERATION

Ethical approval was not considered since it has no risking factors and does not need any review by ethical board. The researcher only obtained the introductory letter from the department of Guidance and counselling, which introduces the researcher to the Ministry of Education Ado Ekiti as a student that wanted to carry out research in that domain.

CHAPTER FOUR
RESULTS

Results of data collection in this study is contained in this chapter. For each of the hypotheses tested, thestatistical tests of significance selected and applied to the data are stated and a statement confirming the acceptance or rejection of the hypotheses is made. This is followed by interpretation.

DEMOGRAPHIC STATISTICS

Table 4.1: Table showing Gender distribution of the respondents

Gender	Frequency	Percentage %
Male	44	41.9
Female	61	58.1
Total	105	100

Based on table 4.1, of the one hundred and five (105) respondents that successfully completed the program, 44 respondents representing 41.9% were male, while the rest 61 respondents making 58.1% are females. Invariably, female participants were more than the male participants in this study.

Table 4.2: Table showing Age distribution of the respondents

Age	Frequency	Percentage
15-16 years	08	8%
17-18 years	36	34%
19-20 years	35	33%
21 years and Above	26	25%

From Table 4.2, The highest number of respondents were found in the 17-18 age group, while the least number of respondents were 8 and found in the age group 15-16 years, while the 36 respondents which is 34% were between ages of 17 to 18 years. In addition, 35 respondents which is 33% were between the ages of 19 to 20 years. The remaining 26 respondents (25%) were 21years and above.

Fig 1: Pie Chart of Age distribution
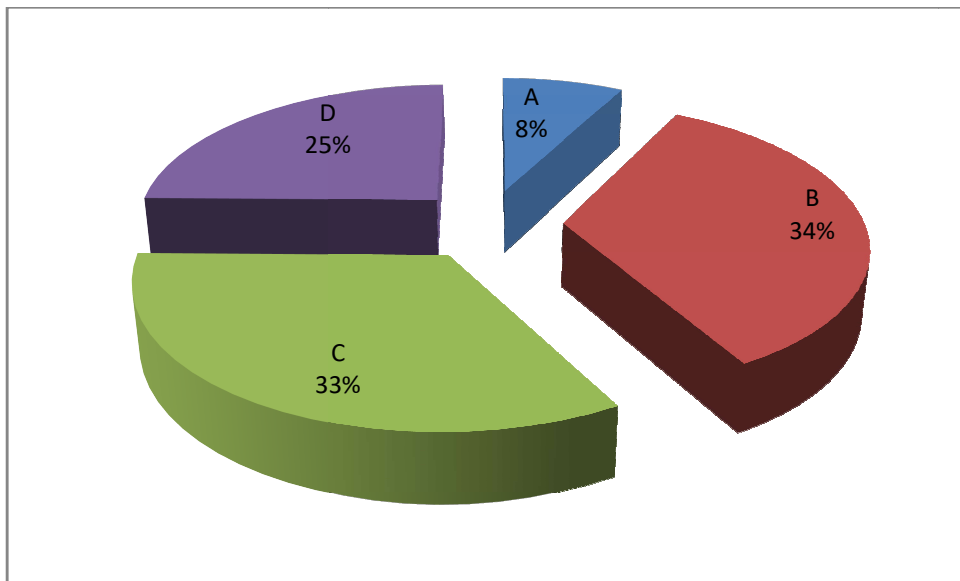
Key:

     A = 15-16 years

     B = 17-18 years

     C: 19-20 years

     D: 21 years and above

As shown in Table I and Chart I, 8 participants representing 8% are between age of 15 and 16, whereas 36 participants (i.e. 34%) are between age of 17 years to 18 years. In addition, 35 participants (33%) are of 19 years to 20 years, while the remaining 26 participants representing 25% falls in the age range of 21 years and above. Therefore, participants between the ages of 17 years and 20 years constituted most of the sample used in the study.

HYPOTHESES TESTINGS

Hypothesis One: There isno significantmain effectof treatments in reduction of academic burnout among extra mural students.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyze the post-test scores of participants on their level of academic burnout among extra-mural students in Ekiti state using the pre-test scores as covariates to ascertain if the post-experimental differences are statistically significant. The summaries of the analysis are presented in Table 4.3.

Table 4.3: Summary of 3x3x3 Analysis of Covariance (ANCOVA) Post-test in Reduction of Academic Burnout among the Extramural Students

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38758.165[a]	20	1937.908	32.303	.000	.885
Intercept	1269.241	1	1269.241	21.157	.000	.201
Preacabu	575.760	1	575.760	9.597	.003	.103
Treatment	16813.676	2	8406.838	140.134	.000	.769
Acaselfeff	205.203	2	102.602	1.710	.187	.039
Goalsetting	35.894	2	17.947	.299	.742	.007
Treatment * Acaselfeff	290.513	4	72.628	1.211	.312	.055
Treatment * Goalsetting	942.010	4	235.503	3.926	.006	.157
Acaselfeff * Goalsetting	680.267	3	226.756	3.780	.013	.119
Treatment * Acaselfeff * Goalsetting	252.268	2	126.134	2.103	.129	.048
Error	5039.264	84	59.991			
Total	825546.000	105				
Corrected Total	43797.429	104				

a. R Squared = .885 (Adjusted R Squared = .858)

The Table 4.3 showed that there was significant main effect of treatments in reduction of academic burnout among the participants ($F_{2, 84} = 140.134$, $p < 0.05$, $\eta^2 = 0.769$). This means there was significant difference in the mean scores of the academic burnout reduction of the extramural students exposed to motivational interview therapy (MIT) and mindfulness-based cognitive therapy (M-BCT) in contrast to CG. This result led to rejection of this hypothesis. Consequently, there is significant main effect of treatments in reduction of academic burnout of extramural students. This implies that MIT and M-BCT are effective in reducing academic burnout of extramural students.

To further provide information on the reduction of the severity of academic burnout of the participants in the groups (MIT, M-BCT and CG), the Scheffe post-hoc analysis was calculated. The result is presented in Table 4.4

Table 4.4: Significant Differences in the Treatment Groups

TREATMENT	N	Subset for alpha = 0.05		
		1	2	3
Motivational Interview Therapy	29	61.5862		
Mindfulness-based Cognitive Therapy	51		88.1961	
Control	25			111.0400
Sig.		1.000	1.000	1.000

The following observations were made from Table 4.4:

(1) There was statistically significant difference between the post-hoc test mean scores in reducing the academic burnout of the extra mural students in the MIT and M-BCT groups. However, the participants in the MIT (Mean = 61.5862) benefited more than those in the M-BCT (Mean = 88.1961)

(ii) There was significant difference in the post-hoc test mean scores in reducing the academic burnout of the extramural students in the MIT and control groups. The participants in MIT (Mean = 61.5862) reduced the academic burnout significantly better than those in the control group (Mean = 111.04).

(iii) There was significant difference in the post-hoc mean test scores in reducing the academic burnout of the extramural students in the M-BCT and control groups. The participants in M-BCT (Mean = 88.1961). M-BCT reduced the academic burnout significantly better than those in the control group (Mean = 111.04).

(iv) Both MIT (mean = 61.5862) and M-BCT (mean = 88.1961) are better in reducing the academic burn of the extramural students compared to control group with (mean = 111.0400). This an indication that the two intervention are statistically significant to control group.

In other words, there was significant difference between the mean score of the participants in MIT and M-BCT and those in the control group. Conversely, MIT and M-BCT were more effective than the control group; MIT had the greatest potency of reducing academic burnout of the extramural students than M-BCT.

Hypothesis Two: There is no significant main effect of academic self-efficacy in reduction of academic burnout of the extra-mural students.

Table 4.5: Summaryof Analysisof Covariance (ANCOVA) on maineffect of academic efficacy

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38758.165[a]	20	1937.908	32.303	.000	.885
Intercept	1269.241	1	1269.241	21.157	.000	.201
Acaselfeff	205.203	2	102.602	1.710	.187	.039
Error	5039.264	84	59.991			
Total	825546.000	105				
Corrected Total	43797.429	104				

a. R Squared = .885 (Adjusted R Squared = .858)

The resultsfrom Table4.5 showed that there was no significant main effect of academic burnout of the extramural students ($F_{2, 84} = 1.710$, $p > 0.05$, $\eta^2 = 0.039$). This means that there is no significant difference in the mean scores of the academic burnout of the extra mural students in the low, moderate and high academic self-efficacy levels when compared with each other. Hence, hypothesis two was accepted.

Hence the researcher accepted the null hypothesis and conclude that there is significant main effect of academic self-efficacy in reduction of academic burnout of the extra mural students.

HypothesisThree: Thereis nosignificant main effectof goal setting in reduction of academic burnout of the extramural students.

Table 4.6: Summary of Analysis of Covariance (ANCOVA) showing main effect of goal setting

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38758.165[a]	20	1937.908	32.303	.000	.885
Intercept	1269.241	1	1269.241	21.157	.000	.201
Preacabu	575.760	1	575.760	9.597	.003	.103
Goalsetting	35.894	2	17.947	.299	.742	.007
Error	5039.264	84	59.991			
Total	825546.000	105				
Corrected Total	43797.429	104				

b. R Squared = .885 (Adjusted R Squared = .858)

The resultsfrom Table4.6 indicated thatthere was nosignificant main effectof goal setting in reduction of academic burnout of the extramural students ($F_{2,\,84}$ = 0.299, p > 0.05, η^2 = 0.007). This means that there was no significant difference in the mean scores of the academic burnout reduction of the extra mural students in the low, moderate and high goal-setting levels when compared with each other. Hence, hypothesis three was accepted.The null hypothesis was accepted because, there is no significant main effect of goal setting in reduction of academic burnout of the extra mural students.

HypothesisFour: Thereis nosignificant interaction effectof treatmentand academic self-efficacy in reduction of academic burnout of the extramural students.

Table4.7: Summaryof Analysisof Covariance (ANCOVA) on interaction effectof treatment and academic self-efficacy

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38758.165[a]	20	1937.908	32.303	.000	.885
Intercept	1269.241	1	1269.241	21.157	.000	.201
Preacabu	575.760	1	575.760	9.597	.003	.103
Treatment * Acaselfeff	290.513	4	72.628	1.211	.312	.055
Error	5039.264	84	59.991			
Total	825546.000	105				
Corrected Total	43797.429	104				

c. R Squared = .885 (Adjusted R Squared = .858)

The resultsfrom Table4.7 revealed that therewas nosignificant interaction effectof treatmentand academic self-efficacy in the reduction of the academic burnout of the extramural students ($F_{4,\ 84}$ = 1.211, p > 0.05, η^2 = 0.055). This means that there was no significant interaction effect of treatment and academic self-efficacy in the academic burnout reduction of the extramural students. Hence, hypothesis four was accepted and the researcher accepted the null hypothesis and concluded that there is no significant interaction effect of treatment and academic self-efficacy in reduction of academic burnout among the extramural students in Ekiti state.

HypothesisFive: Thereis nosignificant interaction effectof treatmentand goal setting in reduction of academic burnout of the extra mural students.

Table4.8: Summary of Analysisof Covariance (ANCOVA) on interaction effect oftreatment and goal setting

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38758.165[a]	20	1937.908	32.303	.000	.885
Intercept	1269.241	1	1269.241	21.157	.000	.201
Preacabu	575.760	1	575.760	9.597	.003	.103
Treatment * Goalsetting	942.010	4	235.503	3.926	.006	.157
Error	5039.264	84	59.991			
Total	825546.000	105				
Corrected Total	43797.429	104				

e. R Squared = .885 (Adjusted R Squared = .885)

The resultsfrom Table4.8 showed that therewas significant interactioneffect of treatments and goal setting in the reduction of the academic burnout of the extramural students in the ($F_{4,\ 84}$ = 3.926, p < 0.05, η^2 = 0.157). The hypothesis, therefore, not accepted. This implies that the interaction of the therapies (MIT and M-BCT) and goal setting (low, moderate and high goal-setting) had significant effect in reducing the academic burnout of the extramural students. Thus, the null hypothesis five was not accepted and the researcher rejected the null hypothesis and conclude that there is significant interaction effect of treatment and goal setting in reduction of academic burnout of the extra mural students.

Fig. 4.1:The Interaction Effect between Treatment and Goal-setting

The figure 4.1 showed the interaction effect between the treatment and goal setting which one of the moderating variable. The type of interaction here is ordinate interaction. The ordinate interaction of a point is the signed measure of its projection on the secondary axis. Whose absolute value is the distance between the projection and the origin of the axis and whose sign is given by the location on the projection relative to the origin.

Hypothesis Six: There is no significant interaction effect of academic self-efficacy and goal-setting in reduction of academic burnout of the extra mural students.

Table4.9: Summary ofAnalysis of Covariance (ANCOVA) on interaction effect of academic self-efficacy and goal setting

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38758.165[a]	20	1937.908	32.303	.000	.885
Intercept	1269.241	1	1269.241	21.157	.000	.201
Preacabu	575.760	1	575.760	9.597	.003	.103
Acaselfeff * Goalsetting	680.267	3	226.756	3.780	.013	.119
Error	5039.264	84	59.991			
Total	825546.000	105				
Corrected Total	43797.429	104				

d. R Squared = .885 (Adjusted R Squared = .858)

The resultsfrom Table4.9 indicated that therewas significant interactioneffect of academic self-efficacy and goal-setting in the reduction of the academic burnout of the extramural students ($F_{3, 84}$ = 3.780, p < 0.05, η^2 = 0.119). The hypothesiswas, therefore, not accepted. This denotes that the interaction of goal-setting (low, moderate and high goal setting) and academic self-efficacy (low, moderate and high academic self-efficacy) have significant interaction effect in reducing academic burnout of extramural students. Therefore, the researcher rejected the null hypothesis was rejected in favour of alternative hypothesis and that there is significant interaction effect of academic self-efficacy and goal-setting in reduction of academic burnout of the extra mural students.
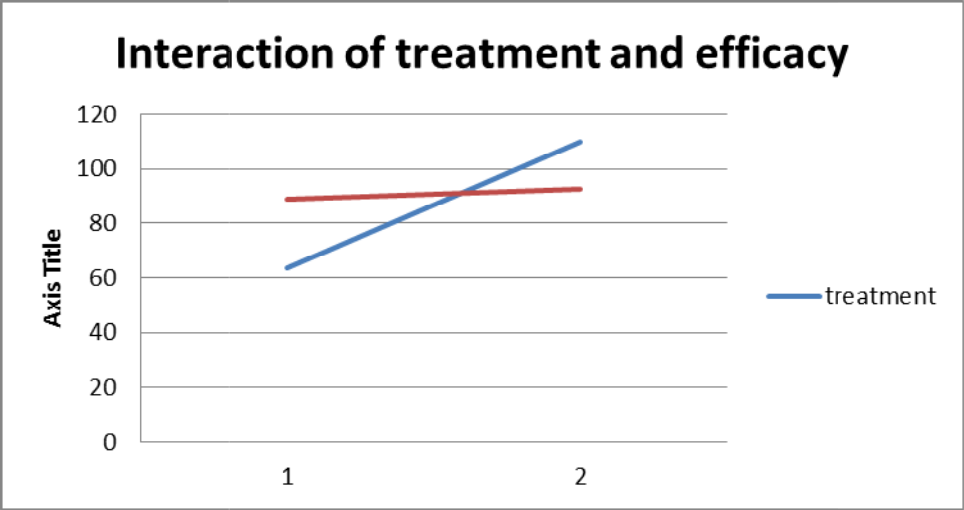
Fig. 4.2: The Interaction Effect between Treatment and Self-Efficacy

The figure 4.2 showed the interaction effect between the treatment and self-efficacy which is the second moderating variable. The type of interaction here is ordinate interaction. The ordinate interaction of a treatment is the signed measure of its projection on the self-efficacy, whose absolute value is the distance between the projection and the origin of the axis and whose sign is given by the location on the projection relative to the origin.

Hypothesis Seven: There will be no significant interaction effect of treatment, goal-setting and academic self-efficacy in reduction of academic burnout of the extramural students.

Table 4.10: Summaryof Analysisof Covariance (ANCOVA) on interaction effectof treatment, academic self-efficacy and goal setting.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	38758.165[a]	20	1937.908	32.303	.000	.885
Intercept	1269.241	1	1269.241	21.157	.000	.201
Preacabu	575.760	1	575.760	9.597	.003	.103
Treatment * Acaselfeff * Goalsetting	252.268	2	126.134	2.103	.129	.048
Error	5039.264	84	59.991			
Total	825546.000	105				
Corrected Total	43797.429	104				

e. R Squared = .885 (Adjusted R Squared = .858)

As captured in Table 4.10, there was no significant interaction effect of treatment, goal setting and academic self-efficacy in the reduction of the academic burnout of the extramural students ($F_{2,\ 84}$ = 2.103, p > 0.05, η^2 = 0.048). This means that there is no significant interaction effect of treatment, goal-setting and academic self-efficacy in reduction of academic burnout of the extra mural students. Hence, hypothesis seven was accepted. Hence the researcher accepted the null hypothesis and conclude that there is significant interaction effect of treatment, goal-setting and academic self-efficacy in reduction of academic burnout of the extramural students.

QUALITATIVE ANALYSIS

REPORT ON FOCUS GROUP DISCUSSION

Research Question One: What are the causes of academic burnout as perceived by the participants?

According to the participants, the causes of academic burnout are numerous, but the obvious points would be mention, the financial ability, status of each parents and the poverty level of the parents of the participants has important role to take. Some of their parents could not afford to buy textbook, notebook and even writing materials that their wards can be used in the classroom. The participants have the belief that their parents do not have the capacity and enough resources' to cater for their needs, they explained what they normally passed through before they could buy notebooks to be use in the school. Also, the participants claimed that peer group influenced them wrongly in many ways, like skipping the class lessons, changing uniform to another cloth during the school hours and roaming about the streets, playing games, gambling, going home late, pretending as if the students are coming from the school clubbing and all sorts of immoralities. Classmates do normally relate with each other and through this, negative or positive bahaviour could be learnt and thus leading to academic burnout. The participants talked about lack of skilled personnel's to put the participants through could also lead to academic burnout. This is to categorically explain that all teachers are psychologists but when it comes to area of counselling; they are absolutely different from teachers, therefore the participants emphasized that the trained, skilled personnel's especially Guidance and counsellor should be employed and work in centers like these. Furthermore, the participants talked about the parent lackadaisical attitude towards their children's education , which could lead to poor attitude on the parts of the participants and invariably affect the academic burnout of the participants.

Research Question Two: What are the possible solution to academic burnout among the participants?

As mentioned by the participants, the way out for the participant is to create positive awareness on importance of education to the parents and the youths which will lead to motivation on the part of the parents to the students. The participants also suggested that the government in addition should educate the populace on the importance of education, the government still needs to motivate both the parents, teachers and the students. If the teachers are encouraged they will face the job giving to them by teaching and handling the students as expected, it will prevent the syndrome. The participants suggested that the government should provide the necessary facilities that will make learning conducive, they cited examples of classrooms that has no roofing cover (asbestos) and any moment the sun comes out, the heat would not give room for learning activities and would be disrupted, like modern building classrooms, chairs, tables and necessary equipment that will facilitate learning and thereby prevent academic burnout. Also, that the government should provide policies that will make schooling more attractive rather than causing academic burnout and finally students should be made to understand that laziness cannot lead them to the promise land.

Summary of the findings

      The study investigated the effectiveness of motivational interviewing therapy and mindfulness-based cognitive therapy on academic burnout of extramural students in Ekiti State, Nigeria. The following are the summary of the findings:

1. There was significant main effect of treatments on the academic burnout of the participants.
2. There was no significant main effect of academic self-efficacy on the academic burnout of the participants.
3. There was no significant main effect of goal setting on the academic burnout of the participants.
4. There was no significant interaction effect of treatmentand academic self-efficacy on the academic burnout of the participants.
5. There was significant interaction effect of treatment and goal-setting on academic burnout of the participants.
6. There was significant interaction effect of academic self-efficacy and goal setting on the academic burnout of the participants.
7. There was no significant 3-way interaction effect of treatment, academic self-efficacy and goal setting on the academic burnout of the participants

CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECCOMMENDATIONS

In this chapter, the researcher gave the discussion of the result from this study, In addition, conclusion, implications and recommendations were made based on the findings are also captured.

5.1   Discussion of findings

5.1.1   Hypothesis One

Hypothesis one states that there is no significant main effect of treatment on the students' academic burnout. The result of the study showed a significant main effect of treatment on academic burnout of participants. The implication is that motivational interviewingtherapy (MIT) and mindfulness-based cognitive therapy (M-BCT) were effective in decreasing academic burnout of the participants. Therefore, the rejection of null hypothesis was because that is what Table4.1 result informs thatdespite the fact that both treatments were effective the result clearly indicated the marginal difference between the treatment programmes. The results demonstrated that the extramural students in the MIT group displayed lower academic burnout than those in (M-BCT). This informs that motivational interviewing therapy was more potent in reducing academic burnout of extramural students in Ekiti State. The result attested to the fact that academic burnout could be reduced with the effective use of motivational interviewing therapy and mindfulness-based cognitive therapy training when combined.

This finding correlated with the work of previous researchers (Feldstein and Ginsburg 2006; Nage 2010), which established a significant effect of motivational interviewing therapy on student's academic burnout levels. Motivational interviewing therapy has been used to address school problems, truancy, dropouts and many others. It was also used for time management, improving school adolescents and encouraging school status of school-going adolescents with depressions problem (Brody, 2009). Nage (2010) reported that motivational interviewing therapy enhanced better classroom management, increased student's motivation, and most especially students' ability. This implication of this is that, the treatment can be apply in solving any of the challenges stated above.

Mojataba, Parvin, Mohammad, Saber and Ali (2015) found that motivational interviewing therapy is very effective in enhancing academic self-efficacy as well as promoting self-concept in students that are considered "underdeveloped", for instance, when a student's self-concept and academic self- efficacy is boosted and encouraged, this can help the student that is being referred to as underdeveloped. Extramural students could be viewed as underdeveloped because of their inability to make ordinary level results at once, inability to pass SSCE and the syndrome of repeated failure. The result enunciated that self-efficacy score of subject increased with wide margin following the reception of treatment of MIT.

Also, motivational interviewing therapy has substantial evidence-base and shows positive outcomes established by the findings of Wagner and Conners (2010), motivational interviewing therapy has been used for many behavioural problems, such as drug abuse both in school children and adult, alcoholism and risky sexually behaviours. This have relations to what happened during the therapeutic session at centres, the extramural students brought India helm,"gegemu" and cigarette. They showed it to the researcher that they could not do without smoking the substance before attending to the lectures every day. Some said they could manage to skip just a day, other group of the student said it's an interval of four days, which means they are addicted. The students now confessed that they were not interested in taking them again.

Some of the female students among the extra-mural students were not feeling shy to say that they are sexually addicted since they could not meet up with requisite qualifications that could make them qualify for the next academic level. Of in fact; four group of students, who are friends said, the researcher should assist that they could not do without sexual intercourse in a day also decided to put an end to the shameful act after the treatment of motivational interviewing therapy sessions. However, It was proved that combination of motivational interviewing therapy with other treatments, such step do enhance the efficiency of motivational interviewing strategy and the other approaches (Manthey, Knowles, Asher and Wahab 2011). In view of this, motivational interviewing strategy was combined with mindfulness-based cognitive therapy; the two treatments

worked speedily in reducing academic burnout most especially among extra-mural students in Ekiti state.

The results from testing hypothesis one is also in tandem with Busari (2015) on the decrease in depressive symptom and self-reported depressive indications to mild from severe stage in M-BCT. This could be linked with previous serious depression the students had with their studies. The repeated failure has brought in depression and this supported Busari finding which indicated that M-BCT reduce depressive symptom from mild to severe level. The study provides evidence that M-BCT can be used successfully to reduce taking of marijuana and cigarette, as well as repeated failure. This by and large laid credence to the potency of M-BTC in addressing behavioural challenges of adolescents in extra-mural centre.

From the findings, motivational interviewing therapy proved more effective in reducing academic burnout than mindfulness-based cognitive therapy. There was a significant main effect of treatment on academic burnout among extramural students. This result corroborates the findings of Nage (2010) which shows that MIT has helped both adult and juvenile justice settings in the reduction of repeated failure among adolescents. The author considered emergency rooms for adolescents, which could be linked to creation of extramural classes for young adults for them to meet up with the prerequisite to further to the next level of their academic attainment. If academically burnout students are exposed to psychological measure that could help, they may be more focused in developing motivational attitudes toward themselves.

The results of the study revealed that there was a significant main effect of treatment in the post-test academic burnout scores of the participants in the experimental and control groups. This could be linked to the fact that, after the exposure to psychological and therapeutic counselling programmes that are important to the needs of the students, they are able to redirect themselves and identify the causes of their academic burnout. For example, the behaviour the students exhibited in smoking helms substances. Based on self-motivational session, the participants were able to appreciate, and make use of the skills they were taught and acquired during the therapeutic training programme.

A plausible explanation for why motivational interviewing strategy was very effective in reducing academic burnout is that it is an approach to counselling, motivating and encouraging, which help facilitate and engage inner motivation (intrinsic) of students with a view to changing behaviour, explore and resolve mixed feelings (ambivalence). It identifies and admits the point that the students who need to make life adjustment seek counselling at varying stages of their readiness to change. The implication is that both at primary, secondary, coaching centres, extra-mural centres, .remedial centres, tertiary institutions, and many other managerial organisations. Counselling should be adequately available.

Hypothesis Two

This hypothesis asserts that there is no significant main effect of academic self-efficacy in reduction of academic burnout of extramural students. The hypothesis was accepted since the result portend that no significant main effect of academic self-efficacy on the academic burnout of study participants. This connotes that academic self-efficacy did not moderate the influence of treatment on burnout students.

This result supported Uchenna (2015), who found that academic self-efficacy was significantly negative with school burnout, reason being that high academic efficacy was inversely influencing on school burnout. An example of a female student in Ado Ekiti centres, she's well matured and old enough to get married, still looking for ordinary level result that can be used in securing admission in to tertiary institution. She believes in her ability, but she's repeating every year and still hopeful. A probable explanation for the present study is the supposition that academic self-efficacy is a psychological concept which refers to how strongly people believe they can boost their self-efficacy in preparing for West Africa Examination Council examinations. The way the participants ascribed responsibility and blame for not having self-efficacy affected their academic burnout.

However, the result substantiates the study of Charkhabi (2013), who examined the nexus that exist in-between quality of learning experience, academic burnout and academic self-efficacy. The investigation points to the fact that all nexuses in-between academic burnout and its components and academic self-efficacy were significant. The students with high academic burnout had higher scores in academic self-efficacy than

students with low academic burnout. This indicates that one can have high academic self-efficacy and still be burning out academically. When self- concept and self-efficacy fails, one bound to burnout academically.

This result might be ascribed to supposition that students had zeroed their minds on the notion that one cannot sit for WAEC examinations once and pass. The negative thoughts and feelings about these external examinations could cause the students to be burnt out academically. In the mind of every participants, they have the thought that, it is a taboo to sit for SSCE once and pass, making them to believe in result combinations, that is; at two sitting results to be combine for admission into higher institutions of learning. Turner (2012) views depression as a typical disorder that has a multifaceted and repeated sequence. Mindfulness-based cognitive therapy is a management that involves the use of everyday mindfulness to check recurrence in an individual with general background of downheartedness (Teasdale and Barnard, 1993).

In addition, research on the usefulness of meditation for the awareness of young people with disabilities in learning revealed that participants had reduction in anxiety, increase in social skills and improvement in academic outcomes (Beauchemin et al., 2008). Besides, Flook et al. (2010) found that a knowledge-based programme improves the success of 3rd- and 4th-year students. They note that, in elementary school, the introduction of mindfulness-based practice can be a viable and cost-effective way to improve social-emotional, cognitive and academic development. Furthermore, Kabat-Zinn (1994) submits that the practice of awareness can create more trust and closeness with peers and others, as well as greater ability to face hectic procedures as challenges instead of threats.

Lau and Hue (2011) found related results in their study on high school adolescents. The participants stated a substantial progress in personal development as the benefit after the training. Wall (2005) also found that the participants in his study experienced improved emotional state of well-being and self-mindfulness, and less sensitivity. Semple et al. (2010) found that a group of children from vulnerable neighbourhoods, usually difficult to reach, gladly embraced by M-BCT-C. The participants in their research stated that M-BCT-C is useful in home and school environments (Semple et al., 2010); the feasibility of implementing mindfulness-based

practices in school environments, performing knowledge programmes does not require much time. Based on this discovery and the previous literature, Semple et al. (2010) suggest that ten to fifteen minutes of consciousness daily or several times a week should be adequate if well controlled.

Hypothesis Three

Hypothesis three states that there is no significant main effect of goal setting on the academic burnout of the participants. The hypothesis was accepted since the result revealed that there was no significant main effect of goal setting on the academic burnout of the participants. This implies that there is no significant different among student's academic burnout irrespective of the level of their goal setting level, be it high, moderate and low.

This study corroborates the study of Otanga and Ogembo (2014), which investigated demographic variables, time of school, futuristic goals and predicators of burnout in school, which was measured by exhaustion, cynicismand inadequacy. The study proposed that if the student have positive futuristic goals set an achievable targeted goal to be achieved at the end of their staying in extra-mural class, towards their classwork performance, the level of motivation will be high while the level of school burnout will be low; and the hypothesis was eventually established. Similarly, the study of Tabachinick, *et. al.* (2008) also had a proof by confirming that instrumentality of task can be well linked with the inner capability value of setting futuristic goals, while exterior value had a contrary linkage. Essentially, the findings of many studies revealed that setting future goals might not reduce academic burnout of students.

There was no significant relationship between goal setting and academic burnout in this study. Goal setting, a construct that talks about feelings towards oneself (Otanga and Ogembo (2014) is of paramount to ability to adjust positively in life. Also, this result contradicts that of Taghavy Sheiku (2011), which found that students who set appropriate goals had high motivation, which determined their level of academic burnout. This contradiction can work positively in another studies, hence, it has no significant relationship with academic burnout.

One good reason for the finding could be that the participants with high, moderate and low goal setting levels were both exposed to the same psychological stigmatization,

traumatization and academic stress in the school, which could affect their minds and academic burnout. The participants with low, moderate and high levels of goal setting could face similar problems, such as poor academic performance, skipping classes, roaming about the street, truancy, emotional disruption, and emotional imbalance. However, this result showed that extramural students set achievable goals, because when questions was asked from the students in Ido Ekiti centre the reasons while they were there, some of the students were able to give tangible reasons, the researcher could perceived that some them have tenable goals, but there could be factors that are still inhibiting their goals. Some of these participants believed they would write WAEC examinations at a given period, but, do not have personal timetables; they are just reading for the sake of reading, not studying for the examinations.

Similarly, Enea and Dafinoiu (2009) investigated 19 sixteen-seventeen-year-olds in their study of motivational interviewing as a solution focused treatment for decreasing truancy. Those researchers found that the worth of counsellor-client interaction in the meetings was a very good predictor for those learners that stayed in the programme.

Furthermore, Martin and Copeland (2008) discovered that people that participate in the intervention of their study witnessed decrease in the misuse of drugs by 20 days in 90 days' period. This was thereby equated with the decrease of 1.2 days in the third group, which was the control group. Those who participated in the treatment session too established non-judgemental empathy with the system of motivational interviewing. Stein et al. (2006) investigated adolescents fourteen to nineteen years old who were involved use of alcoholic substance or drugs. The investigators found it tedious dealing with them. Following the therapy, those who participated witnessed significant improvement. Three months after, the motivational interviewing group exhibited a drastic reduction of about 89.1% in DUI and a 74.2% in substance or drug use.

Burke, Arkowitz, and Menchola (2003) did the first meta-analysis on MIS. The study comprised 30 organized scientific studies on drug use, risky sexual manner, drinking, drug use, diet and exercise. Another meta-analysis by Hettema, Steele and Miller (2005) involved 72 studies. Another important meta-analysis conducted by Vasilaki, Hosier and Cox (2006) included fifteen studies that focused specifically on the ability of MI to reduce the problematic use of alcohol. The meta-analysis, by Lundahl, Tollefson, Kunz, Brownell and Burke (2009) included 119 studies that used techniques that could separate the distinctive influence of MIS relations to a control group.

Hypothesis Four

This hypothesis states that there is no significant interaction of treatment and academic self-efficacy on academic burnout among extramural students. The results of the student confirmed no significant interaction effect of treatment and academic self-efficacy on the academic burnout of the participants. Therefore, this informs the acceptance of the null hypothesis. This is an indication of academic self-efficacy of participants did not moderate the effectiveness of the therapy.

The finding is in line with that of Rogala (2016), who examined the pattern of correlation in-between burnout component within the content of innate potentials measured by social support and self-efficacy. Reduction in self-efficacy was confirmed to have led to disengagement of follow up because of increase in exhaustion. Similarly, a student, who lack personal identity and see no hope in whatever he's doing cannot boost his efficacy, hence, its reduced self- efficacy. Therefore, exhaustion and depersonalization were higher when self-efficacy reduced (Evers et al., 2002). In contrast, increasing level of cognition and socio-emotional school engagement like extra curriculum activities could be as a result of positive efficacy of students (Hemant and Gunjan, 2014). The reasons why academic self-efficacy actually adjusted the effect of treatment on academic burnout of extramural students could be the fact that the participants with academic self-efficacy still had the belief that there were some factors still affecting them to be exhibiting academic burnout. Probably, the students were not stable emotionally, the parents also could not cater for their needs of the students, or lack of skilled personnel, school environment might not be conducive for learning and government unfavourable policies also. It was discovered that some of these students did

not have textbooks, notebooks and even pen to write. All these could bring about depersonalization and social withdraw, which will make their personalities to decline.

Hofmann et al. (2015) discovered that students involved in the participation of the mindfulness treatment scheme saw significant improvement in hope, optimism and their behaviours was modified in all. Rempel (2012) opines that the training acquired from MBCT equips young adult with the skills they need in life.

Hofmann et al. (2015) did a meta-analytical review on efficiency of anxiety and depression-based therapy. Literature search was directed using PubMed, Psych Info, and Cochrane Library, and manual search. The study identified 39 studies with a total of 1140 participants who received mindfulness-based therapy for a wide variety of circumstances, including cancer, generalized anxiety disorder, depression, and several psychiatric disorders. This shows that mindfulness based cognitive therapy can treat and manage the thought and feelings of extramural students at any time the results of external examinations are released.

Furthermore, empirical research recommended that training awareness can reduce stress and improve self-confidence, relations with other people, optimism attention and self-high regard (Fisher, 2006; Schonert-Reichl and Lawlor, 2010). Semple, Lee and Miller (2006) claim that approaches based on the mind may be appropriate interventions for anxiety, depression and or behavioural disorders. In addition, mindfulness can improve cognitive and academic performance, manage academic stress, and affect the holistic improvement of everyone (Shapiro et al., 2008). Valentine and Sweet (1999) found that memory meditation increased the students' capability to keep their attention even while the stimulus was not expected.

Hypothesis Five

This hypothesis states that there is no interaction effect of treatment and goal setting on academic burnout among extramural students. Table 4.1 reveals that there was significant interaction effect of treatment and goal setting on the academic burnout of the participants. Therefore the null hypothesis was rejected. This denotes that the goal setting of the participants moderated the effectiveness of the treatment. It implies that goal setting have an important interaction with extra-mural students in Ekiti states. Through

motivation and encouragement a students can volunteer to set an achievable goals and meet up with the standard.

The result does not support Locke (2009), who among others noted that evidences from studies have demonstrated the effect of goal setting task-specific self-efficacy and techniques of learning. Schnunlam (1995) and Bandura (1997) claim that goal setting through motivation and efficacy enhances regulation, evaluation and management of self which often leads to progressive life pattern. Similarly, Branden (2009) is of the opinion that evaluation of self is one of the most important behaviour determinants, with its antecedent influences on cognition, feelings, admirations, goals and values which means, it does not matter if a targeted goal is being set to be achieved at the end or not. It shows there is strong interaction of treatment and goal setting on the reduction of academic burnout.

This finding could be linked to the fact that extramural students believe in words of encouragement and reacted positively to motivational class through the therapeutic session given to them on setting of achievable goals through the timetable. During the field work, the researcher created rapport with the students before starting the therapeutic session, in course of this, some of the students brought in the reading timetable for clarification. Some with adjusted schedule and given time to their parents work at home, That is; from 4.00 pm-10 00 pm , these students should spell out four subjects in which they must read through the different subjects , at least; an hour per subject. Whether it is external or internal goal, the treatments motivated the students to plan for the examination they are about to write. In the course of training, some of the students brought their re-scheduled reading timetables as evidence; they believed that the system will assist them when they get to higher institutions of learning. Also, the researcher asked the reasons while they are in extra-mural class. The students were able to give proper answers to the questions raised. It could be argued that goal setting enhances self-regulatory and future preparations both high, moderate and low were effective on the treatment. Students that set an appropriate goals are highly motivated and this can determine academic burnout.

The study of students' school burnout, achievement and goal orientations conducted by Tuominen-soini (2008) was on performance-focused tendencies. The study

emphasised mastery-extrinsic orientations, performance-avoidance and performance approach; all these factors were related with exhaustion. Mastery intrinsic orientations were adversely related. Avoidance orientations and performance avoidance were completely related by inadequacy and pessimism.

Tuominen-sioni conducted a study that examined the successful goal orientation plus educational well-being through conversion to higher school educational system, which can also be linked to extramural classes. Students' burnout was examined as one of the indicators of academic well-being. Collection of data was done in one of the lower higher school in a city in Eastern Finland. The participants were almost 15 years old learners facing the change movement from full complete college to higher school system at the beginning. Altogether, 579 learners (288 females and 291 males) were involved in the study. School burnout was measured by the School Burnout Inventory (SBI), which was established by Salmela-Aro and Näätänen (2005). The result of Analysis of Variance of the data collected showed that the level of student's burnout differed along their levels of goal orientation and setting.

Tabachnick, Miller and Relyc (2008) found that the establishment of personalized values, inherent future objectives predicted the instrumentality of the task. However, extrinsic external valuable personalized goals did not yield statistically important connection with university degree.

Hypothesis Six

The hypothesis states that there is no significant interaction effect of academic self-efficacy and goal setting on academic burnout among extramural students. Therewas significant interaction effectof academic self-efficacy andgoal setting. This denotes thatthe interaction ofacademic self-efficacy at low, moderate and high level and goal setting at low, moderate and high levels have significant effect in reducing academic burnout of extramural students. The null hypothesis six was hereby rejected. This is in tandem with the study of Tang and Fann (2005), whose experimental study found that self-efficacy had effect on academic burnout. Also, Brovwers and Tomic (2000) assert that self-efficacy is a good predicator of academic burnout among students. So, academic self-efficacy combined with goal setting reduced academic burnout. Similarly, Otanga

and Ogembo (2014) observe that students who set appropriate goals have high motivation, which determine the level of academic burnout.

Academic burnout is as a result of students' inability to accomplish goals academically and the changes happen in response to stressful academic situations, such as completing school assignments, repeated failure, taking a test and note-taking. Motivational interviewing therapy was designed to empower students by enhancing their self-efficacy and helping them to resolve ambivalence (Miller and Rollinick, 1991). While M-BCT was designed to correct the negative thoughts and feelings, the intrinsic maladaptive behaviour and so many abnormal thought, therefore both MIT and M-BCT combined with academic self-efficacy and targeted goals setting are very effective, and have significant relationship in handling academic burnout challenges.

The result from testing of hypothesis 6 was related to what happened during the field work. By the second therapeutic session, the researcher had to buy impressive materials to win the mind of these students. Tom-tom, sweet, plantain chips, biscuits were bought to draw the participants closer. At the end of every session and every week, the participants would gather themselves outside classroom and ask questions that related to their personalities and thought. For instance, "Please counsellor, are you saying if I have a target and at the same time trust in my academic ability, I can still make WAEC and further my education?" This normally happened every week. In fact; after five sessions, the student were not forced nor coarse for the sessions again; they were interested in the training themselves. It got to a stage that law of readiness set in, they were ready and stay in our meeting point classroom. So, it is not surprising that both academic self-efficacy and goal setting eventually had significant interaction effect on the reduction of their academic burnout.

Similarly, Napoli et al. (2005) argue that the constant strengthening of awareness-raising activity in each class had lasting consequences throughout the lifetime. In the same way, Schonert-Reichl and Lawlor (2010) found that learners that took part in the mindfulness education programme had a significant rise in hope, were optimistic and competent socially in their behaviour. Rempel (2012) notes that mindfulness-based training is provided to young people to provide them with valuable skills that can be adopted throughout their lifetime. In addition, mindfulness-based interventions promise

to help children manage stress by improving their mood swing, socio-emotional development and self-regulation (Mendelson et al., 2010).

According to Ma and Teasdale (2004), M-BCT is active for anyone who has experienced three or more incidents of dejection, particularly when ecological factors are not a cause of recurrence. Research has also shown that it is effective for generalizing anxiety disorder (Evans et al., 2008). It can be an effective intervention to reduce the symptoms of anxiety and mood and stimulate awareness of current experiences. It creates more provision for the support of the benefits of practice based on the awareness and benefits that experts can see in different aspects of life and function. Similarly, Michal et al. (2007) studied the influence of consciousness on the strictness of depersonalization and establish a solid negative relationship between mindfulness and depersonalization. Zylowska (2008) considered the effects of meditation on ADHD symptoms in adolescents. Participants reported symptoms of ADHD and satisfaction with training (Zylowska 2008). Bogels, Hoogstad van Dun and Schutter (2008), who used M-BCT-C as an intervention with young people with various outsourcing disorders; their findings were similar to those of previous studies.

Hypothesis Seven

According to hypothesis seven, there is no significant 3-way interaction effect of treatment, academic self-efficacy and goal setting on academic burnout among extramural students. The result of the study indicated that there was no significant interaction effect of treatment, academic self-efficacy and goal setting among the participants. Therefore, the null hypothesis was accepted. This means that academic self-efficacy and goal setting did not moderate the effectiveness of treatment on the academic burnout of the participants. This finding is in line with Rahmati (2015), who examined academic burnout in low self-efficacy students attending university. The results of his finding proved that there were inverse connections amid academic burnout and self-efficacy. However, students that exhibits low academic self-efficacy and low goal setting is bound to display academic burnout.

Ugwu et al. (2013) examined the correlation among school exhaustion, academic engagement and self-confidence of Nigerian university students. Samples were collected

from two hundred respondents from five departments at the Faculty of Social Sciences at a state university in North Central Nigeria. While burning out was juxtaposed with the Maslach Burnout Inventory-Student Scale (MBI-SS) developed by Schaufeli et al. (2002), self-efficacy was tested with a self-efficacy scale developed by Schwarzer et al. (1995). The result of the correlation analysis showed that burnout, exhaustion and self-efficacy of schools have a significant undesirable correlation.

Similarly, in the study conducted by Bouman, Te Brake and Hoogstraten (2002) , in comparison to the group that ended the traditional MBI scale, the group that completed the reformulated scale showed much greater (positive) relationships with decreasing depersonalisation. As a result, negatively rewarded performance elements led to higher positive correlations with the other two burning-out scopes.

Burke (2010) reviewed the recent research on the use of mindfulness-based and child-centred methods. He found that perceptive interventions were acceptable and feasible for the surveyed populations. Similarly, Felton et al. (2013) investigated the influence of mindfulness teaching on counselling students' perception of worry. The study used a qualitative investigation design to determine if some kind of attention based on the Kabat-Zinn programme is a promising prophylaxis for stress that causes exhaustion of mental health workers. Forty-one learners participated in this study. The participants pointed out that awareness increased (a) orientation at the present moment and (b) increased vigilance and acceptance of the state and physical states of feelings associated with stress. They also described how this awareness increased their skill to prevent stress, improve the self-confidence in improving stress and increasing self-pity, Also, the learners reported that they had more confidence in their ability to prevent burning out and the yet to come period as psychological healthiness personnel.

In addition, Yang and Fan (2005), in their experimental study, found self-efficacy to have a substantial impact on burning out. Also, Brouwers and Tomic (2000), based on empirical research, claim that self-efficacy is a significant predictor of student burnout. Sune, Annelli, Torsten, Bo Christensen (2005), in a logical appraisal and meta-analysis of randomized measured attempt, used motivational interviewing as the intervention. They revised and appraised 72 randomised studies. The result of the meta-analysis proved a significant impact of 95% confidence interval for MI and combined effect estimation for

body mass index, the overall cholesterol in blood, high blood pressure and the like. Most clinical issues in scientific setting showed that MI overtakes customary information giving in the management of wide ranging behavioural difficulties and sicknesses.

5.2 Conclusion and Findings

The study investigated the application of motivational interviewing therapy and mindfulness-based cognitive therapy on academic burnout among extramural students in Ekiti State, Nigeria. The study made use of academic self-efficacy and goal setting as moderating variables. Eight weeks training programme was conducted for the participants in the three selected local government area of the state, the participants were purely extramural students. Relevant data were collected and analysed using appropriate statistical tools.

Motivational interviewing therapy and mindfulness-based cognitive therapy were very effective in reducing academic burnout among the extramural students. By implication, if the principles are adequately applied by the specialists and skilled personnel to extramural students in Ekiti State, there will be reduction in academic burnout, which will enhance good performance of students in external examinations. MI strategy was found to be more effective in treating the academic burnout of extramural students. Academic self-efficacy played a moderating role on the causal effect of treatment on the academic burnout of the students, while goal setting had significant influence on academic burnout.

5.3 Implications of the study

The study has shown that motivational interviewing therapy and mindfulness-based cognitive therapy are effective in treating the academic burnout of extra-mural students. The outcome of this study has immense implications for students, parents, teachers, and governments, counselling psychologists, school administrators, international organizations and policy makers. The study provides basic skills for students attending extramural classes, through the interventions, to understand how they can effectively handle and manage academic burnout. It enables the students to focus on goal setting, time management and self-efficacy. Therefore, parents should monitor and show love to their children, make provision for the needs of their children such as; textbooks,

notebook, pen to write, good uniform, regular payment of school fees if there is any, provision of balance diet foods, possibly checking on the students during the school periods and many others

This study has also established the fact that these two psychological interventions, namely motivational interviewing and mindfulness-based cognitive therapy, are effective in reducing academic burnout among extramural students. Owning to the fact that academically burnt out students are faced with many consequences, such as suicide ideation, truancy, dropping out, hooliganism, cultism, poor academic performance and political thugs. The results of this research have provided basic knowledge for the participants through the intervention, to understand how they can effectively manage academic burnout. It has also provided the basic information necessary for identifying burnt out students to counselling psychologists, teachers, and school authority. It has also equipped practitioners with the knowledge of conceptualizing students' issues and managing adequately the menace of academic burnout using motivational interviewing therapy and mindfulness-based cognitive therapy packages.

5.4 Recommendations of the Study

Based on the findings of this study, the following recommendations are essential:

- Student should be screened for academic burnout so as to determine their status because there are so many students that are facing this challenges, but due to the facts that government neglected this group of students, they are burning out and dropping out, therefore government should make provision for this group of students with a view at improving performance in external examination.

- The students should develop self-efficacy, which will assist them to do the right things at the right time.

- Students' counsellors should be well equipped with skills in MIT and M-BCT and should be encouraged to utilize these interventions to reduce academic burnout among extramural students.

- School counsellors and counselling psychologists should make use of psychological interventions, such as motivational interviewing strategy and mindfulness-based cognitive therapy, for students receiving lectures in extramural classes.

- Counselling psychologists and trained personnel's in counselling should be allowed at the extramural centres to give career talk and moral talk, and also counsel the students on the causes, effects and how to reduce academic burnout.
- Parents should be alive to their responsibilities, create time to monitor their children both at home, school and cater for their needs.
- Focus group discussion should be organized at intervals to know the level of the students better.

5.5   Contributions to knowledge

This study has contributed to knowledge in a number of ways:

1. This study proved that motivational interviewing therapy and mindfulness based cognitive therapy could be used in reducing academic burnout among extramural students.

2. The findings of this study contributed theoretically, empirically and methodologically to the understanding of motivational interviewing therapy and mindfulness-based cognitive therapy.

3. The study has filled the research gap on the need for some efficacy interventions to reduce academic burnout among extramural students, having noted that academic burnout, a syndrome of emotional exhaustion that hinders good academic performance which makes extramural students to be depressed, can be managed effectively.

4 The treatment programmes and the therapeutic sessions in the study showed that motivational interviewing strategy and mindfulness-based cognitive therapy are effective in reducing academic burnout.

5 By adding to and enriching the literature that is existing on academic burnout and how MIT and M-BCT can help mitigate the problem, this study has proven to be of immense contribution.

6 The outcome of the study widened the knowledge of counselling psychologists and school counsellors on the problems of academic burnout among extramural students and helped to determine effective techniques that can be engaged to lessen academic burnout among students. This in return will help in reducing poor academic performance arising from academic burnout of extramural students.

7   The results of the study showed the connection between academic burnout and academic self-efficacy, and goal setting among extramural students.

5.6   Limitations to the study

This study has a number of limitations. The study was carried out only in three (3) senatorial districts in Ekiti State and it used only randomly selected local government areas and centres in Ekiti. A period of one hour was given for a session. The study emphasized only the effectiveness of motivational interviewing therapy and mindfulness-based cognitive therapy on academic burnout among extramural students. Also, the moderating variables selected were academic self-efficacy and goal setting, while other factors, such as socio-economic status, teaching methodology, parental involvement and school environment were not considered. The sample size was relatively small compared with the large number of students in Ekiti State who are experiencing academic burnout. However, the limitations did not affect the quality and findings of the study.

5.7   Suggestions for further study

This investigation was centred on effectiveness of motivational interviewing therapy and mindfulness-based cognitive therapy on academic burnout among extramural students in Ekiti State, Nigeria. Consequently, further research should be done in states other than Ekiti state, for other categories of students.

Future researchers may investigate more participants with samples from different groups of students, university and other tertiary institutions; focus group discussion will be a useful method. Also, future researchers can consider other moderating variables, such as gender, parental factors, school factor and age, as factors that can moderate or influence the nexus between treatment and burnout of students in academic activities.

Other researchers could use other psychological interventions or therapies in reducing the academic burnout among extramural students. Besides, similar studies should try to re-examine some of the conclusions drawn in this study. Similarly, same target population, that is; extra-mural students, after a long period of time need to be examined in such studies.

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APPENDIX 1
TREATMENT PACKAGE AND PROCEDURES

Treatment Packages Summary

Experimental Group I: Motivational Interviewing Therapy (MIT)

The goal of Motivational Interviewing Strategy has to do with bringing about the desired change in behaviour through helping client in resolving and exploring ambivalent, with a view to improving the potential awareness rather than concentrating on the problems.

SESSION 1:   Programme Orientation and Introduction

              Introduction of the programme

              Establishing relationship

              Self-introduction by the students and the therapist

              Pre-test administration

SESSION 2:   Reflection on the previous study and few questions

              Discussion and meaning of academic burnout

              Effects of academic burnout

SESSION 3: Discussion and questions on the previous session

               Causes of academic burnout

SESSION 4:   Discussion and questions on the previous session

               Components of Motivational Interview Therapy and Its usefulness

SESSION 5:   Review and questions on session 4

               Principles of motivational Interview Therapy

SESSION 6:   Reflection and questions on the previous discussion

Discussion of how to prevent Academic Burnout

SESSION 7:   Review and questions on the previous discussion

Reflection on all the previous meetings, sharing the positive ways of solving academic burnout

SESSION 8:   Overall Review, Post-experiment test administration appreciation, exchange of contact and conclusion.

Experimental group I: Motivational Interviewing Therapy (MIT)

This session administer the academic burnout indicator and inventory (ABII) Academic self-efficacy scale, (ASES), Goal setting scale (GSS) as well as Maslach Burnout Inventory-Student Survey (MBI-SS) in order to get the baseline scores of the participants.

Session1

Topic: Introduction and Administration of Pre-test Instrument

Objectives: The study participants should be able to state the purpose of the programme as being for research only.

Activities: the researcher will:

Step 1: Introduce herself and other research assistants who will coordinate the training programme.

Step 2: Welcome the participants warmly and explain the details of the programme to the participant. The programme will last for 8 weeks in 1 hour session per week.

Step 3: Explain some of the essence and purposes of the therapeutic programme, with emphasis on what the participants will derive from the therapeutic interaction.

Step 4: Explain the guiding principles of the therapeutic contacts, as well as stating the participants' duties.

Step 5: The instruments for pre-test score was administered.

Step 6: The therapist commends the participants for their time spared and their enduring character.

Step 7: She allow the participants to ask questions.

Evaluation: Evaluation of the session was done by asking few questions such as:

        (1) State the main objectives of today's gathering.

        (2) List the 5 benefits of participating in this programme.

Step 8: Assignment

Enumerate some contributory factors that determine student's academic burnout.

Step 9: Closure:

- For being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Session 2

Topic: Meaning and Effects of Academic Burnout

Objectives: After this session, the participants should have ability to:

- Give definition of academic burnout.
- State certain effects of academic burnout.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants

For job well-done.

Step3: Explain the meaning and effects of academic burnout.

One of the main problems that is associated with academic poor performance is academic burnout (Balogun & oyedeji 2008). Maslach and Jackson (2012) submitted that depersonalisation, exhaustion emotionally and decreased self or personal accomplishment are elements that characterised academic burnout. Being burnt, feeling empty, devoid of motivation and lack of interest in academics activities. The manifestation normally shown in form of anxiety, loss of motivation that leads to detachment and depression, disengagement, frustration, hostility or fear. Individuals experiencing burnout often feel hopeless and considers that no positive change could come about from such a hopeless situation.

Academic burnout is the feeling of being depressed, fearful or stressed out as a result of school pressures (Theisen, 2013). The syndrome of academic burnout has negative influence not only on the students performances in important subjects (e.g. English Language, Mathematics, etc.), but also with the teachers and the educational institutions. There are various factors affecting learning such as lack of qualify teachers, attitude of the parents to child's schooling, lack of interest in schooling and this will have automatically effect on students' performance.

Economic background of parents or poverty could also contribute to burnout. A child who cannot afford to buy recommended textbook for the subject will not want to attend class for fear of being beaten. Likewise, peer-to-peer pressure to get involve in non-school activities among others, is one of the factors that contribute to the academic burnout among students. Several other factors are responsible for causes of burnout among post-secondary school students such as student's factors, parent factors, teacher's factors and government factors.

The resultant effects cannot be overemphasized, especially when a student decided to abandon schooling, that is: emotional exhaustion, depersonalization of personalities which makes the student unable to accomplish his goals academically and show physical characteristics of academic burnout such as absenteeism, lack of interest in teacher lesson, truancy, bullying, gambling among others. Some students are used to roaming about the street, while some will be in the school but will be skipping classes

given flimsy excuses for not attending the classes, as well as not taking up any apprentice in any trade.

Step 4: The researcher will evaluate by asking the following questions.

Define academic burnout?

List 5 effects of academic burnout.

Step 5: Assignment: Explain in detail what constitute student's academic burnout, as well as some of its effects.

Step 6: Closure:

- For being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Session 3

Topic: Causes of academic burnout

Objectives: After this session, the participants should have capacity to:

List five causes of academic burnout.

Activity

Step1: The participants will welcome one another by exchanging greetings.

Step2: The assignment given to in the previous session was discussed.

Step3: She will explain causes of academic burnout

The causes of academic burnout could be many and one of which is the mismanagement of time, preparation inadequacy and too rigid institutional rules. Other cause could include information paralysis, hype expectations, ambiguous expectation from the institution, non-challant attitude towards academic activities, exhaustion cognitively, over-stressed fatigue, lack or inadequate exercise, reduction in performance in class

activities and performance, inadequate sleep, limited school resources, inadequate finances, street hawking, inability to eat balance diet, parental conflicts, exhaustion physically and emotionally and so on.

Step4: The therapist will allow the participants to ask questions.

Step 5: The researcher evaluate by asking the questions stated in objectives.

Step 6: Assignment

Participants were to answer these questions:

- Write on the term motivational interviewing therapy.
- State the basic principles MIT.

Step 7: Closure

- For being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Section 4

Topic: Components of motivational interviewing strategy and its usefulness

Objectives: At the end of session, the participants should be able to:

- Describe motivational interviewing strategy.
- Enumerate the basic needs in motivational interviewing strategy.
- Identify the component of motivational interviewing strategy.

Activity

Step1: The participants will welcome one another by exchanging greetings.

Step2: The assignment given to in the previous session was discussed.

Step3: The researcher will explain the meaning of motivational interviewing strategy to the participants as thus: This strategy states that for any behavioural change to occur, the

intrinsic motivation of the client must be well explored, facilitated and engaged in such a way that the level of ambivalence of the client will be resolved. This strategy is centred on the goal and focuses on the client, while relying on the client centred strategies as given in Rogerian therapy. Using this strategy, deliberate and purposive efforts must be directed at resolving the level of ambivalence that the client is having. It is therefore expected that the clients should be facilitated to achieve this main purpose by creating conducive therapeutic atmosphere which will bring about the desired positive change in behaviour.

There are certain features of MIT which makes it unique from other forms of therapy. For instance, the therapy is not focusing on imposing change on the client, but rather facilitate the client in achieving this purpose. In addition, the role of the therapist is to facilitate, it is the client that really work to bring about the desired change. Therefore, this strategy frowns at dictating or directing how to resolve issue of ambivalence that the client is having. Furthermore, MIT stem from humanity point of view, hence, the integrity of the client must be respected and regarded regardless of the level of ambivalence. Therefore, MIT views the relationship between therapist and client as mutual partnership, therapeutic, helping and companionship.

Step 4: The therapist will allow the participants to ask questions.

Step 5: The researcher evaluate by asking the questions stated in objectives.

Step 6: Assignment

Participants are to engage in this home work:

- Describe motivational interviewing strategy.
- State the basic principles MIS.

Step 7: Closure

- For being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Session 5

Topic: Principles of Motivational Interviewing Strategy

Objectives: After the completion of this session:

- State the principles of motivational interviewing strategy.
- Understand how to use the principles

Activity

Step1: The participants will welcome one another by exchanging greetings.

Step2: The assignment given to in the previous session was discussed.

Step3: Explanation on the principles of motivational interviewing strategy was given by the researcher as:

MIT is not a haphazard attempt; and that is why it has its own principles of operation. One of these principles is that there should be expression of emphatic understanding, especially when the therapist is able to use the strategy of reflective listening. Secondly, since the subsisting behaviours and values might be different (i.e. ambivalence), there should be clear identification of the discrepancy. In addition, when the client is showing resistance, the therapist must adjust the session toward it, while giving support in term of optimism and self-efficacy.

Step 4: The therapist will allows the participants to ask questions.

Step 5: Evaluation: State the principles of motivational interviewing strategy.

Step 6: Assignment: Participants were to state and explain the principle of motivational interviewing therapy.

Step 7: Closure

- For being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Section 6

Topic: How to Prevent Academic Burnout

Objectives: After this treatment session, participants should have ability to enumerate 2 ways of preventing academic burnout

Activity: The researcher will:

. **Step 1:** Welcome the participants

. **Step 2:** Review the assignment with the participants

. **Step 3:** Explain the ways by which academic burnout can be prevented thus:

There are various means and helpful tips that can help a student to avoid academic burnout and some of them are enumerated forthwith. First, it is good to always have a proper plan and table of schedule for the day's activities. Just as it is important to plan for the day, effort should be geared toward successful implementation. In addition, engaging in various forms of exercise and physical activities will be of help. Eating health and balanced diet is of essence in order to stay healthy. An individual should also rest and sleep adequately. Moreover, certain forms of addictions must be worked on and avoided (e.g. internet addiction). Similarly, an individual needs to engage in recreational activities in order to have sufficient relaxation that the body needs for efficient functioning. In addition, one must try to avoid certain stressful situations and anxiety provoking conditions. Finally, it is important to emphasise that the need to seek timely help from professional for help is very important to avoid academic burnouts.

Step 4: The therapist will allow the participants to ask questions

Step 5: Evaluation: Mention ways by which academic burnout can be prevented

Step 6: Assignment: List some principles of motivational interviewing strategy

Session 7

Topic: Self-Evaluation

Objectives: At the end of this session, the participant should be able to:

Remind them all what they have learnt

Teach them the positive ways of managing academic burnout.

Activity:

Step1: The researcher will welcome the students and be allowed to welcome themselves

Step 2: The researcher will review assignment given to the students.

Step 3: Questions will be raised to reflect on the understanding of what they have been thoughtfor six weeks.

Step 4: Students will be asked to come and share the positives ways of preventing academic   burnout; this may include:

There is the need to develop and implement adequate concentration and listening skill, in order to take class notes. Then, try to summarise and form your own note based on the class notes. Besides, one should avoid postponing what can be done at the moment. In addition, it is important to seek assistance from mates, colleagues and teachers for better clarification. You should also try to render help to others without feeling inferior. Furthermore, a well-planned reading time table will be of significant help in order to avoid academic burnout. Moreover, engaging in relaxation for a moment is of great necessity.

Step 5: Students will be encouraged on the need for boldness to keep on moving in direction of their new direction.

Step 6: Questions and answers will be taken.

Step 7: Home work will be given to the students.

Remark: The researcher will talk to them on the need to keep trying the new way of preventing academic burnout they have learnt and thanks the participants for their cooperation. She will encourage them of maximum participation in the last session that will be coming. Date, time and place of the last session will be announced.

Session 8: Overall review

Topic: Conclusion and administration of instruments for post-test score

Objective: At the end of this aspect, participant shouldbe able tto:

- Summarizes all they have learnt during the programme.
- Reduce their academic burnout.
- Attempt to the post-test instruments.

Activity

Step1: The participants will be welcome warmly.

Step2: To facially determine the impact of the treatment, there was a brief interaction between the researcher and participants.

- **Step3:** The instrument to collect data for post-test score will be distributed to the participants; and they will fill it as appropriate while the researcher goes round for monitoring. Following the completion of the instrument, participants were appreciated for the maximum cooperation through the programme.

  Step 4: Closure

- Encouragement was given to participants to continue usage of the skills learnt in the programme.
- The researcher takes photograph with the participants.

Experimental Group II - Mindfulness Based Cognitive Therapy (MBCT)

The goal of MBCT is to help facilitate the level of alertness of a client to factors that predispose them to a condition, as well as those factors that could bring about relapse into such a condition, in case the client is able to attain recovery.

SESSION 1:   General orientation to the Programme

Establishing rapport with the students

Introduction of the study, Key Questions, Pre-test administration

SESSION 2: Discussion on Academic Burnout

Factors that responsible for Academic Burnout

SESSION 3: Reflection on the previous study and few questions

Explaining the meaning of Mindfulness Based Cognitive Therapy

SESSION 4: Reflection and questions on the previous discussion

Process of Mindfulness Based Cognitive Therapy

SESSION 5: Reflection and questions on the previous discussion

Focusing on domain of Mindfulness Based Cognitive Therapy

SESSION 6: Reflection and questions on the previous discussion

Discussion of how to prevent Academic Burnout

SESSION 7: Reflection on all the previous meetings, sharing the positive ways of solving academic burnout

SESSION 8: Reflection and questions on the previous discussion

Post- test administration and conclusion.

Experimental Group 11: Mindfulness Based Cognitive Therapy (M-BCT)

Session 1: General orientation to the programme and establishing rapport with the participants and pre-test administration.

Objectives: After the activities of this session, participants would be aware of the purpose of this programme as being for a research purpose.

Activities: The researcher will:

Step 1: Introduces herself and other research assistants who will coordinate the training programme.

Step 2: Welcome the participants warmly and explain the details of the programme to the participant. The programme will last for 8 weeks in a 1 hour session per week.

Step 3: Explain the benefits that the participants stand to benefit from the programme.

Step 4: Explain the guidelines on the conduct of theprogramme and the role ofthe participants in this programme.

Step 5: This step involves administration of the instruments for the pretest scores and moderating variables.

Step 6: The researcher will commends participants for their time spared and their enduring character.

Step 7: She will allow the participants to ask questions.

Evaluation: The evaluation of the session was done by requesting participants to:

State the main objectives of today's gathering

List the 5 benefits of participating in this programme

Step 8: Home Work

Identify factors that contribute to students' academic burnout in the school.

- **Step 9: Closure:** To close the session, researcher declared that the session for the day has ended. Also, for being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Session 2

Topic: Meaning and Effects of Academic Burnout

Objectives: After this session, the participants should have ability to:

- Give definition of academic burnout.
- State certain effects of academic burnout.

Activity: The researcher will:

Step1: Welcome the participants.

Step2: Review the assignment with the participants and commends the participants

 For job well-done.

Step3: Explain the meaning and effects of academic burnout.

One of the main problems that is associated with academic poor performance is academic burnout (Balogun & oyedeji 2008). Maslach and Jackson (2012) submitted that depersonalisation, exhaustion emotionally and decreased self or personal accomplishment are elements that characterised academic burnout. Being burnt, feeling empty, devoid of motivation and lack of interest in academics activities. The manifestation normally shown in form of anxiety, loss of motivation that leads to detachment and depression, disengagement, frustration, hostility or fear. Individuals experiencing burnout often feel hopeless and considers that no positive change could come about from such a hopeless situation.

Academic burnout is the feeling of being depressed, fearful or stressed out as a result of school pressures (Theisen, 2013). The syndrome of academic burnout has negative influence not only on the students performances in important subjects (e.g. English Language, Mathematics, etc.), but also with the teachers and the educational institutions. There are various factors affecting learning such as lack of qualify teachers, attitude of the parents to child's schooling, lack of interest in schooling and this will have automatically effect on students' performance.

Economic background of parents or poverty could also contribute to burnout. A child who cannot afford to buy recommended textbook for the subject will not want to attend class for fear of being beaten. Likewise, peer-to-peer pressure to get involve in non-school activities among others, is one of the factors that contribute to the academic burnout among students. Several other factors are responsible for causes of burnout among post-secondary school students such as student's factors, parent factors, teacher's factors and government factors.

The resultant effects cannot be overemphasized, especially when a student decided to abandon schooling, that is: emotional exhaustion, depersonalization of personalities which makes the student unable to accomplish his goals academically and show physical characteristics of academic burnout such as absenteeism, lack of interest in

teacher lesson, truancy, bullying, gambling among others. Some students are used to roaming about the street, while some will be in the school but will be skipping classes given flimsy excuses for not attending the classes, as well as not taking up any apprentice in any trade.

Step 4: The researcher will evaluate by asking the following questions.

Define academic burnout?

List 5 effects of academic burnout.

Step 5: Assignment: Explain in detail what constitute student's academic burnout, as well as some of its effects.

Step 6: Closure:

- For being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Session 3

Topic: Causes of academic burnout

Objectives: After this session, the participants should have capacity to:

List five causes of academic burnout.

Activity

Step1:The participants will welcome one another by exchanging greetings.

Step2:The assignment given to in the previous session was discussed.

Step3: She will explain causes of academic burnout

The causes of academic burnout could be many and one of which is the mismanagement of time, preparation inadequacy and too rigid institutional rules. Other cause could include information paralysis, hype expectations, ambiguous expectation from the

institution, non-challant attitude towards academic activities, exhaustion cognitively, over-stressed fatigue, lack or inadequate exercise, reduction in performance in class activities and performance, inadequate sleep, limited school resources, inadequate finances, street hawking, inability to eat balance diet, parental conflicts, exhaustion physically and emotionally and so on.

Step4: The therapist will allow the participants to ask questions.

Step 5: The researcher evaluate by asking the questions stated in objectives.

Step 6: Assignment

Participants were to answer these questions:

- What does it mean to be mindful?

Step 7: Closure

- To bring the session to a close, researcher declared that the session for the day had ended. Likewise, for being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Session 4

Topic: Description of Mindfulness Based Cognitive Therapy

Objective: Following this session, participants would have capability to:

- describe in details what mindfulness based cognitive therapy means.

Activity

Step1: The participants will welcome one another by exchanging greetings.

Step2: The assignment given to in the previous session was discussed.

Step3: The researcher will explain the meaning of Mindfulness Based Cognitive Therapy (MBCT).

Mindfulness Based Cognitive Therapy (**M-BCT**) is a therapeutic strategy which goal is to help facilitate the level of alertness of a client to factors that predispose them to a condition, as well as those factors that could bring about relapse into such a condition, in case the client is able to attain recovery. MBTC is becoming popular among other approaches aimed at addressing challenges that have to do with disturbance mood, depression and some other psycho-emotive issues. The effectiveness of MBCT is not limited to regulation of emotions and stress reduction, but also has to do with enhancing positive mood, abating stressful and anxious experiences among others.

Furthermore, for effective identification, management and control of one's pyscho-emotional disturbances, as well as self-regulation MBCT is strategically competent at achieving these objectives among the students. Above all, this psychological strategy develop the capacity of learners in setting goals and outline the actions that will be taken to achieve the set targets, such as behavioural changes.

Step 4: The researcher will allow the participants to ask questions

Evaluation: The therapist evaluate by asking the questions stated in objectives

Step 5: Home Work

Write five ways you think MBCT can be of help in helping you reduce level of burnout in academics.

Step 6: Closure

To bring the session to a close, researcher declared that the session for the day had ended. Likewise, for being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Session 5

Topic: Processes of Mindfulness Based Cognitive Therapy

Objective: Following this session, the participants should have developed capacity to:

- Itemize processes involved Mindfulness Based Cognitive Therapy

Activity

Step 1: The participants will be welcomed warmly.

Step 2: The researcher will review the work that the participants were asked to do at home.

Step 3: In this aspect of the therapy, participants were exposed to diverse processes involved in Mindfulness Based Cognitive Therapy. Some of the processes discussed are the process of observing, motivating, reacting, judging and motivating one self, with a view to bring about the desired change in behaviour, using techniques such as meditation, peer role playing, etc.. Another important process of MBCT is the management of time in order to make effective use of one's self-potentials. Furthermore, this strategy involves training the client on how to engage in mindfulness meditation. Moreover, MBCT process also includes that of helping client to be aware and realign the cognitive and emotive aspects of human personality.

Step 4:Evaluation

The participants were requested to enumerate the processes involved in Mindfulness Based Cognitive Therapy (MBCT).

Step 5: Homework: Relate the processes involved in MBCT to academic burnout.

Step 5: Closure

To bring the session to a close, researcher declared that the session for the day had ended. Likewise, for being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Section 6

Topic: How to Prevent Academic Burnout

Objectives: After this treatment session, participants should have ability to enumerate 2 ways of preventing academic burnout

Activity: The researcher will:

. **Step 1:** Welcome the participants

. **Step 2:** Review the assignment with the participants

. **Step 3:** Explain the ways by which academic burnout can be prevented thus:

There are various means and helpful tips that can help a student to avoid academic burnout and some of them are enumerated forthwith. First, it is good to always have a proper plan and table of schedule for the day's activities. Just as it is important to plan for the day, effort should be geared toward successful implementation. In addition, engaging in various forms of exercise and physical activities will be of help. Eating health and balanced diet is of essence in order to stay healthy. An individual should also rest and sleep adequately. Moreover, certain forms of addictions must be worked on and avoided (e.g. internet addiction). Similarly, an individual needs to engage in recreational activities in order to have sufficient relaxation that the body needs for efficient functioning. In addition, one must try to avoid certain stressful situations and anxiety provoking conditions. Finally, it is important to emphasise that the need to seek timely help from professional for help is very important to avoid academic burnouts.

Step 4: The therapist will allow the participants to ask questions

Step 5: Evaluation: Mention ways by which academic burnout can be prevented

Step 6: Home work: How would you relate MBCT as helping tool to resolving problems of academic burnout?

Session 7

Topic: Self-Evaluation

Objectives: At the end of this session, the participant should be able to:

Remind them all what they have learnt

Teach them the positive ways of managing academic burnout.

Activity:

Step 1: The researcher will welcome the students and allow them to welcome themselves

Step 2: The researcher will review assignment given to the students.

Step 3: Questions will be raised to reflect on the understanding of what they have been thought

For six weeks.

Step 4: Students will be asked to come and share the positives ways of preventing academic burnout; this may include:

There is the need to develop and implement adequate concentration and listening skill, in order to take class notes. Then, try to summarise and form your own note based on the class notes. Besides, one should avoid postponing what can be done at the moment. In addition, it is important to seek assistance from mates, colleagues and teachers for better clarification. You should also try to render help to others without feeling inferior. Furthermore, a well-planned reading time table will be of significant help in order to avoid academic burnout. Moreover, engaging in relaxation for a moment is of great necessity.

Step 5: Students will be encouraged on the need for boldness to keep on moving in direction of their new direction.

Step 6: Questions and answers will be taken.

Step 7: Home work will be given to the students on managing academic burnout through MBCT.

Remark: The researcher will talk to them on the need to keep trying the new way of preventing academic burnout they have learnt and thanks the participants for their cooperation. She will encourage them of maximum participation in the last session that will be coming. Date, time and place of the last session will be announced.

Session 8: Overall review

Topic: Conclusion and administration of instruments for posttest score

Objective: At the endof thissession, participant should be able to:

- Summarizes all they have learnt during the programme.
- Reduce their academic burnout.
- Attempt to the post-test instruments.

Activity

Step1: The participants will be welcome warmly.

Step2: To facially determine the impact of the treatment, there was a brief interaction between the researcher and participants.

- **Step3:** The instrument to collect data for posttest score will be distributed to the participants; and they will fill it as appropriate while the researcher goes round for monitoring. Following the completion of the instrument, participants were appreciated for the maximum cooperation through the programme.

   Step 4: Closure

- Encouragement was given to participants to continue usage of the skills learnt in the programme.
- The researcher will take photograph with the participants.

Control Group

Session 1: General orientation to the programme and establishing rapport with the participants and pre-test administration.

Objectives: After the activities of this session, participants would be able to attempt the instruments of research for prettest data.

Activities: The researcher will:

Step 1: Introduces herself and other research assistants who will coordinate the training programme.

Step 2: Welcome the participants warmly and explain the details of the programme to the participant. The programme will last for 3 weeks in a 1 hour session per week.

Step 3: This step involves administration of the instruments for the pretest scores and moderating variables.

Step 4: The researcher will commends participants for their time spared and their enduring character.

Evaluation: The evaluation of the session was done by requesting participants to:State the next agreed place and time of meeting

Step 9: Closure: To close the session, researcher declared that the session for the day has ended. Also, for being patient and punctual, the researcher commended the participants; reminded of next session' location and time; as well as importance of doing the assignment given.

Session 2

Topic: Career Development

Objectives: The objectives of this session is to facilitate that participants have capacity to make well informed decision on career choice

Activity

- Participants and researchers exchange greetings and pleasantries.
- The topic of discussion was mentioned to be "career choice". This is followed by discussion on factors that can determine career chopice such s aptitude, interest, influence of peers and parents, cognitive capacity and so on. It was also emphasized that participants should choose career that match their personality and life aspiration.

Assignment

- Write five reasons why you think your intended career matches your personality?

Closing Remarks

- Commendation was made by researcher to participants for their time and patience.

Session 3: Overall review

Topic: Conclusion and administration of instruments for posttest score

Objective: At the end of this session, participant should be able to:

- Attempt to the post-test instruments.

Activity

Step1: The participants will be welcome warmly.

Step 2: The instrument to collect data for posttest score will be distributed to the participants; and they will fill it as appropriate while the researcher goes round for monitoring. Following the completion of the instrument, participants were appreciated for the maximum cooperation through the programme.

Step 4:

ClosureThe researcher will take photograph with the participants

APPENDIX 11

UNIVERSITY OF IBADAN

FACULTTY OF EDUCATION

COUNSELLINNG AND HUMAN RESOURCES DEPARTTMENT

SECTION A

Dear Respondent,

To obtained information on motivational interviewing strategy and mindfulness based cognitive therapy on academic burnout among extra mural students, this questionnaire was designed. You are begged to complete this questionnaire with genuineness, as your responds will be receive utmost confidentiality.

SECTION A (PERSONAL DAHTA)

Kindly complete this bio-data

Gender: Male   { } Female { }

Age (in years):   15-16[ ]   17-18[ ]   19-20[ ]   21[ ] and above [ ]s

Name -of-the center:

Local Government--

Year--

SECTION B

Maslach Burnout Inventory–Student Survey (MBI-SS)

INSTRUCTION: Please sir tick ( ) in the appropriate column.

Use the following response format as a guide.

SA = Strong Agree, A = Agree, D = Disagreed, SD = Strongly Disagree

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I feel emotionally drained by my studies.				
2	I have become less interested in my studies since my enrolment at the school.				
3	I can effectively solve the problems that arise in my studies.				
4	I feel used up at the end of a day at school.				
5	I have become less enthusiastic about my studies.				
6	I believe that I make an effective contribution to the classes that I attend.				
7	I feel burned out from my studies.				
8	In my opinion, I am a good student.				
9	I have learned many interesting things during the course of my studies.				
10	I feel tired when I get up in the morning and I have to face another day at school.				
11	I have become more cynical about the potential usefulness of my studies.				
	I feel stimulated when I achieve my				

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
12	study goals.				
13	Studying or attending a class is really a strain for me.				
14	I doubt the significance of my studies.				
15	During class I feel confident that I am effective in getting things done.				

SECTION C Academic Self-Efficacy Scale

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Soon after the end of a lesson, I am able to remember [*most, all*] of the key concepts.				
2	When I find something new about a topic that I am studying, I am [*usually, always*] able to connect it with other things that I know about the topic				
3	I [*usually, always*] know how to get up to date on a topic if my knowledge of it is dated				
4	I am [*usually, always*] able to find material in the library about a subject that interests me.				
5	It is [*usually, always*] easy for me to understand new information, even on a topic that does not interest me very				

S/N	Item				
	much.				
6	Soon after the end of a lesson, I am [*usually*, *always*] able to distinguish the most important concepts from concepts of less importance				
7	I am [*usually*, *always*] able to decide whether to go to the library or use the web, based on the type of information that I am seeking				
8	I am [*usually*, *always*] able to identify useful information on the web for an essay				
9	I am [*usually*, *always*] able to use the library and library services to select appropriate books and articles for an essay				
10	I am [*usually*, *always*] able to help other students solve problems based on concepts described in a lesson				

SECTION D   Goal Setting Scales

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like school work that I'll learn from, even if I make a lot of mistakes.				
2	An important reason why I do my school work is because I like to learn				

	new things.				
3	I like school work best when it really makes me think.				
4	An important reason why I do my work in school is because I want to get better at it.				
5	I do my school work because I'm interested in it.				
6	An important reason I do my school work is because I enjoy it.				
7	I would feel really good if I were the only one who could answer the teachers' questions in class.				
8	It's important to me that the other students in my classes think that I am good at my work.				
9	I want to do better than other students in my classes.				
10	I would feel successful in school if I did better than most of the other students.				
11	I'd like to show my teachers that I'm smarter than the other students in my classes.				

12	Doing better than other students in school is important to me.				
13	It's very important to me that I don't look stupid in my classes.				
14	An important reason I do my school work is so that I don't embarrass myself.				
15	The reason I do my school work is so my teachers don't think I know less than others.				
16	The reason I do my work is so others won't think I'm dumb.				
17	One reason I would not participate in class is to avoid looking stupid.				
18	One of my main goals is to avoid looking like I can't do my work.				

Academic Burnout Indicator Inventory

S/N	Item	Yes	No
1	I feel overwhelmed by my schoolwork		
2	I feel a lack of motivation in my schoolwork and often think of giving up		
3	I often have feelings of inadequacy in my schoolwork		
4	I often sleep badly because of matters related to my schoolwork.		
5	I feel that I am losing interest in my schoolwork		
6	I'm continually wondering whether my schoolwork has any meaning		
7	I brood over matters related to my schoolwork a lot during my free time		
8	I used to have higher expectations of my schoolwork than I do now		
9	The pressure of my schoolwork causes me problems in my close relationships with others.		
10	I feel tired when teacher is teaching in the class		
11	I hate some of my teachers		
12	I always feel bored before I get to the school		

APPENDIX 111

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.794	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GOAL SETTING	31.55	49.208	.392	.784
d2	31.45	50.682	.229	.793
d3	31.50	48.895	.349	.786
d4	31.75	49.671	.437	.783
d5	31.55	46.261	.631	.769
d6	31.25	46.724	.459	.779
d7	31.30	52.747	.056	.801
d8	31.05	48.471	.307	.790
d9	31.80	49.537	.455	.782
d10	31.35	45.292	.579	.769
d11	31.25	44.303	.520	.773
d12	31.55	47.103	.610	.772
d13	31.75	48.303	.417	.782
d14	31.50	49.842	.220	.796
d15	31.10	47.674	.442	.780
d16	31.20	46.379	.597	.770
d17	31.00	54.737	-.133	.822
d18	31.35	48.029	.389	.784

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.25	53.776	7.333	18

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.632	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ACADEMIC BURNOUT INDICATOR	17.80	4.484	.316	.604
e2	17.85	4.345	.378	.590
e3	17.95	4.155	.478	.567
e4	17.65	4.450	.407	.587
e5	17.70	4.537	.326	.602
e6	17.85	4.766	.172	.635
e7	18.15	5.082	.066	.651
e8	18.25	5.461	-.108	.669
e9	17.70	4.537	.326	.602
e10	17.40	5.411	.000	.638
e11	17.55	4.366	.595	.561
e12	17.55	4.787	.305	.608

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.40	5.411	2.326	12

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.606	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MASLACH BURNOUT STUDENTS	22.65	8.976	.408	.552
b3	23.00	9.895	.221	.593
b4	22.60	8.568	.383	.554
b5	22.20	9.642	.243	.589
b6	23.25	9.461	.270	.583
b7	21.90	10.200	.149	.606
b8	23.60	10.463	.115	.610
b10	22.10	8.621	.371	.557
b12	23.50	10.053	.178	.601
b13	22.15	9.397	.224	.596
b15	23.55	9.629	.380	.567

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.05	11.103	3.332	11

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.753	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ACAEMIC SELF EFFICACY	15.50	15.211	.425	.734
c3	15.15	16.029	.163	.767
c4	15.15	13.503	.577	.706
c5	14.90	13.884	.457	.726
c6	15.35	14.555	.402	.734
c7	15.45	14.787	.336	.745
c8	15.25	15.566	.302	.748
c9	15.15	12.239	.587	.700
c10	15.30	12.537	.620	.694

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.15	17.503	4.184	9

INFORMED CONSENT FORM

Tittle of the Research:

 EFFECTS OF MOTIVATIONAL INTERVIEWING AND MINDFULNESS-BASED
COGNITIVE THERAPIES ON ACADEMIC BURNOUT AMONG EXTRA-MURAL
STUDENTS IN EKITI STATE, NIGERIA

Name of the Researcher:
OGUNMILUGBA BAMIDELE JOKE

Sponsor of Research:

This research is self-sponsored by the researcher.

Purpose of the Study

The main purpose of this study is to investigate the effects of motivational interviewing
and Mindfulness- based cognitive therapies among extra-mural students in Ekit State .

Procedure of the Research

The participants in this study will be required to read and signed the consent form. The
researcher will use balloting system to divide three groups; two of which will be
experimental groups, while one is to be the control group. Participants in the two
experimental groups will receive 8-sessions of psychotherapy. One experimental group
will undergo 8-sessions of motivational interviewing therapy, while the second group will
be exposed to mindfulness-based cognitive therapy. The control group will receive career
talk for 8 sessions. You should not be attending any other psychotherapy during the
course of this training. You will also be required to perform some homework exercises
based on the training.

Expected Duration of Research and Participant's Involvement

You will be required to participate in these sessions which are spread across two months; and a session is expected to last for between 60 to 90 minutes.

Risks:

This study would not expose you to any risk or danger, as a participant.

Cost to the Participants:

Your participation in this research will not cost you anything

Benefits:

The goal of this study is to enhance good academic performance and reduce academic burnout, among the extra-mural, students

Confidentiality:

All information share and collected in this study will be treated with utmost care and confidentiality. The data collected will be used for research purposes only.

Voluntariness:

Please, note that your participation in this research is absolutely free and voluntary.

Alternatives to Participation:

You are free to exist from the programme, if you choose to. Please note that your withdrawal does not have any negative consequence.

Due Inducement:

Your transportation cost to and fro the research site could be subsidized. Please, note that this is subject to the availability of fund to researchers. You will not be paid for participating in this research.

What Happens to Research Participants and Communities when the Researcher is Over:

The researcher will communicate to you the outcome of the research through email or sms. Any professional assistance required by any participants after the termination of this study will be considered as professional relationship, in which the cost will be bear by the client.

Statement about Sharing of Benefits among Researcher and the Participants:

If this research lead to any monetary gain (e.g. grants), the researcher owns it.

Conflict of Interest:

There is no conflict of interest, as regards this study.

Statement of Person Obtaining Informed Consent:

I have fully explained this research to …………………………………………………… and have given sufficient information, including about risks and benefits, to make an informed decision.

DATE:……………………………………………….
SIGNATURE……………………………………………………………….

NAME…………………………………………………………………..

Statement of the Person giving consent:

I have read the description of the research and understood the content. I have discussed with the researcher to my satisfaction. I understand that my participation is voluntary. I know enough about the purpose, methods, risks and benefits of the research study to judge that I want to partake in it. I understand that I may freely stop being part of this study at any time. I have received a copy of this consent form and additional information sheet to keep for myself.

DATE:………………………………………………

SIGNATURE:………………………………………………………….

NAME:…………………………………………………………………………

…

WITNESS   SIGNATURE   (IF

APPLICABLE):……………………………………………………….

WITNESS'   NAME   (IF

APPLICABLE):……………………………………………………….

Contact Information

This research has been approved by the Department of Guidance and Counselling, University of Ibadan , if you have any question about your participation in this research, you can contact the researcher, Name: Ogunmilugba Bamidele Joke; Department of Guidance and Counselling, University of Ibadan; Phone: 08065194206.

You can also contact the Head of Department of Guidance and Counselling, University of Ibadan.

PLEASE, KEEP A COPY OF THE SIGNED INFORMED CONSENT

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF GUIDANCE AND COUNSELLING

Head of Department
PROF. J. O. OSIKI
B.Ed; M.Ed; Ph.D (Ibadan) Dr. PH (RSA)

Secretary:
MRS. ADEYEMI, R. S.
Phone: +234-816 248 8224

Telephone: +234-8103233917
+234-807-2249339
E-mail: jonathanosiki@yahoo.co.uk

Other Professors:
C.B.U UWAKWE
AJIBOLA O. FALAYE
S. O. SALAMI

Date: 24th 'Nov', 2017

Ministry of Edu, Sciences
Technology Ekiti State
Phase iv, New Sec, Ado-Ekiti

LETTER OF INTRODUCTION

This is to certify that Ogunmilugba Bamidole Joke with Matric No. 154221 is one of our M.Phil/Ph.d students in the Department of Guidance and Counselling, University of Ibadan. He/She would like to collect data for is/her thesis titled: Motivational Interviewing Strategy and Mindfulness-based Cognitive therapy on academic burnout among extra-mural Students in Ekiti state. Nigeria.

Kindly assist him/her in any way you can.

Thank you.

Head of Department
Dept. of Guidance & Counselling
Faculty of Education
University of Ibadan
IbaProf. J.O. Osiki,
Head of Department.

167

Faculty of Education,
Dept. of Guidance and Counselling,
University of Ibadan,
Ibadan, Oyo State.
24th of Nov., 2017.

The Permanent Secretary,
Ministry of Education,Science and Technology,
Ado-Ekiti,
Ekiti State.

Dear Sir/Ma,

APPLICATION TO CONDUCT A RESEARCH STUDY

I, Ogunmilugba Bamidele Joke, a Counselling Psychologist, Post Graduate student of the University of Ibadan from the Faculty of Education Department of Guidance and Counseling, do humbly apply for permission to eligible participants in two groups that will be exposed to an 8 week experimental sessions, while one group will receive no treatment in selected extra-mural/remedial centers in the state. The centers will be randomly selected in the following Local Government in the State (Ado Ekiti Local Government, Ido/Osi Local Government and Ilawe Local Government) as part of the fulfillment for the award of the Degree of Doctorate of Philosophy (PH.D). The title of my thesis is '**Motivational Interviewing Strategies and Mindfulness-Based Cognitive Therapy on Academic Burnout among Extra Mural Students in Ekiti State'.**

I will be very much grateful if my application is favourably considered. Thank you in anticipation.

Yours faithfully,

Ogunmilugba Bamidele Joke.

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY,
EKITI STATE OF NIGERIA PHASE IV, NEW SECRETARIAT, ADO-EKITI.
SCHOOLS' DEPARTMENT

Your Ref: No ....

All Communications should be addressed to   *30 November*, 2017

EK/ED/SCHLS/1111/20

Ogunmilugba Bamidele Joke
Faculty of Education
Department of Guidance & Counseling
Ibadan.

RE: APPLICATION TO CONDUCT A RESEARCH STUDY

I am directed to acknowledge the receipt of your letter dated 24th Nov, 2017 on the above subject and to convey the approval of the Ministry of Education, Science & Technology, Ado Ekiti to you on your request for permission to eligible participants in two groups that will be exposed to an 8-week experimental sessions in to be conducted in Ado, Ido, Osi and Ilawe Local Government Areas in Ekiti State.

2.   However, you are to note that information gathered is to be used strictly for the purpose of the research work alone. You are also required to submit to this Ministry a copy of the result and conclusion of your findings to assist in policy making in the Education Sector.

3.   Thank you

E.A Daramola

For: Permanent Secretary
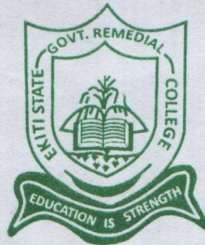
EKITI STATE GOVERNMENT REMEDIAL COLLEGE

P. M. B. 5349
IRONA QUARTERS, ADO - EKITI, EKITI STATE.

Our Ref:_____

Your Ref:_____

27th February, 2018.

The HOD,
Department of Guidance and Counselling,
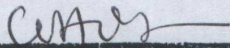University of Ibadan,
Oyo State.

Dear Sir,

<u>LETTER OF ATTESTATION</u>

I attest through this medium that the bearer Ogunmilugba Bamidele Joke of the department of Guidance and Counselling, University of Ibadan has undergone a field work in the above named School for eight consecutive weeks.

She has been able to make positive impact on the student's attitude towards preparing well for their forthcoming WASC and NECO examinations. Under her tutelage, the students have been able to know that being given a second chance is a real privilege to be embraced.

The candidate is diligent and accommodating. She should be encouraged to proceed to the next level of her project.
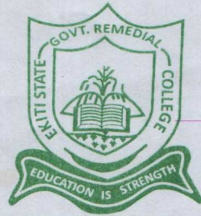
Yours faithfully,

PRINCIPAL
EKITI STATE GOVT. REMEDIAL
COLLEGE ADO-EKITI
DATE 27-02-2018

....
Mrs Akinyemi C.O.
Principal.

...Ilè Iyì, Ilè Èye

www.ekitistate.gov.ng

Our Ref:_____

Your Ref:_____

27th /2/18

The HOD,
Department of Guidance and Counselling
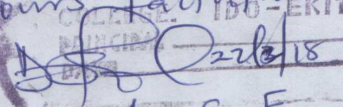University of Ibadan,
Oyo state.

Dear Sir

LETTER OF ATTESTATION.

This is to certify that the bearer Ogunmilugba Bamidele Joke of department of Guidance and Counselling University of Ibadan, has carried out her field work in the above-named school

She has thought in the school for eight weeks and she has impacted much knowledge into the students and the entire school Community has also enjoyed her stay. During her stay, she was industrious and dependable.

Therefore, she is recommended for the next level on her project work.

Yours faithfully

Omole G. F
PRINCIPAL.

171
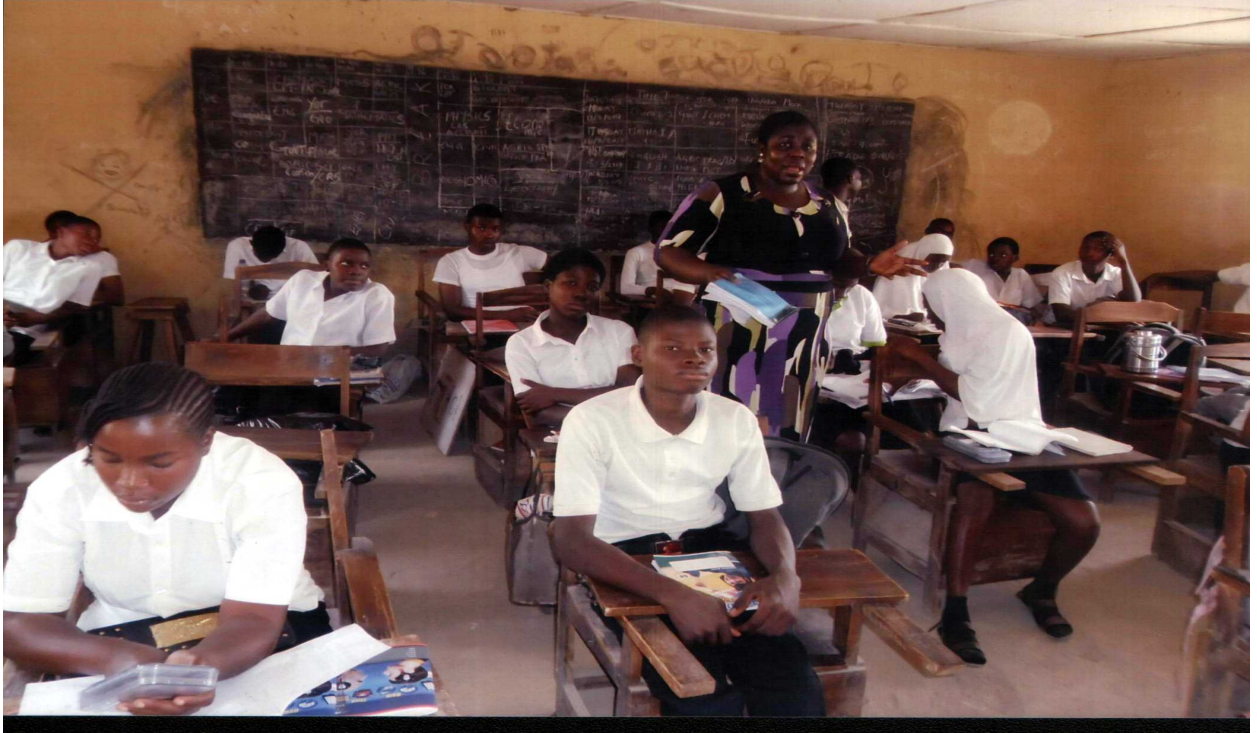
MOTIVATIONAL INTERVIEW STRATEGY SECTION AT EXTRA-MURAL CENTER IDO-EKITI

MINDFULNESSS-BASED COGNITIVE THERAPY AT REMEDIAL CENTER ADO-EKITI

CONTROL GROUP AT REMEDIAL CENTER, ILAWE