

**MODE DEACTIVATION AND EMOTION REGULATION THERAPIES IN THE  
REDUCTION OF NEGATIVE ACADEMIC EMOTION AMONG  
UNDERACHIEVING SECONDARY SCHOOL STUDENTS IN IBADAN,  
NIGERIA**

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## **DEDICATION**

This research work is dedicated to the Almighty God, my parents (Pastor and Mrs. Oyelami), my lovely husband, Rev. Noah Adebajo and my children; De Ires.

## **CERTIFICATION**

I certify that this study was carried out by **Oyetola Abiola ADEBAJO** with matriculation number **173545** under my supervision in the Department of Counselling and Human Development Studies, Faculty of Education, University of Ibadan, Nigeria.

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## ABSTRACT

Negative Academic Emotion (NAE) is a disturbing feeling that students experience in the cause of studying, which could cause poor mental health and self-worth. Reports have shown that many underachieving Secondary School Students (SSS) exhibit NAE in Ibadan, Nigeria. Previous studies focused more on causative factors than on intervention using Mode Deactivation Therapy (MDT) and Emotion Regulation Therapy (ERT). This study, therefore, was designed to determine the effects of MDT and ERT on NAE among underachieving SSS in Ibadan, Nigeria. The study also examined the moderating effects of gender and self-esteem.

The study was anchored to the Control Value Theory of Academic Emotion, while the pretest-posttest control group quasi-experimental design with a 3x2x3 factorial matrix was adopted. The simple random sampling technique was employed to select three (Ibadan North, Akinyele, and Ido) Local Government Areas- LGAs. Three schools were randomly selected (one per LGA). The students were screened using available school records and Academic Emotion Questionnaire ( $\alpha = 0.72$ ). The instruments used were Academic Emotion ( $\alpha = 0.83$ ) and Rosenberg Self-esteem ( $\alpha = 0.72$ ) scales and intervention guides. The participants were randomly assigned to MDT (31), ERT (32) and control (32) groups. The intervention lasted eight weeks. The data were analysed using Analysis of covariance and Bonferonni post-host test at 0.05 level of significance.

The participants' age was  $18.54 \pm 0.62$  years and 60.0% were female. There was a significant main effect of treatment on NAE among the underachieving SSS ( $F_{(2,80)} = 320.50$ ; partial  $\eta^2 = .89$ ). The participants exposed to ERT ( $\bar{x} = 28.99$ ) had the lowest NAE post-mean score as against those in MDT ( $\bar{x} = 33.38$ ) and the control ( $\bar{x} = 60.30$ ) groups. Gender had a significant main effect on NAE ( $F_{(1,80)} = 6.75$ , partial  $\eta^2 = 0.08$ ). Male ( $\bar{x} = 40.47$ ) participants recorded lower NAE than their female ( $\bar{x} = 42.85$ ) counterparts. Self-esteem had a significant main effect on NAE ( $F_{(2,80)} = 7.46$ ; partial  $\eta^2 = 0.16$ ). The participants with high self-esteem ( $\bar{x} = 39.63$ ) recorded the least NAE post-mean score, as against those with moderate self-esteem ( $\bar{x} = 40.73$ ) and low self-esteem ( $\bar{x} = 43.04$ ). There was a significant interaction effect of treatment and self-esteem on NAE ( $F_{(2,80)} = 2.68$ ; partial  $\eta^2 = 0.12$ ), in favour of participants with high self-esteem in the ERT group. The interaction effect of treatment and gender was not significant. There was a significant interaction effect of gender and self-esteem on negative academic emotion ( $F_{(1,80)} = 12.66$ ,  $\eta^2 = 0.14$ ) in favour of the male participants with high self-esteem. The three-way interaction effect of treatment, gender, and self-esteem was not significant.

Mode deactivation and emotion regulation therapies reduced negative academic emotion among underachieving secondary school students in Ibadan, Nigeria. Counselling psychologists should use these therapies in handling underachieving students with negative academic emotion.

**Keywords:** Mode deactivation therapy, Emotion regulation therapy, Underachieving secondary students in Ibadan, Negative academic emotion

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The development of human capital and well-being, as well as the possibility of a better quality of life, is all significantly influenced by education. Education ensures that people acquire the knowledge and skills they need to live more productively and with higher quality. This rise in productivity leads to new revenue streams that accelerate a nation's economic development (Devi and Chahar, 2015). The progress of any country depends on its population having a strong educational foundation. This implies that education is one way of influencing society and creating a nation with a high level of development. Education promotes a child's physical, mental, social, emotional, and intellectual growth. It is also essential to building a just and prosperous society where everyone has access to opportunities. Since high standards in schools would be reflected in students' academic achievement, it is crucial that efforts be focused in this direction. However, education is faced with some major challenges, which includes underachievement.

Parents, educators, and other stakeholders are getting more concerned about academic underachievement. Studies on students' underachievement have been conducted by academics all around the world as a result of children's inability to perform well in school. Several students with the same abilities are seen performing at various levels without any biological or neurological explanation (Siegle, 2018). Underachievement is essentially seen as a discrepancy between a student's academic potential and how well they are actually performing in class. These potentials are identified through observational data, performance on intelligence quotient and achievement examinations. A difference between aptitude and attainment, or between potential and performance, could also be referred to as underachievement. Underachievement is viewed by psychologists as receiving poor grades or performing below the level of mental ability predicted on some intelligence tests or standardized academic assessments.

In the same vein, Adeyemi (2016) considered academic underachievement as a reduction in students' performance on standard examinations. According to Noman, Hanif, and Rehna (2016), underachievers are students who display a significant gap between their performance and expectations.

The West African Examination Council (WAEC) statistics show that there is a decline in the academic achievement of students in public secondary schools who sat for the West African Senior Secondary Certificate Examination (WASSCE). The WAEC recorded that the percentages of students who had five credits and above including mathematics and English Language from 2016-2021 were few in Oyo State 36.0%, 53.58%, 37.87%, 42.95%, 34.39%, 54.77%. Thus, it is crucial to comprehend the phenomenon among students who are about to complete their secondary schooling, preparing for postsecondary institutions, and mentoring students. Secondary schools in Nigeria serve as the foundation for both tertiary education and career development. Therefore, it is vital issue that requires prompt attention in order to work towards a solution while taking into account the impact of bad academic emotion at a crucial stage of life. Underachievement may be caused by a variety of things, including inadequate learning facilities, a lack of skilled teachers, and poor school infrastructure. Additional characteristics that could be present in the learner themselves include poor self-control, a decline of interest in academics, and lack of motivation.

Emotions are physiological actions of the nervous system which are associated with thoughts, feelings, behavioural responses, and a degree of pleasure or discomfort. It is brought on by changes in neurophysiology. Many components of emotion exist, including subjective experience, cognitive processes, expressive behaviour, psychological and physiological changes, and instrumental behaviour (Pankseep, 2011). Perception is seen as a crucial component of emotion, at least according to some views. While those who act solely on emotion may assume they are not thinking, mental processes are nonetheless essential in explaining the behaviours that are performed. For example, the feeling of fear is associated with the awareness that one is in a dangerous situation, which leads to an immediate activation of the body's nervous system (rapid heart and breathing, sweating, muscle tightness). On the other hand, other theories assert that emotion has nothing to do with cognition and can only serve as a precursor to it. Emotions have many different aspects and can be seen as states of interaction that cause psychological and physical changes in a

person and influence his behaviour. Emotion and behavioural tendencies are linked; extroverted people are more likely to be open and express their feelings, while introverts are more likely to socially withdraw and hide their feelings. Motivation, whether positive or negative, is usually emotion-driven.

According to the 2022 Oxford Dictionary, an emotion is a strong feeling caused by a person's surroundings, personality, or relationships with other people. Responses to important internal and external events are called emotions. Emotions are considered "low level" reactions. The amygdala and the ventromedial prefrontal cortex, among other subcortical regions of the brain, are where they first appear. These regions regulate the occurrence of biochemical processes that directly affect the physical condition of the individual. Emotions are thought to have evolved as a way to support a person's quick reaction to various external stressors, similar to the "fight or flight" response, and are encoded in their Deoxyribonucleic Acid (DNA). Also, the amygdala has been shown to be involved in the release of neurotransmitters that are essential for remembering, which explains why emotional memories are more effective and easier to remember. Emotions can be transient (such as anger) or persistent (such as sadness), events (such as fear) or dispositions (such as hostility) (such as sadness). All emotions, according to Graham (2014), are in constant intensity. Hence, just as shame can range from mild humiliation to toxic shame, so fear can range from slight anxiety to dread.

Kelly (2004) argued that a person's beliefs, thoughts, and behaviour may have an influence on their emotions. Emotions are important and have a beneficial effect on educational processes. On the other hand, Oatley (2000) claimed that the main purpose of emotion is to achieve clear social goals, such as dominance, affiliation, and protection, which form the cornerstone of society and what is called human cooperation. There is a consensus that subjective experience is an important part of emotion, at least in humans, despite the fact that emotions are complex and there is much ambivalence among thinkers regarding their nature. Humans are now able to understand emotions thanks to several disciplines of psychology. Thus, among these fields, social psychology has proven to be one of the most fruitful, especially when discussing emotional experience. Emotions may influence students' academic performance, interest and engagement, and personality development, as well as the social environment in classrooms and educational institutions (Felten, Gilchrist and Darby, 2006)

Everyone has different types of feelings that they try to control either in effective or ineffective ways. For example, the ability to recognize anxiety, acknowledge it, use it if possible, and follow one's activities even though it is the real problem, not the fact that the anxiety is occurring. People's lives will lack purpose, texture, richness, joy, and interpersonal connection without feelings. Emotions reveal a person's demands, frustrations, and rights. They also motivate people to change to find ways out of difficult situations, or to recognize when they are fulfilling. Despite this, many people feel overwhelming, are afraid of their feelings, and are unable to control them because they believe that their sadness or anxiety is preventing them from acting in an effective way. If these people are students, it will undoubtedly affect the feelings they show while participating in academic activities.

Therefore, the expression of feelings or emotions during the process of teaching and learning is referred to as academic emotion. This covers how students respond to different situations in class. Academic emotion is characterized by Pekrun, Goetz, Titz, and Perry (2002) as feelings students have that are associated with the academic processes of teaching and learning. These emotions include cheerfulness, optimism, confidence, despair, boredom, anxiety, anger, pride, among others. Emotions are multifaceted and coordinated psychological processes that include affective, cognitive, motivational, expressive, and peripheral physiological processes (Picron, 2006). According to Ogundokun and Ojo (2013), students experience a range of emotions that are closely related to how well they learn in class and how well they perform in their academic setting. As a result, students' learning and academic success are closely related to their feelings. Because of the frequent recurrence of many emotions among students in educational settings, the classroom is a site of emotion. Students may feel satisfied when studying, confident in their ability to succeed, proud of their accomplishments, and delighted when they find a new answer, but they may also feel anxious about failing examinations, ashamed of their poor performance, and bored while in class. The experience of feelings, according to Schutz and Decor (2002), results from the interpretation and evaluation of both the emotional state and the situation in which it occurs.

Human beings and their life experiences are inextricably linked; this is true of learning as well. Experience is of paramount importance in education because it is directly related to the individual. Either it paves the way for achieving personal goals or it does not. Since



learning and experience are personal to each person, the learner is assessed in the light of his or her progress. Emotions can be expressed in learning and education through the combination of cognitive and emotional processes, which can result in pleasant or negative feelings. In fact, emotional experiences in the classroom may affect students' moods, which may, in turn, affect the change from person to person. Five conditions can be linked to academic achievement, according to Pekrun, Goetz, Titz, and Perry (2002): going to class; conduct tests and examinations; study or do homework himself; studying or doing homework in the learning group; and other circumstances in which one is cognitively involved in academic achievement (e. g, talking about an upcoming test with a colleague).

Students experience a variety of emotions in academic settings that may influence their perceptions and behavior. Students display different forms of behaviour in the academic settings which are influenced by their emotions. It is therefore important to take individual experiences into account and be aware of how to deal with them. According to Fu (2015), for example, academic emotion has significant impact on student motivation, learning styles, cognitive abilities, self-control, and academic success. Furthermore, an experimental study by Pekrun et al. (2002) showed that nine distinct emotions had a positive effect on students' academic performance, physical and psychological conditions, and thoughts. As a result, these feelings have been referred to as "academic emotion". Five of these feelings were rated negative, while four were rated positive. Among the positive emotions: Joy is a word that describes the intense happiness and exhilaration caused by anything excellent or satisfying. Hope is the anticipation of anything considered desirable, such as confidence; it is an aspiration for something good combined with a desire to have it or a feeling that it is attainable. Pride, a state of feeling proud. Relief refers to the lowering or raising of load or suffering, such as pain or anxiety. Negative academic emotion includes anger, which is a strong feeling of hostility or hatred towards others. Anxiety is a state of anxiety and fear, especially regarding future concerns. Hopelessness which is the absence of hope. Shame refers to the painful feeling caused by something dishonourable or absurd. Boredom is feeling bored or overwhelmed.

Negative academic emotion (NAE) are poor feelings or unwanted behavioural tendencies that appear during the teaching and learning process. Negative emotions are academically disturbing and either activating or deactivating (Pekrun, 2002; 2006). For example, anger is an activating emotion that motivates a person to either engage in the situation or flee

from it (Ortony and Turner, 1990). On the other hand, boredom, which is a deactivating emotion, reduces motivation and results in the student disengaging from the learning process (Carver and Harmon-Jones, 2009). For example, Pekrun et al. (2010) found in their study on boredom that, unlike students who were less bored, those who were bored tended to avoid participating in schoolwork. According to studies, students' levels of good and negative emotions differ depending on how well they do in mathematics (Frenzel, Pekrun, Goetz, 2007).

Kelly (2004) also asserted that both positive and negative emotions affected students' motivation, engagement, and performance. Negative emotions impair students' ability to focus on a task, understand material, and perform all kinds of intellectual activities, which lowers their academic performance. Therefore, it is essential that educators pay attention to both positive and negative emotions. It is clear that positive emotions have a positive effect on student motivation and academic performance as well as transforming their negative views about learning conditions, classes, examinations, and tutors into good ones. In order to increase academic achievement, it is necessary to increase positive emotions and reduce negative ones. This is because, as mentioned earlier, positive and negative emotions can influence behavioural and cognitive processes in relation to motivation, increasing or decreasing students' academic achievement.

Titz (2001) further explained that both positive and negative academic emotions correlate strongly with students' academic progress in several different ways. Early in the semester, college students' academic emotion was assessed and they were shown to be predictive of final grades and course examination results (Pekrun, Molfenter, Titz, and Perry, 2000). They also discovered that while negative emotions indicate low achievement, positive achievements, including joy, hope and pride, are predictive of high achievement. Test anxiety may reduce working memory capacity, resulting in poor performance on difficult or complex tasks that need this capacity. As a result, test anxiety has typically been negatively related to academic success (Zeidner, 1998).

Negative emotions are sensations that make a person feel uncomfortable about themselves by reducing self-confidence, self-worth, and life satisfaction. Anger, resentment, envy, gloom, despair, and boredom are a few examples of unpleasant emotions. It has been shown that negative emotions including anger, boredom and anxiety are more prevalent in students with worse achievement results. Students who performed well generally enjoyed

themselves (Kleine, Goetz, Pekrun and Hall, 2005). Activating negative emotions, such as hopelessness and boredom, is often (though not always) associated with avoidance and, as a result, can reduce motivation to achieve due to poorly controlled assessments (hopelessness) or a feeling that there is not enough incentives to engage in academic activities (boredom). Depending on the baseline evaluations, activating negative emotions can cause behaviours of either approach or avoidance. For example, while both anger and anxiety are energizing negative emotions, anxiety is associated with avoidance of circumstances that feel dangerous, while anger is approach-related and provoked by evaluations of obstruction and injustice. How a person views a situation is where emotion begins (Frederikson, 2011). It begins when information is processed at both the conscious and unconscious levels of the individual (Andrie, 2011). Emotional experiences can affect a person's functioning in both positive and bad ways. Good emotions have the potential to increase knowledge, while negative emotions act as a barrier to learning (Fredrickson, 2011).

According to Pekrun et al. (2002), some of the negative emotions found to be significant in academic situations include anxiety, fear, frustration, anger, boredom, depression, shame, and hopelessness. These feelings were associated with assessment and testing, receiving grades and feedback on performance, teacher behaviour, independent study, and satisfaction with the educational process. Understanding the effects of these and other negative emotions is critical to directing practice changes and encouraging ways to control these reactions, which can enhance learning outcomes. Although results vary, Fiedler and Pierre (2014) claim that the influence of negative emotions in academic settings means that they are often detrimental to motivation, performance, and learning. For example, the most researched emotion in education and test anxiety, has been shown to have a negative effect on academic achievement and motivate efforts to avoid failure.

Hopelessness has a significant impact on both academic performance and mental health. Individuals respond differently to difficulties or stresses in life. Some remain resilient to overcome all obstacles, while others are more likely to give in to despair and intentionally take their own lives (Jenny, Brian, Samuel, and Paul, 2015). The feeling of hopelessness is defined by the lack of or inadequacy of hope. It is conceptualised, those who feel depressed usually have low expectations for the future or nothing at all. Despair is cited in the

literature as one of the causes of depression. The main signs of depression include hopelessness, loss of interest, and lack of energy.

When expectations are set too low, boredom develops, especially among the highly-abled students who attend regular classes. Students reported feeling bored and daydreaming when their self-ratings of their talents were high compared to educational demands, which were low. Also, students mentioned that they got bored when they felt they could not keep up with expectations. This suggests that boredom is associated with low self-evaluation of talents and high appraisals of applications. Thus, boredom can function as a behavioural or mental escape from settings that do not provide sufficient stimulation, but it can also function as an escape from situations where expectations are too high for the student to handle.

From a psychological point of view, shame is defined as a personal and emotional experience that includes feelings of embarrassment, discomfort, intense pain, hurt, inadequacy, fear and anger, as well as behaviours such as hanging the head, blushing, poor eye contact, withdrawal and the desire to hide (Leach, 1999). Peer groups and schools are important cultural settings where scenes of humiliation and shame occur in addition to the family environment. Children who suffer from shyness suffer from low self-esteem, feelings of worthlessness, anxiety, and failure. It will be difficult for a student who feels self-conscious to ask and answer questions, engage in academic assignments in class, and participate in extracurricular activities.

Every kind of discomfort, dissatisfaction, or dissatisfaction with one's daily activities can lead to anger, as cognitive reactions to a situation that stimulates or encourages such feelings. Anger can have an impact on a student's academic performance in a learning environment. Students may get angry for a variety of reasons, and the way they display their anger may have an impact on their academic performance (Rossoianni, 2011). A student who easily loses control may act out in class, be aggressive among peers, cause minor or major injuries, and disrespect the school administration out of anger.

It is generally believed that negative emotions are detrimental to the pursuit of goals and investment of effort, as well as cognitive functions (including attention and memory), motivation, self-regulation, and self-efficacy. There are other situations, though, in which

negative influence has adaptive potential, such as leading students to achieve goals, minimizing errors, or bouncing back from poor performance review. The interrelationships of different systems (such as achievement goals, cognitive resources, and learning techniques), as well as the specification of the task being completed, are hypothesized to determine the exact effects of emotions on academic achievement.

Based on principles of arousal and pleasure, negative academic emotion has been divided into two categories: Negative High Arousal (NHA) and Negative Low Arousal (NLA) (Dong and Yu, 2007; Pekrun et al., 2002). NLA feelings include hopelessness, boredom, depression, and upset over exhaustion, while NHA feelings include anger, anxiety, and shame (Dong and Yu, 2007). Academic emotion can also be thought of as more habitual and recurrent emotional dispositions (that is, trait-like perceptions), or as temporary states of a specific task because most researchers distinguish between so-called momentary or state emotions and long-term trait levels of affect (Diener, 1999). Students may experience a distinct academic emotion, such as despair, when they fail in general rather than a fleeting emotion associated with a specific activity. Negative emotions (such as feelings of hopelessness and boredom) can reduce students' levels of motivation for learning and effort, lead them to use mechanical learning techniques (such as repetitive memorization), and encourage them to learn in ways that rely more on extrinsic rather than internal motivating factors (Pekrun et al., 2002). As mentioned earlier, students, parents, and educational stakeholders are deeply concerned about the significant repercussions of negative academic emotion. Despite previous studies on academic emotion, secondary school students still struggle a lot with it. This study therefore investigated the efficacy Mode Deactivation Therapy (MDT) and Emotion Regulation Therapy (ERT) in the reduction of negative academic emotion (NAE) among underachieving students in Ibadan, Nigeria.

Apsche (2005) recognized the limitations of cognitive theory and cognitive behavioural therapies, particularly for the treatment of patients with complex psychiatric problems, and created mode deactivation therapy (MDT). Behavioural therapy and cognitive psychology were combined to create Cognitive Behavioural Therapy (CBT), which was primarily conceived by Beck in 1967. At its core, CBT is a method that focuses more on the present than the past, with its main goal being to modify behaviour during Ignoring the roots of the problem at hand. Cognitive behavioural therapy has a history of viewing problems as a

result of dysfunctional thinking, which is challenged as unreasonable and replaced with rational justifications.

According to Beck (1967), people's feelings are determined by their mental processes or cognitions, which can cause vulnerability and psychological discomfort. These weaknesses are related to a person's basic personal perceptions and worldviews, also referred to as personality structures. The way a person reacts to environmental stimuli and experiences is largely responsible for the development of his personality structures. In contrast to typical circumstances, a coping technique may be seen as maladaptive when it is painful and denies the person psychological needs. Cognitive schemas, or personality structures, guide a person on how to act in a given circumstance. Cognitive patterns, which are ingrained and long-standing behavioural manifestations such as grief and violence, are often formed when cognitive schemes are automatically activated and grouped together.

MDT seeks to legitimize and normalize these patterns and the underlying beliefs associated with them from the client's point of view by promoting awareness and acceptance rather than labeling any idea as irrational or "evil". In order to facilitate an effective and long-term therapeutic transformation process, awareness and acceptance aims to strengthen the therapeutic relationship, client collaboration, commitment, and motivation. For teens with reactive behaviour disorder and/or personality disorders/traits, MDT has been created. Adolescents with a history of complex abuse, neglect, and multi-axial disorders are the focus of multidisciplinary treatment. Many of these teens have experienced sexual, physical, emotional, or mental abuse as well as neglect, and as a result have acquired personality traits that act as coping mechanisms for survival. Certain personality disorders and/or traits are cluster-related, meaning that they translate into beliefs and schemas that include beliefs from the three personality disorder groups. This means that they are not true to their group.

The reason CBT often fails with adolescents, as seen by "discussing" concepts of cognitive distortions, is that no matter how closely aligned they are with their therapist, adolescents do not respond well to being in a one-down position. These teens will eventually react negatively to cognitive therapy because it is often performed because they see the therapist as someone else trying to change them from the system of defenses that were created to protect them. CBT as it is usually used often fails with this type of youth. The need for more effective treatment for this specific group of adolescents led to the development of

MDT. In descriptive research, MDT was found to be more effective than standard cognitive - behavioural therapy (Apsche and Ward, 2002).

Similarly, ERT is a successful treatment that is used in the field of psychology. Using a mechanistic framework derived from foundational and applied findings in impact research, ERT blends elements of cognitive-behavioural, acceptance, dialectical, mindfulness-based, experiential, and emotion-focused therapies. The goals of ERT are for people to be more skilled at: greater ability to adaptively manage emotions, when necessary, as well as greater acceptance of emotional experience; minimizing the use of emotional coping mechanisms, including anxiety, self-criticism, and rumination; increased ability to use emotional information for decision-making, behavioural motivation, interpersonal management and other related tasks.

The training of three main emotion regulation skill groups is the focus of ERT as a mechanism-targeted behavioral intervention: attention, allowance (targeted at improving implicit regulatory ability), distancing (decentering) (targeted at more flexible responsiveness to emotional stimuli; that is, reactivity), and reframing (targeted towards greater utilization of explicit regulation). In the second half of treatment, patients use these abilities they learned in the first half during an exposure/behavioural activation phase. Emotional dysregulation is the inability or difficulty in processing or coping with emotions. Either an excessive intensification of emotion or an excessive deactivation of emotion may be a symptom of dysregulation. Any increase in an emotion's intensity that a person perceives as unwelcome, intrusive, overbearing, or bothersome is considered an excessive intensification of emotion. These criteria would apply to increases in emotion that cause panic, horror, trauma, dread, or a feeling of urgency that leaves one feeling overwhelmed and unable to tolerate an emotion.

Dissociative experiences, such as depersonalization and derealization, splitting, or emotional numbing in the context of situations that would typically be expected to result in some felt intensity or immensity of feeling are examples of excessive deactivation of emotion. For instance, when faced with a life-threatening situation, a lady reacts with emotional numbness and claims to have felt as though she was in another dimension of time and space while watching what appeared to be a movie. This deactivation of feeling, accompanied by a sense of derealization, would be considered a typical reaction to a

traumatic event. An avoidance coping strategy, and excessive deactivation of emotion impede emotional processing. Nonetheless, there may be situations in which temporarily deactivating or suppressing an emotion can help in coping. For instance, a first responder to a catastrophic occurrence may be more adaptive by short-term suppressing fear in order to deal with the circumstance at hand. Any coping mechanism (problematic or adaptive) that a person employs in response to an unwelcome intensity of feeling may be considered an aspect of emotion regulation.

Understanding that emotion regulation works like a homeostatic thermostat is crucial. In order to cope, it can control emotions and keep them within a "well-regulated range." A scenario that is "too hot" or "too cold" may result from extreme moderation, either up or down. Like every coping mechanism, emotion regulation is context- or situation-dependent. Independent of the individual and the environment at the moment, it is neither troublesome nor adaptive. Here, adaptation is defined as the application of coping mechanisms that enhance the identification and processing of functional responses that increase, either temporarily or permanently, more productive functioning, as determined by the individual's highly valued goals and purposes. Eight different ways to deal with emotions have been identified by Folkman and Lazarus (1988), including confrontive (such as assertion), distancing, self-controlling, seeking social support, admitting responsibility, escape-avoidance, planned issue solving, and positive reappraisal.

Emotional regulation includes learning to deal with experience. Emotions are less likely to spiral out of control if the person manages the situation better, whether through problem-solving, assertiveness, behavioral activation to seek out more worthwhile experiences, or situational reappraisal. Alcohol consumption and self-harming are two examples of unhelpful coping mechanisms. These techniques may temporarily lessen emotional arousal and even provide a brief feeling of relief, but they fall short of the individual's desired goals and purposes. It is assumed that very few people endorse the idea that self-harm and alcoholism characterize a valued life. Self-soothing relaxation techniques, brief diversion during crises, physical activity, connecting emotions to higher values, replacing a negative emotion with a positive or cherished emotion, mindful awareness, acceptance, pleasurable activities, intimate shared communication, and other techniques that help with processing, coping with, reducing, tolerating, or learning from intense emotions are examples of



adaptive strategies. The important goals and purposes are never compromised; in some cases, they may even be strengthened.

Optimal emotion regulation may involve first engaging in less elaborate capacities, then as necessary, more elaborate capacities. Less elaborative abilities, which tend to be less verbal, mainly concern attentional flexibility, or the capacity to quickly switch, maintain, or broaden one's attention from one stimulus to another as necessary. A person can use more elaborate and verbally mediated capacities, such as the encouragement of acceptance and allowance (Hayes, Strosahl, and Wilson, 2012), which is defined as the capacity to maintain one's awareness of emotionally loaded information and maintain it in working memory, meta-cognitive distancing and decentering, when these less elaborative and less depleting capacities are unable to produce an adaptive response to the current circumstances (Gross and Thompson, 2007). Despite cognitive behavioral therapies (CBT) being effective for treating emotional problems, a sizable subset of patients with complicated clinical presentations, such as those with generalized anxiety disorder, fail to demonstrate a positive response to treatment.

Researchers have found a number of variables that affect secondary school students' negative academic feelings, including low self-esteem, a lack of desire, poor self-regulation, and many others. In this study, self-esteem and gender were taken into account. The variety of traits relating to, and separating, masculine and femininity is known as gender. These traits could be biological sex (that is, the condition of being male, female, or an intersex variation), sex-based social structures (that is, gender roles), or gender identity, depending on the situation. The majority of civilizations employ binary gender, or two genders (boys/men and girls/women), and persons who do not fit into these categories are referred to as non-binary or gender queer. Certain societies, such as the hijras of South Asia, have distinct genders in addition to "man" and "woman"; these are frequently referred to as third genders (and fourth genders, etcetera.).

Sex replaces or includes gender in various situations, including some areas of the social sciences. For example, the term "sex" is frequently used to refer to the biological sex of animals used in non-human animal research. The 1980s is when the meaning of gender began to change. Furthermore, the US Food and Drug Administration (FDA) began using gender instead of sex in 1993. The FDA changed its mind in 2011 and began referring to

sex as the biological classification and gender as how an individual defines himself or herself, whether was a man or a woman, or how society viewed that person based on the gender that individual expressed. Despite the breadth of research, scientists have not reached a consensus on the mechanism behind gender differences in negative emotions; Emotional intelligence is one theory (EI). Emotional intelligence (EI) is an individual's ability to handle and process emotions and has been shown to be a critical regulatory component of influencing academic emotion (Parker et al. 2004; Thomas et al. 2017).

According to Naghavi and Redzuan (2011), emotional intelligence (EI) tends to be higher in women than in males which may help explain some of the self-reported gender differences in students' anxiety. Emotional intelligence has several critical links to improving student achievement (Parker et al., 2004). However, the relationship between emotional intelligence and learning is complex, and this complexity has been demonstrated in various studies where there was no correlation between emotional intelligence and performance or where people with high emotional intelligence could experience conflicting emotions. For example, people with higher levels of emotional intelligence may be more susceptible to stress. For example, Ciarrochi, Deane, and Anderson (2002) found that individuals with higher emotional awareness, a dimension associated with emotional intelligence, may be more sensitive to external emotional stressors and suffer more as a result. According to studies on the links between anxiety and emotional intelligence, people with high levels of anxiety typically struggle to control their emotions and use competence to change them (Fischer et al., 2010).

Students' academic emotions feelings are influenced by gender. According to Lester (2015), teenage girls often experience lower levels of pessimism than teenage boys. Also, regardless of preparation or grade point average (GPA), female students reported significantly higher levels of student anxiety than their male peers (Chapell et al. 2005). Cherniak and Kearlott (1985) indicated that the gender gap in student anxiety begins to appear at the age of nine and worsens as students' progress into post-secondary school. Goetz et al. (2013) examined how students rated their own anxiety and compared this to their own anxiety during a high-stakes test in order to better understand the dynamics of anxiety and gender. The study's primary finding was that although there was no difference in anxiety during the actual test, female students felt more test anxiety than male

counterparts. According to the researchers, this result resulted from female students' lower confidence in their performance on high-stakes exams compared to their male colleagues.

In the present study, self-esteem is also taken into account as a moderating factor. Self-esteem is the panacea for the modern world. It is seen as the secret to achieving financial security, good health, and personal fulfillment as well as curing failure, crime, and drug misuse. Self-esteem is also well-liked among academics. Self-esteem is more a matter of perception than reality (Baumeister et al, 2003). It has been shown that a good sense of self-worth results in positive self-concept and self-report in social and academic contexts (King, 2002). A person's assessment of their own worth can be described as having high regard or self-respect. It has a significant impact on a person's life in many different areas, including academic goals, career choice, marital satisfaction, and personal relationships. It is a major determinant of a successful and satisfied life. The simple definition of self-esteem is a good or negative attitude towards oneself. It can also be described as an individual's perception of their own worth, or the extent to which they hold themselves to them (Blascovich and Tomaka, 1991). Self-esteem, which is often related to how people feel or see themselves, is the affective or emotional component of self (Huitt, 2004). Many early theories suggested that motivation requires self-esteem as a basic human need. In his hierarchy of desires, the American psychologist Abraham Maslow included self-esteem. Maslow asserts that without satisfying the desire for self-esteem, people will be driven to pursue it and will not be able to develop and realize themselves (Mcleod, 2017).

According to Robbins, Hinden, and Trzysniewski (2001), there are two different types of self-esteem that people may experience: high and low self-esteem. Individuals with high self-esteem usually feel satisfied with their engagement skills, feel comfortable in social settings, and are satisfied with their lifestyle. They typically display the traits listed below: they are self-confident, complacent, optimistic, energetic, kind to others, and have good communication skills. Perhaps they are extroverted, dynamic, driven and quick to learn from their mistakes. These qualities empower individuals with the strength and adaptability to take control of their lives and learn from their mistakes without fear. Those with low self-esteem are unable to reach their full potential. A person with low self-esteem feels helpless, unworthy, and powerless. Those who feel terrible about themselves, and these feelings cause them to constantly suffer from low self-esteem. Poor self-esteem has been linked to behavioural issues and subpar academic achievement (Orth and Robins, 2013). It

is associated with serious behavioural issues such as maladjustment and suicidal tendencies (Manani and Sharma, 2013). Low self-esteem has been linked to psychological issues such as depression, social anxiety, loneliness, and lack of friendship, among others (Leary, 2004). Depression and other problems are also associated with low self-esteem (Orth, Robins, Widaman, and Conger, 2014).

## **1.2 Statement of the problem**

Many students are experiencing negative academic emotion, which could harm their study effort and the output they receive as a result of their efforts. Learning in the classroom is negatively impacted by NAE. As a result of their lack of interest in learning, students who feel negative academic emotion have poorer levels of concentration. Also, it might discourage students from putting out as much effort in their studies, lead them to employ mechanical learning techniques (such as repetitious memorization), and encourage learning in ways that rely more on extrinsic than on intrinsic motivational elements. Moreover, it could result in school abandonment, absenteeism, and in extreme circumstances, suicide ideation.

Students' functioning could be severely hampered by NAE, which can even lead to self- or other-harm. Students that are angry become aggressive in the classroom, and this could lead to violence and bullying. These two current issues that have raised serious concerns among those involved in education. Many students have suffered severe beatings in the hands of classmates or teachers, which have left them permanently injured and, in some cases, even dead. Also, it could negatively impact cognitive processes and affect how well students learn. A student who struggles with anxiety in class may find it challenging to ask or respond to questions, which has a detrimental impact on examination scores. Students who experiences NAE might withdraw from their friends, and this condition could lead to low self-esteem, mental problems, and suicide thoughts or attempts.

One of the psychological aspects that affect people's mental health is NAE. Additionally, it comes with unpleasant circumstances like unhappiness, discontentment, avoidance, stress, depression, frustration, irrational behaviour, and unpleasantness, all of which can contribute to social vices and antisocial behaviour like drinking, skipping class, joining cults, abusing drugs, and hooliganism. They could put the aspirations of such students in jeopardy and cause worry for their parents or guardians who do not receive the proper support from their children as a result of the social vices outlined above. Several kids who

have bad academic emotion not only exhibit poor attitudes and lack of enthusiasm in their studies, but they also develop terrible schooling attitudes, which have a detrimental impact on their academic achievement.

It is impossible to overstate the benefits of psychotherapy; it gives trainees a sense of purpose, raises awareness, lowers stress, and increases trainees' desire to lead fulfilling lives. Thus, it is crucial to comprehend how psychotherapy interventions affect the NAE that underachieving students experience. NAE is rarely treated using MDT and ERT, particularly among students in Ibadan, Oyo State, Nigeria. Therefore, in order to increase academic performance among underachieving students in Ibadan, Nigeria, this study used MDT and ERT, while using gender and self-esteem as moderating variables.

### **1.3 Purpose of the study**

This main purpose of this study is to determine the efficacy of MDT and ERT in the reduction of negative academic emotion among underachieving secondary school students, in Ibadan, Nigeria. The study also considered at how the intervention strategies interacted with the moderating variables (gender and self-esteem) to affect participants' NAE.

In particular, this study:

1. examined the main effect of treatments (mode deactivation therapy and emotion regulation therapy) on negative academic emotion among secondary school students.
2. determined the main effect of gender on negative academic emotion among secondary school students.
3. determined the main effect of self-esteem on negative academic emotion of secondary school students.
4. examined the interaction effect of treatment and gender on negative academic emotion among secondary school students.
5. examined the interaction effect of treatment and self-esteem on negative academic emotion among secondary school students.
6. determined the interaction effect of gender and self-esteem on negative academic emotion among secondary school students.
7. determined the interaction effect of treatment, gender and self-esteem on negative academic emotion among secondary school students.

#### **1.4 Hypotheses**

In this study, the following hypotheses were tested at 0.05 levels of significance:

1. There is no significant main effect of treatments on negative academic emotion among underachieving secondary school students in Ibadan, Nigeria;
2. There is no significant main effect of gender on negative academic emotion among underachieving secondary school students in Ibadan, Nigeria;
3. There is no significant main effect of self-esteem on negative academic emotion among underachieving secondary school students in Ibadan, Nigeria;
4. There is no significant interaction effect of treatments and gender on negative academic emotion among underachieving secondary school students in Ibadan, Nigeria;
5. There is no significant interaction effect of treatments and self-esteem on negative academic emotion among underachieving secondary school students in Ibadan, Nigeria;
6. There is no significant interaction effect of gender and self-esteem on negative academic emotion among underachieving secondary school students in Ibadan, Nigeria;
7. There is no significant three-way interaction effect of treatments, gender and self-esteem on negative academic emotion among underachieving secondary school students in Ibadan, Nigeria.

#### **1.5 Significance of the study**

The results of this study would have a significant impact in reducing the detrimental effects of NAE among secondary school students in Ibadan, Oyo State, and Nigeria as a whole. The study would be helpful in assisting students in improving their academic performance, preparing preventive and therapeutic methods for students who are experiencing NAE. Teachers, parents, counselling psychologists, school administrators, governments, and researchers would all greatly benefit from the study.

The results would help students understand how NAE like anger, shame, anxiety, hopelessness, and boredom affect academic achievement and teach them how to effectively control their emotions. Students would also learn the importance of maintaining high self-esteem through psychological interventions in order to reduce or prevent NAE, which

would enable them to graduate with good grades and find gainful employment so that they could thrive in a competitive world. In order to guide their children and wards in fostering good academic emotion, parents would gain from this study by learning the impacts of NAE and how to prevent them.

The systematic approach used in this study would also be of great value to counselling psychologists in resolving the psycho-educational difficulties students encounter. through this research, professional organizations, school counsellors, and other research institutions would be well-informed about how to spot academic difficulties in students, particularly those involving academic emotion. The results of this study would have a significant impact on both the South-West Nigerian government and the entire country. It would create awareness about the importance of making available to secondary schools the amenities they require in making learning simpler and more enjoyable. This would significantly lessen students' negative academic emotion. Researchers would learn more about the use of the therapies utilized in this research and other therapies they may want to apply on students' NAE through this investigation.

The study would also provide researchers reference materials for studies similar to this one in order to help government and relevant agencies to develop policies and implement programmes on academic emotion.

### **1.6 Scope of the study**

This study investigated the effects of mode-deactivation and emotion regulation therapies on underachieving secondary school students' NAE (anger, shame, anxiety, hopelessness, and boredom). Participants were underachieving students from Community High School Sango, Community Grammar School Shasha and Apete/Ayegun Grammar School Apete, all of which are located in Ibadan. The moderating influences of gender and self-esteem on the participants' NAE were also examined.

### **1.7 Operational definition of terms**

The terms listed below have been operationally defined as they are used in the context of this study.

**Negative academic emotion:** is described as the bad emotions or undesirable behavioural tendencies that secondary school students exhibit while being taught and learning. Hopelessness, boredom, anxiety, anger, and shame are the focus.

**Mode deactivation therapy:** is a psychotherapy technique that uses a variety of explicit, goal-oriented, systematic procedures to treat secondary school students' dysfunctional emotions, undesirable attitudes, and mental procedures.

**Emotion regulation therapy:** is a manualized intervention that focuses on teaching secondary school students how to be motivated and how to regulate their emotions.

**Self-esteem:** is referred to as the degree to which a secondary school student values, approves of, appreciates, prizes, or likes himself or herself. It may also be defined as the student's view of his or her own self-worth.

**Gender:** refers to secondary school students' qualities, duties, and obligations that distinguish between masculinity and femininity.

**Underachievers:** are secondary school students who score poorly on standardized academic examinations or who receive low grade point averages.

**Standard examinations:** refers to examinations set by professional bodies to test the academic achievement of secondary school students such as WAEC and NECO.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter reviewed relevant literature materials under the following headings: conceptual framework, theoretical review and empirical review.

#### **2.1 Conceptual Review**

##### **2.1.1 Concept of negative academic emotion**

Academic emotion is characterized as sentiments or emotions that are knowledgeable about academic settings, for example, situations including classes, learning, and tests that are dependent upon insignificant control. It is feasible to conjecture that understudies experience many emotions in academic conditions. The present culture puts a high worth on academic learning and accomplishment across the life expectancy, to some extent since social communications, the dispersion of different assets, expert and academic vocations, and social connections all rely vigorously upon individual achievement. This proposes that learning and achievement are significantly significant today and are hence significant wellsprings of human emotions, causing an assortment of self-referential, task-related, and social emotions (Scherer, Wallbott, and Summerfield, 1986). Accordingly, it is sensible to accept that emotions affect understudies' mental capacities and execution as well as their mental and actual prosperity in view of the overall jobs that emotions play in human organization. The outcomes propose that academic emotion are firmly connected with understudies' view of their own control and ability in the academic space, to the objectives and values they join to learning and accomplishment, and to homeroom guidance and social conditions that affect control, values, and objectives. The worth of these assessments can be gathered from suggestions for counteraction, treatment, and an emotion-centered plan of instructive conditions.

Academic achievement and objectives of understudies can be influenced by emotions and emotional administration strategies. These methods can likewise influence how college understudies feel previously, during, and subsequent to learning, class, and tests. From that point forward, other explores have been directed to characterize emotions, emotional

experience, academic emotion, and accomplishment. In years past, emotion or emotional experience was not widely analyzed.

Academic emotion is connected with the characteristics essential for understudies' academic objectives, learning procedures, and anticipations (Pekrun, 2016). As per the "Overview Report on the Improvement of Youngsters and Teens in China" (Zhang et al., 2017), the typical school day for Chinese center school understudies is 11 hours, which represents practically 45% of their time. That implies 45% of their everyday state of mind probably relies upon academic emotion, so it is a first concern for schools to guarantee understudies' academic emotion are positive. Understudies' academic emotion could be impacted by nurturing style, showing style, the academic conditions, and different variables (Frenzel, Goetz, Lüdtke, Pekrun, and Sutton, 2009). Mentalities of guardians or alternately educators and assumptions toward understudies' academic presentation will impact their academic emotion (Goetz, Frenzel, Stoeger, and Ha Li 2010; Pekrun, 2000). Exclusive standards will expand understudies' nervousness levels and lack of concern will decrease their energy. Instructors treated unreasonably to various academic execution understudies and carrying gloomy emotions into the homeroom can likewise influence understudies' academic emotion. Without social backings from guardians and educators, it is hard for understudies to have a positive academic emotion (Sakiz, 2012).

Contrasting and social backings from educators or guardians, improvement of academic conditions could essentially upgrade understudies' positive academic emotion in a gathering level like class, grade or even the entire school (Pekrun, 2016). Academic conditions connected with study hall organization, homeroom guidance and tests, objective designs and social assumptions, criticism and outcomes of accomplishment (Pekrun and Stephens, 2012). Suitable class hours, a bunch of compelling instructive hardware, work out some kind of harmony among review and rest, sensible number of assessments, and so forward are the things that instructive establishments ought to think often about, on the grounds that they have a place with academic conditions issues which impact understudies' academic emotion.

The expression "emotion" can be followed back to the sixteenth century in view of its etymological turn of events. century. The Latin expression *mtusanim*, and that implies in a real sense "development of the soul," was utilized to communicate the semantic thought that underlies emotion — that "actual development" can be utilized figuratively to allude

to "unmistakable inclination" — since old times. "Emotion" is a post-old style Latin develop that at last gets from the indecent Roman action word *exmovare*, and that signifies "to move out." Energize is a composite action word comprised of the prefix *ex-*, and that signifies "out," and *movre*, and that signifies "to move" (wellspring of English *move*). This became *émouvoir* in French, and English acquired its subordinate thing *émotion*. In any case, from the start, English just utilized it to actually imply "development, fomentation."

The idea of "overwhelming inclination" didn't genuinely arise until the late seventeenth hundred years. An American innovation from the twentieth hundred years, the back-arrangement acts out. Both academic and conventional originations of the expression "emotion" went through critical change. Despite the fact that there is an inescapable conviction that at least one of the four parts of emotion — situational evaluations, activity tendencies, actual sensations, and expressive or show ways of behaving — are available at some random time (Parkinson, 1995). Full of feeling, mental, inspirational, expressive, and fringe physiological cycles are a couple of the mental subsystems that make up emotions, as indicated by Pekrun (2006). Emotions, as per Pekrun et al. (2002), can expand individuals' inspiration and help in concentrating on the emotional state. The experience of an emotion, as per Schutz and DeCuir (2002), comes about because of deciphering and assessing both the emotional state and the perspective in which it happen (Webster, 2008). Kelly (2004) expressed that an individual's convictions, thoughts, and conduct could influence their emotions. During the instructive cycle, emotions play a basic capability with a free impact. As per Oatley (2000), the primary reason for emotion is to advance specific social objectives, like mastery, alliance, and security, which together structure the premise of society and purported human collaboration.

Emotions assume urgent part in training, impacting understudies' learning advantages and academic achievement (Gonul 2007; Pekrun 2005; Pekrun et al. 2006; Wentzel, 2003). Understudies' emotional encounters affect both how well they advance and how well educators instruct (Goetz, Pekrun, Lobby, and Haag 2006). Albeit emotional responses vary from one subject to another, academic emotion are space explicit (Pekrun et al. 2002; Rubie-Davies 2006; Västfjäll, Gärling, and Kleiner 2004). Scientists have searched for academic emotion that are associated straightforwardly to achievement exercises or accomplishment results, because of the serious public spotlight on academic execution (Pekrun, 2006). These sentiments are interceded by character attributes, social and social

conditions, and achievement targets. Achievement targets can either be execution based, extraneous goals that are centered around results or authority situated, inherent targets that are worried about learning exercises. Pekrun (2006) featured research exhibiting the impact of both action related emotions, like joy, disappointment, and weariness, and result related emotions, both imminent and review, like satisfaction, trust, pride, stress, sadness, embarrassment, and rage. Trust is an illustration of a result emotion that is enacting, while weariness is a deactivating emotion. Result emotions can likewise have a positive or pessimistic valence, demonstrating whether the individual anticipates achievement or disappointment. As no extra exertion is expected to succeed, for example, help is a good deactivating feeling, however uneasiness is a pessimistic initiating emotion that addresses a work to forestall disappointment.

The sensory system and chemicals control emotions, which are an abstract mental state portrayed by the complex connection of abstract and objective parts. Individuals are inspired to accomplish their objectives by emotions, which go about as a main impetus. However, the exactness of an individual's self-assessment of an animated emotion (the justification behind and nature of an emotional reaction) impacts whether that feeling offers adequate help in arriving at objectives and producing sound versatile ways of behaving (Lindquist, Barrett, Ecstasy Moreau, and Russell 2006; Scherer 2005). As indicated by Barrett, Mesquita, Ochsner, and Gross (2007), emotion is a condition delivered by emotional limits welcomed on by specific things or circumstances. Emotion surfaces after a mental occasion. Emotion is thus an emotional condition of feeling; all in all, emotion is a transitory yet serious experience prompted by a specific improvement.

Emotions, in Pekrun's view, can either be activating or deactivating and can be either pleasurable or horrendous (Pekrun, 2002, 2006). For example, the sensations of satisfaction and fury, which are enacting emotions, drive an individual to participate in or stay away from a circumstance (Ortony and Turner, 1990; Pekrun et al., 2002). Then again, fatigue, a deactivating emotion, brings down improvement and results in the understudy withdrawing from the growing experience (Carver and Harmon-Jones, 2009; Elliot and McGregor, 1999). Rather than understudies who were less exhausted, the people who were exhausted shown a propensity to abstain from partaking in classwork, as per research by Pekrun et al. (2010). Academic accomplishment is upheld by good, emotion-enacting sentiments. As per research by Frederickson (2001, 2004) and Buff, Reusser, Rakoczy, and Pauli (2011),

understudies who find learning fun are more roused and centered and are bound to choose remunerating occupations (Durik et al., 2006). It is less clear what gloomy emotions mean for learning since it relies upon the student's inspiration (Carver and Harmon-Jones, 2009; Pekrun et al., 2002; Turner and Schallert, 2001). In spite of the fact that it has been found that outrage, embarrassment, and tension lessen inspiration and concentration, they can create versatile learning ways of behaving when extraneous inspiration is available (Carver and Harmon-Jones, 2009; Olthof, Schouten, Kuiper, Stegge, and Jennekens-Schinkel, 2000). In their concentrate on test uneasiness, for example, Lang and Lang (2010) found that while nervousness regularly obstructs understudies' exhibition (that is, diminishes focus and interest).

One related idea that usually emerges in the emotion writing is temperament, which is viewed as a full of feeling state that has a more extended span and is less discrete than the experience of a particular emotion (Oatley, Keltner, and Jenkins, 1996; Russell and Barrett, 1999). Furthermore, mind-set isn't aimed at a specific occasion or item (Frijda, 1993; Russell and Barrett, 1999). Nonetheless, experienced good emotions during or after the learning undertaking might be a blend of good sentiments about the job needing to be done and a general, positive mind-set that is not connected unequivocally to the errand (Pekrun, 2012). In their exact review, Hirt, Melton, McDonald, and Harackiewicz (1996) found that members currently feeling good prior to dealing with an undertaking, saw the errand as more fascinating than the members feeling pessimistic or impartial did, though Efklides and Petkaki (2005) found that a good state of mind anticipated review interest and a sensation of enjoying an assignment. Other somewhat broad full of feeling attitudes, for example, inclination for despondency may likewise impact examining. Contingent upon the cooperations with understudies' burdensome side effects, outrage experienced before an academic test either impeded or worked with execution in a study by Path, Whyte, Terry, and Nevill (2005).

In those understudies who did not feel discouraged, outrage was related with further developed execution, logical demonstrating expanded exertion and preparation to perform as opposed to feeling undermined. Other than the consequences for execution, the general equilibrium of people groups' positive to gloomy emotions has been displayed to add to their abstract prosperity, like life fulfillment (Diener, Sandvik, and Pavot, 1991). Subsequently, task-explicit emotions might be connected with additional overall full of

feeling manners in various ways. More- broad full of feeling, for example, temperaments or burdensome episodes might impact the probability and results of situational emotions as tended to above. Then again, situational emotions might rehash across circumstances and structure a more-broad and persevering through design: for example, people who frequently feel lovely emotions likewise will generally be happy with their lives (Lucas, Diener, and Suh, 1996; Watson, Clark, and Tellegen, 1988).

In instructive settings, a fairly normal, pretty much persevering through emotional state is study-related weariness, which can be characterized as rehashed sensations of strain, especially ongoing exhaustion, coming about because of burdening study (Schaufeli, Martinés, Pinto, Salanova, and Bakker, 2002). When contrasted with more established understudies, first year recruits have been found to encounter more prominent pressure because of various changes, clashes, and dissatisfactions (Misra, McKean, West, and Russo, 2000). Encountering such pressure during the main academic year has even been demonstrated to be a significant boundary to getting a degree two years after the fact (Vaez and Laflamme, 2003) or at last, motivation to exit school (Regulation, 2007). A sensible measure of pressure, notwithstanding, might be an indication of study responsibility (Kember and Leung, 2006; Litmanen, Hirsto, and Lonka, 2010; Litmanen, Loyens, Sjöblom, and Lonka, 2014) and fatigue can be likewise capable by connected and committed understudies (Daniels et al., 2008; Lonka and Ketonen, 2012; Salmela-Aro, Moeller, Schneider, Spicer, and Lavonen, 2016; Schaufeli et al., 2002; Tuominen-Soini and Salmela-Aro, 2014). students who really focus in the classroom are vulnerable to high weariness since they put high private expectations on themselves and may stress over dominating the information required in their future calling, reflecting exclusive requirements and working resolve (Litmanen et al., 2014).

Moreover, consistent worries about beating others and feeling of dread toward disappointment might instigate fatigue and pessimistic effect (Daniels et al., 2008). Pekrun (1992) first utilized the expression academic emotion to depict emotions experienced in instructive settings. As per Op't Eynde and Turner (2006), Pekrun conceptualized emotional encounters utilizing a powerful technique. Such a definition holds that different mental (persuasive, emotional, mental) and physiological cycles that happen before, during, or after exercises are associated with each other to deliver emotions (Lazarus, 1991). For example, sentiments that emerge all through an undertaking attached to proceeding with

commitments that can be both happy and exhausting. The sentiments one encounters as they expect to accomplish future objectives are alluded to as planned emotions (e.g., trust for progress or apprehension about disappointment). To wrap things up, sentiments that surface in the wake of finishing a movement, similar to a test, are associated with the outcomes previously (that is, uneasiness, disgrace, or pride; Olthof et al., 2000; Patrick et al., 1993).

Because of the organized communication of natural, mental, and full of feeling components, emotions are convoluted cycles that occur. This results in various sentiments relying upon the valence, power, and focus (Ortony and Turner, 1990; Pekrun and Stephens, 2010). It is vital that emotions are concentrated on in academic conditions in view of the great many sentiments that understudies have toward their educational exercises. Deplorably, concentrating on understudies' emotional encounters has as of late turned into a focal point of instruction research. The understudies' reaction to the inquiry "How can it feel?" is critical as far as their obligation to the movement as well as having an assumption for progress and having an inspiration for playing out an undertaking, as emotions and influences are likewise viewed as a component of the sane dynamic cycles in instructive settings (Efklides, 2006; Humphrey, Curran, Morris, Farrell, and Woods, 2007).

As per D'Mello and Graesser (2012), even convoluted mental cycles are emotionally charged encounters, and sentiments might influence the learning techniques that are utilized (Muis et al., 2015). Likewise, understudies' sentiments can fundamentally influence that they are so inspired to chip away at academic exercises (Pekrun and Linnenbrink-Garcia, 2012; Schutz and Pekrun, 2007). Sentiments that are firmly connected with insightful pursuits. Academic emotion, for example, are those felt during contemplating and learning (or getting guidance) (Pekrun et al., 2002; Shutz and Lanehart, 2002). The control-esteem theory of accomplishment emotions, created by Pekrun in 2006, portrays numerous emotion types that might be felt in settings including learning and accomplishment along with the logical and individual components that might influence them. As per the theory, there are two particular kinds of academic emotion: movement emotions, which are emotional reactions to a continuous academic work itself (like pleasure during learning), and result emotions, which are emotional reactions to an academic action's outcomes (e.g., trust for progress or disgrace from disappointment). Review emotions (because of past

disappointment or achievement) or imminent emotions are the two instances of result emotions (fully expecting forthcoming disappointment or achievement; Pekrun, 2006; Pekrun, 2012; Pekrun and Linnenbrink-Garcia, 2014; Pekrun and Stephens, 2009).

The positive or pessimistic valence (i.e., whether the emotional state is charming or unsavory) and enacting or deactivating nature of both action and result emotions can be utilized to additionally separate them (i.e., whether the emotional state is stimulating or conciliating; e.g., Barrett, Mesquita, Ochsner, and Gross, 2007; Larsen and Diener, 1992; Pekrun, 2006; Russell, 1980; Yik, Russell, and Barrett, 1999; Watson and Tellegen, 1985). For example, the emotions of stress and energy are enacting, though those of weariness and help are deactivating. Separating academic emotion, particularly as far as the enactment aspect, may prompt a more nuanced understanding of how understudies' emotions interface with various academic results. In view of the ideas of excitement and delight, academic emotion has been arranged into four classifications: positive high-excitement (PHA), positive low-excitement (PLA), pessimistic high-excitement (NHA), and pessimistic low-excitement (NLA) (Dong and Yu, 2007; Pekrun et al., 2002). Delight, trust, and pride are among the PHA sentiments.

### **2.1.2 Underachievement**

Education experts and psychologists agree that categorising underachievers and students with special needs could help us learn more about their situations and provide a more complete understanding of them (Smith, 2005). Six primary categories of underachievers were identified by Mandel and Marcus (1988), and they are as follows:

**i. Nervous underachievers:** They can experience issues at any age and typically exhibit a 10–20% performance gap. They frequently have trouble unwinding, avoid going to school, worry too much, and have false expectations of their abilities and shortcomings. Thus, they require constant inspiration and assistance.

**ii. Defiant underachievers:** These people make everything into a power battle. They disagree with authority, lose their temper easily, and think that rejecting authority is the way to obtain freedom and independence. Before adolescence, boys predominate over girls.

**iii. Underachievers who wheel and deal:** They could be impulsive and friendly (Mandel and Marcus, 1988). They frequently seek out short-term gains like stealing or cheating in order to live in the moment.



**iv. Depressed or unhappy underachievers:** They lack the energy to focus on their schoolwork, have low self-esteem, and have trouble making decisions.

**v. The ultimate procrastinators, known as coasting underachievers,** are typically laid-back and disinterested. They are thought to appear at around 9 or 10 years old.

vi. Underachievers in identity quest are so preoccupied with figuring out who they are, becoming sidetracked from their work. Marcus (2007) outlined the following traits of underachievers:

- i. Anxious and concerned
  - ii. Acting and being deceptive
  - iii. Simple and unassuming
  - iv. Being lazy and uninspired
  - v. Critical and self-reflective
- Sousa (2003) noted that underachievement can result from a confluence of elements from both the home and the classroom.

### **Causes of underachievement**

- a lack of drive;
- negative peer pressure;
- insufficient family support;
- insufficient scholarly and spiritual support;
- failed models and systems of education
- the bias against particular student groupings;
- inadequate learning techniques;
- Attention-Deficit Hyperactivity Disorder type II (ADHD).

### **2.1.3 Mode deactivation therapy**

Through a deliberate and cooperative course of case conceptualization and execution, MDT coordinates the validation-clarification- redirection (VCR) process step with explicit parts from acceptance and commitment therapy, dialectical behavior therapy, and mindfulness (psychology). Dr. Jack Apsche fostered the MDT treatment, which added care and a non-critical way to deal with the projects recently used to treat juvenile guys with direct and oppositional messes joined with posttraumatic stress jumble. As opposed to Utilitarian Insightful Psychotherapy, MDT incorporates the family encouraging group of people while involving the restorative association as its central foundation. The client is encouraged to

continue leveling up new abilities beyond the treatment setting. The client-advisor relationship is the vital part of treatment for MDT patients. The conventional type of reflection includes sitting or moving quietly while zeroing in on one's relational experience. A new forward leap in the treatment of youngsters, particularly the people who exhibit sexual ways of behaving related with openness to rough home life, is the mainstreaming of care, exceptionally old procedure.

The contemplation is basically a relieving time that empowers the client to encounter the occasion, the idea, and the upgrade without condemning when it is utilized in MDT treatment. Three full breaths are accepted during contemplation as a component of MDT treatment, trailed by body unwinding and a concise time of feeling and encountering. The client is encouraged to apply the obtained range of abilities in certifiable conditions through MDT. The client could feel in charge of day-to-day assignments because of their capacity to ponder effectively. This should be possible over day-to-day exercises like taking a transport or walking around a recreation area. Reflection in MDT treatment includes familiarity with ordinary occasions and sensations as opposed to clinical quiet. The young's level of mindfulness is raised through the reflection system.

Besides, MDT has been fruitful in various contextual analyses (Apsche, Ward, Evile, 2002 and Apsche and Ward Bailey, 2003). MDT can be utilized in frameworks treatments including family, couples, and gathering treatment despite the fact that it was intended to separately treat young people. The fundamental complex thoughts that support an individual's way of behaving are the principal focal point of MDT. Large numbers of these convictions are created by an individual in light of or because of the climate that their group of beginning delivered. As a matter of fact, since the determined patient's thoughts concur to have those of the family, numerous families view them as natural. These convictions are not made deliberately; rather, they grow unexpectedly to safeguard and help with endurance. A more exhaustive and compelling procedure is conceivable when the singular's convictions inside the framework are considered. Without carrying out the strategy, the patient can encounter huge improvement all through treatment however backslide into old awful standards of conduct subsequent to completing it. By consolidating the framework, the individual and the framework might keep up with their advancement.

Mode deactivation therapy (MDT), as per Apsche and Ward Bailey (2003), is an applied CBT philosophy that endeavors to treat responsive conduct problems and behavioural conditions/qualities. Parts of different treatments, like functional analytic psychotherapy (FAP) (Kohlenberg and Tsai, 1993) and dialectical behaviour therapy (DBT), are utilized into MDT, which depends on Beck's (1996) mode model (Linehan, 1993). Besides, a few parts of MDT use thoughts from construction treatment (Youthful, Klosko, and Weishaar, 2003). MDT treatment's hypothetical establishments depend on Beck's worldview of modes. Beck depicts modes as specific sub-organizations of the crucial mental cycles in his 1996 article *To excess: A Theory of Modes, Character, and Psychopathology*. Especially, it recommends that mental underlying handling and oblivious experiential parts are the wellsprings of human learning. The more deeply oblivious inspirations that came about because of before conditions of support are the focal point of FAP; (Kohlenberg and Tsai, 1993). Since discernment is established on past conditions, reality and the possibility of the truth are impressions of previous occasions. An individual's support history can be considered to give a more intensive assessment of that individual and certain ways of behaving (Kohlenberg and Tsai, 1993).

Subsequently, to change a singular's way of behaving, the experience parts should be rebuilt, and the primary parts should go through identical mental rebuilding. In view of the useless experience and underlying realizing, which can be both cognizant and oblivious, strange ways of behaving, over the top degrees of stress, dread, and other unreasonable thoughts and sensations are delivered. The amassing of the thoughts that underlie the development of behavioural conditions supports and safeguards this framework. This gathering is comprised of a few compound central convictions that are bunched together and are the greatest boundary to treatment (Beck, 1996). Starting with the MDT Case Conceptualization, the compound center convictions are deliberately tended to and rearranged during MDT treatment. While treating youths with responsive direct problem and behavioural conditions/attributes, DBT standards are coordinated into conduct through rebuilding convictions that might be material to getting rolling the mode connected charge of abnormal constructions (Linehan, 1993). Extremist acknowledgment and investigating "reality" in every client's perspectives are ideas that Linehan underlines in large numbers of his illustrations. The center of MDT is this cycle for recognizing the littlest bit of truth in a young adult's discernment. Additionally, it copies outrageous acknowledgment by helping the youngster in tolerating himself considering his perspectives. The utilization of

adjusting the client's dichotomous or persuasive reasoning is the second critical closeness among DBT and MDT. Both DBT and MDT put areas of strength for an on saving "balance." The focal point of mental treatment research is on the unmistakable examples of an individual's development, separation, and variation to their organic and social conditions (Alford and Beck, 1997).

As per mental theory, character depends on the planned activities of complicated frameworks that have been picked or altered to guarantee natural endurance. These steady equivalent ways of behaving are administered by "outline," which are cycles or designs that are affected by both hereditary qualities and the climate. Both cognizant and oblivious significance structures rely upon outline. They protect the person from the injury or experience and act as endurance capabilities. The possibility that mental schematic handling is one of numerous outlines that are open to change or situating occasions is advanced by the other option and more exhaustive idea of modes. As indicated by Beck, Freeman, and Partners (1990), the exceptional designs or construction that make up the center parts of character oversee mental, emotional, and inspirational cycles. This more mental methodology fights those considerations, sentiments, and ways of still up in the air by the diagram. Care, acknowledgment/dissemination, and approve explain divert are the three primary precepts of MDT.

### **Components of mode deactivation therapy**

#### **Mindfulness in mode deactivation therapy**

Mindfulness is defined as a mental state achieved by focusing one's awareness on the present while serenely seeing and tolerating one's sentiments, contemplations, and actual sensations. To have the option to deliberately impact change in one's circumstance, developing mindfulness and acknowledgment of disturbing contemplations and sentiments in the present is helpful. This perspective is utilized by MDT to standardize the client's thoughts and sentiments while cultivating the development of additional healthy, valuable elective convictions. Review that useless center convictions, which are much of the time cultivated by disturbing circumstances, are the wellspring of destructive contemplations, sentiments, and activities. This MDT subspecialty lessens the force of dread and uneasiness' social articulations. This is shown by Apsche (2010) in an intercession examination/meta-investigation distribution as youths in this study had an eminent decline in dread as shown by the Strength of Fears Evaluation.

The critical advantage of the client getting immediate attention to sensation, insight, emotion, thought, conduct, and body sensations was perceived by MDT analyst Perls (2010). He knew about the advantages of staying in the "presently and presently" for mending (Jennings, et al, 2013). A progression of mindfulness and perception practices made particularly for teens assist individuals with creating care. This strategy cultivates trust in the youngster, diminishes dread, and encourages a more grounded obligation to the course of treatment. Given his experience of misuse, care empowers the youngster to perceive and acknowledge precisely where and how he ought to be personally (Apsche and DiMeo, 2010). As a stand-alone type of treatment, care was tried in Perls' most memorable clinical review. In Gestalt treatment, he tried to fit the brain, body, and soul of an individual. "Purposeful course of seeing, portraying, and partaking actually, without judgment."

At the point when it was uncovered that cognitive behaviour therapy (CBT) could not help ladies with Marginal Behavioural condition, MDT treatment drew acknowledgment treatment from Marsha Linehan, who created DBT (Linehan, 2012). Ladies who self-hurt in light of emotional dysregulation, comorbid analyze, mind-set problems, or dietary issues were the accentuation of Linehan's work. Their failure to adapt typically prompted self-damage or self-mutilation ways of behaving like cutting, dietary issues, and self-destructive reasoning. Up until the foundation of acknowledgment and change strategies, Linehan tracked down no improvement in her clients. Linehan's primary targets were to keep up with the client's life, keep them in treatment, and work on their personal satisfaction (abilities). To keep the client's disgrace from assuming command over their way of behaving, Linehan needed to lay out acknowledgment strategies that recognized the client's feelings as totally typical and permitted the client to shape new ways of behaving. The essential target of MDT treatment is to change explicit ways of behaving that are not in accordance with cultural standards. The specialist can change hurtful, learned thoughts regarding the juvenile's environmental factors into productive convictions that are more precise and bring about additional useful ways of behaving by utilizing the validation - clarification-redirection method (Apsche, Bass and Backlund, 2008).

The expansion of VCR raised MDT Treatment over those underlying methodologies while integrating the best parts of this large number of past medicines. Rather than CBT, where the specialist goes up against the basic convictions (constructions) as broken, during the intercession, considerations and sentiments are confirmed or thoroughly examined to be

reality while being communicated. Their own mode sub-association was made to battle the issue's particular demands. The four primary methods of MDT are conduct, emotional, mental, and inspirational (Apsche, Bass and Backlund, 2010).

The specialist characterizes the substance of the convictions and then re-guides the convictions to construct an equilibrium in the young's convictions since MDT reliably certifies the young's valuable encounters as legitimate. This assists the youngster with perceiving the erroneous and nonsensical considerations he unknowingly held and that caused his emotional response. The MDT strategy's explanation step is essential for the specialist and the youngster to fathom another's conviction frameworks (Apsche, Bass, and Houston, 2012). The intercession or redirection stage is the last phase of the MDT interaction. The specialist directs the youngster's reasoning to consider options in contrast to his current perspective. As per Apsche and DiMeo (2012), the approval, explanation, and redirection approach inspect a young's acknowledgment of a to some degree particular thought by utilizing outright acknowledgment and approval of his oblivious opportunity for growth (Houston, Apsche, and Bass, 2007).

In light of the examination of Greco and Hayes (2008) and Apsche and Bass (2010) and as per Buddhist customs, MDT includes a progression of care exercises that are principally focused on at youngsters. At the point when care abilities are gained, the young participate in ways of behaving that guarantee trust, lower tension, and increment obligation to treatment. These exercises are then altered into speedy, secure unwinding procedures to energize attention to the young's ongoing emotional and mental state. Here is a delineation of a care script that MDT clinicians could utilize: Living a cheerful, fruitful life requires mindfulness, or monitoring your considerations, sentiments, and even actual sensations. Being mindful is the most vital phase in creating mindfulness and compassion for the sentiments and emotions of others. One must initially be aware of their own sentiments and emotions to be aware of those of others. These three activities will assist you with creating mindfulness;

### **Steps in mindfulness**

#### **1. Awareness**

Consider and focus on your environmental factors, contemplations, sentiments, and other actual sensations. Do you have dreams of lying around the ocean at the present time? Do

you have an ocean side like feeling of unwinding? Or on the other hand maybe you're feeling focused on in light of the fact that you're contemplating a companion who is singling out you. Your genuine body is answering because of what how you are believing is affecting the way that you feel.

## 2. Describe

Really put words to your sentiments and bits of knowledge. Begin by depicting the scene that is working out in your mind to yourself as you see it. What, where, and/or whom would you say you are mulling over? Do you feel blissful or miserable, terrified or energized when you see this "scene"? Record it on paper if you would rather not talk it resoundingly.

## 3. Redirect yourself

Take your concentration back to your breathing continuously. As you take in and out, focus. Breathe in, then build up to one. Foster yourself Gradually...

Increment your consciousness of your whole body... Search for any pressure, distress, or opposition. Basically feel your sentiments and take in and out. Allow yourself to grope whatever comes.

Become aware of your emotions.

You have acquired some mindfulness and care.

What Is Restorative Care?

monitoring recent developments

Embracing oneself

That is additionally direct to acknowledge. You acknowledge who you are correct at this point. Given your life and experience, you are who you ought to be. Your whole presence has molded what your identity is and where you are today. This acknowledgment is pivotal on the grounds that it shows that you have proactively experienced acknowledgment whether you have shown up here and are OK with who and where you are.

Evaluation

The case conceptualization fills in as the structure for the MDT arranging and execution process and depends on a coordinated evaluation approach that expects to recognize, characterize, and form the key convictions, fears, contemplations, and ways of behaving. Prior to continuing on toward extra psychometric testing, a semi-organized clinical meeting is embraced as an establishment. The advisor finishes up the client typology study with input from the client, parent/gatekeeper, family, and different information, including

capture and clinical records when important. Family data, drug use, clinical issues, disregard, chronicles of physical and sexual maltreatment, history of violations, instructive information, emotional information, social information, physiological information, and relational information are completely included.

The expectations of treatment and willingness to cooperate are also noted. Second, the Strength of Fears Questionnaire is completed and scored. Five sub-classes of dread — individual receptive outer, individual responsive inside/self-idea, ecological, physical, and misuse — are analyzed utilizing the 60-thing, 4-point Likert scale reactions. The test perceives and rates specific apprehensions and going with conditions and is delicate to the recognizable proof of injury. There are different concerns that slow down day to day existence. The client then finishes the 96-thing, 4-point Likert scale Compound Core Beliefs Questionnaire (CCBQ). The client's character characteristics and primary cosmetics are mainly uncovered by the score, alongside any possibly perilous or treatment-impermissible perspectives. Along these lines, the CCBQ helps with recognizing the client's essential suspicions and thoughts that immediate way of behaving. Models are given to additionally make sense of and support every thought.

### **Acceptance/defusion in MDT**

These MDT components bring down the adolescents' evasion evaluations and Anxiety Control Questionnaire (ACQ). Together, acknowledgment and defusion are utilized in MDT to help youngsters sympathize with and acknowledge their aggravation as a typical piece of life. By doing this, they intellectually and emotionally debilitate the evasion reaction.

#### **Cognitive defusion**

Defusion is portrayed as an inversion of the combination between human driving forces and conduct. With the mindfulness and understanding important to deliver its grasp on self-personality and experience evasion, the course of mental defusion empowers the considerations that restricted the teen and his family to happen without resistance. With next to no judgment or association, considerations are recently seen, named, and experienced as they emerge and die.

#### **Emotional defusion**

Emotions lose their significance and strength when we pinpoint the exact area in the body and the vibe of torment, deadness, or nothingness that it is related with. Accordingly, in



any event, when not purposely stayed away from, pessimistic contemplations and sentiments pass. A kind of mental prosperity is connected with experiential acknowledgment.

#### Cognitive redirection

Mode deactivation therapy gradually creates some distance from a dichotomous reasoning interaction to the acknowledgment that substitute thoughts are accessible in the wake of distinguishing and approving defective convictions. A condition of cognizant mindfulness or more sure, sensible choices are centered around when one becomes mindful of instinctual mental obsessions. The technique consolidates the major MDT abilities of care, approval, emotional and mental defusion, and mental redirection. These abilities are then rehearsed with the juvenile alone or with his family and educated to assist the young adult with dealing with their emotions beyond the restorative setting. The methodologies are commonly utilized in a characteristic request that helps the client, regularly: mindfulness, acknowledgment, explanation, redirection, and support, while there are no unbending standards or formulae gave.

#### **Validation–Clarification–Redirection in MDT**

The youths can discuss their character convictions through this MDT part. Compound Core Beliefs Questionnaire (CCBQ) surveys these convictions. The individual's response to injury is reflected in a portion of their character convictions. It has been exhibited that these MDT components assist youngsters who with taking part in ways of behaving including verbal and actual savagery, sexual response, and self-mischief to diminish their particular arbiters of fears, evasions, and character convictions. What recognizes MDT from other CBT-based strategies is the validation-clarification-redirection (VCR) process. At the point when a client's discernments or convictions are approved, the specialist searches for the portion of truth in them and acknowledges that they are sensible solutions to the client's encounters. Explanation supports mindfulness and acknowledgment while enlightening the substance of the client's reactions. With responsibility and consolation to seek after valuable choices that are better steady of their life objectives and goals, the specialist assists the client with tolerating a useful elective conviction through redirection.

## **Applications**

Teenagers with complex issues like way of behaving, mind-set, and blended behavioural conditions that coincide in with worries with injury and substance abuse, brutality, and different issues were explicitly designated by MDT as psychotherapy patients. This specific mental outfit is much of the time associated with abuse and disregard of small kids. The MDT philosophy has been demonstrated to be successful in treating young populaces between the ages of 14 and 18 who have various issues. Direct confusion, oppositional insubordinate turmoil, substance use jumble, blended numerous behavioural conditions, posttraumatic stress disorder (PTSD), temperament jumble, hostility, sexual culpable, and kid misuse are a couple of these. In contrast with ordinary CBT strategies, a few sicknesses that are often remembered to be hard to treat likewise showed promising outcomes in this convoluted populace. They incorporate psychopathic, standoffish, and forceful self-absorbed youngsters. There is not a great explanation for why the MDT treatment technique wouldn't be as fruitful for grown-ups or female youths, in spite of the way that these populaces have not been remembered for the exploration concentrates to date. Besides, MDT is utilized in a family setting. In actuality, remembering the family for the MDT treatment process has been displayed to further develop collaboration, treatment results, and the strength of changes. In both institutional and short-term settings, MDT has been utilized.

### **2.1.4 Emotion regulation therapy**

Emotion Regulation Therapy (ERT) joins components of both traditional and state of the art CBTs, care, and emotion-centred treatments into a system that reflects principal and applied discoveries in influence science. Specifically, ERT is an instrument designated intercession that creates emotion control capacities while focusing on models of inspirational brokenness. Huge early proof has been laid out for the viability of this strategy as well concerning the fundamental recommended processes in open and randomized controlled psychotherapy studies. To pinpoint treatment focuses as far as crucial aggravations of solid mental, full of feeling, and inspirational frameworks, the ERT model consolidates thoughts from both regular and state of the art mental conduct medicines, (for example, abilities preparing and openness). The age theory driven speculations that act as the establishment for case conceptualization and treatment arranging are made conceivable by contrasting the difficulties a client encounters and what is viewed as regularizing working (Sanislow et al., 2010).

As indicated by Keltner and Gross (1999), emotions are useful and inseparably connected to one's inspirations since they alert an individual to something huge that needs consideration and may try and incite activity (Frijda, 1986). Likewise, the persuasive notability of improvements that convey apparent dangers/wellbeing signals (that is, security accentuation) notwithstanding gains/misfortunes impacts an individual's ways of behaving and groundwork for activities (that is, reward center; Dim and McNaughton, 2000; Higgins, 1997). The essential, essential target of all living beings is to carry equilibrium to our reality by looking for security, keeping away from hurt, drawing in remuneration, and limiting misfortune. This is one of the principal fundamentals of the ERT model. Individuals keep on being creatures driven and pulled by these exceptionally crucial intentions of safety and award all through their lives, even as they become an ever-increasing number of predictable animals (Mennin and Fresco, 2009).

While however emotions have versatile purposes, they are not valuable all of the time. Additionally, the shortfall of emotions might be useless in certain circumstances. Emotions are in this manner a part of a bigger self-guideline framework that empowers adaptable reaction to occasions in life as per both individual targets and values and context-oriented conditions (Keltner and Gross, 1999; Wilson and Murrell, 2004). This guideline shows collaboration between a few natural and social frameworks engaged with the emotional response that helps us in tweaking this response to conditions that happen in our regular routines. Some of the time the best tuning in a situation requires what is going one's emotional striking nature to be underscored (i.e., up-managed), while different times what is going on emotional parts should be restrained (i.e., hosed) (Gross and Thompson, 2007). Emotion guideline is best imagined as transiently intelligent with the improvement of emotional reactions in light of the fact that emotional cycles in like manner unfurl over the long haul (Davidson, 1998).

The manualized mediation known as Emotion Guideline Treatment (ERT) targets persuasive systems, administrative components, for example, self-referential (i.e., stress, rumination, and self-analysis) and social (i.e., aversion, consolation chasing, and urgent ways of behaving), as well as relevant learning results that are intended for the setting wherein the treatment is being utilized. The main phase of ERT centers around the improvement of careful emotion guideline abilities fully intent on empowering smart and adaptable responses to strong emotional encounters, like emotions of uneasiness, fury, and

anguish. ERT is separated into two continuous stages. These capacities incorporate activities intended to further develop consideration guideline and then metacognitive guideline. These capacities are expected to help clients in making options in contrast to the receptive mental cycles that have described their life, like concern, rumination, and self-analysis. Clients are educated to move toward their life "contrarily" by involving these capacities when they become mindful of the arising of emotional and inspirational prompts, rather than responding imprudently to troublesome emotional occasions.

The second phase of ERT moves the accentuation to empowering conduct "proactivity." Assisting clients with perceiving what is significant in their lives and how tension and sadness keep them from doing so assists with building this relevant contribution. Following that, clients are encouraged to embrace proactive measures that are aware of this individual significance and worth (Hayes et al., 2012). Clients consent to take huge demonstrations between meetings that help the improvement of a significant and esteemed life using imaginal openings and exchange works out. The principal period of ERT centers around creating capacities in careful mindfulness and emotion guideline, while the subsequent stage stresses experiential openness.

### **Stage I: Emotion regulation skills**

This stage includes:

#### **Psycho-education**

Stage I's initial segment puts areas of strength for an on psycho-training on the hardships of experiencing welcomed on by conditions like summed up tension turmoil and despondency. The three objective instruments of ERT's regulating working are first contrasted with the side effects of constant nervousness and determined wretchedness. To start to see at various times designs through the glasses of ERT, clients are asked to give actually critical models that portray their difficulties. Clients are asked to have an open mentality at this beginning phase of treatment and to begin perceiving how emotions and inspirations impact them. Additionally, clients become familiar with the reason for receptive self-referential responses and decipher these mental cycles as lacking method for controlling compelling emotions like trouble, stress, or dread as well as the inspirational triggers they cause. In the persuasive model's presentation, security is characterized as the manners by which an individual feels drawn towards emotional wellbeing, which often prompts evasion, getaway, or inaction totally. The accentuation on prospering as opposed

to simply enduring is remembered for the motivator framework, which is communicated as drawing in an individual towards moving toward things.

### **Cue detection and self-monitoring**

Utilizing signal identification, otherwise called “Catch Yourself Reacting” (CYR), as a way to become mindful of one's emotional experience and its different parts is a principal component of ERT. Self-checking, chain examination (see Linehan, 1993), or utilitarian investigation are undeniably connected with this training (e.g., Ferster, 1973). Clients finish up CYR structures when they experience extraordinary or complex emotions. With the guide of CYR structures, clients can all the more likely understand what emotions, persuasive drivers, "receptive" self-referential reactions (like concern, rumination, and self-analysis), and "receptive" conduct reactions (like actual evasion, habitual ways of behaving, "emotional" eating or drinking) are in a given circumstance.

Clients additionally distinguish careful emotion control procedures that they utilized in the present and option or "balancing" conduct responses that they imagined or utilized that may be more useful for achieving their objectives during the last meetings of Stage I. To support sign location beyond meetings, clients are told to finish CYR structures a few times each week. The initial segment of each and every ensuing ERT meeting frequently begins with an assessment of an emotionally mixing occasion that spurred the culmination of a CYR. Specialists guide clients in a cycle known as a "Second chance," which includes a clear reconsidering of the occasion and their emotional answering it, and results in the fulfillment of a CYR at the time inside the treatment room, when a client doesn't finish their CYR structures throughout the last week or when a particular CYR occasion didn't determine well.

### **Emotional regulation skills**

The training and execution of reflection act as the establishment for the emotion the board procedures utilized in ERT. The ERT abilities framed underneath are reflected in accounts of directed contemplations that clients gather. To assist clients with fostering the important expertise, their singular specialist records these contemplation methods so they can rehearse them "disconnected" at a foreordained time every day. Every expertise likewise includes a more limited "on-the-spot" practice that the client can act amidst a troublesome or distressing circumstance. Clients are given the total ERT Tool compartment, which

characterizes four essential administrative capacities and related rehearses, in the last meeting of Stage I. Clients go over the different treatment components that have been tended to up until this point, and the clinicians stress the significance of utilizing ERT abilities to interface with their experience from an alternate persuasive setup to respond to their emotions contrarily instead of responsively.

The client is acquainted with consideration the executive's methods toward the start of Stage I to upgrade their ability for situating to their emotional encounters and allowing or keeping up with their emphasis on the emotional encounters. These two capacities are remembered to help the client in perceiving and keeping up with attention to their emotions as well as the resulting persuasive pulls that make those emotions emerge. To dependably take care of natural sensations along with their own emotional experience, the client is instructed to pay to their breath and body while noticing emotions of strain versus unwinding during arranging (for example, Kabat-Zinn, 1990; Borkovec et al., 2002; Segal et al., 2002; Marra, 2004; Teasdale and Segal, 2007; Roemer et al., 2009). The client is told the best way to permit so that, as opposed to smothering their unmistakable inclinations, the individual in question can acknowledge them as a characteristic piece of the experience as it creates (Hayes et al., 2012).

The second metacognitive control strategy utilized in ERT is mental reappraisal, additionally referred to clients as reframing (Gross, 2002). Reframing is the capacity to change how you see something to significantly have an impact on the manner in which it causes you to feel. Reevaluating is utilized with regards to ERT as a contemplation method intended to assist clients with creating daring and empathetic self-proclamations. Clients are told to reexamine circumstances in a manner that perceives and approves the presence of emotional torment and broadens empathy for such encounters (Leary, Tate, Adams, Allen, and Hancock, 2007). Using this expertise, the client figures out how to envision caring explanations that the individual in question gets from others and make an interpretation of them to be proposed to oneself, accordingly figuring out how to move toward their emotional involvement in sympathy towards oneself as opposed to being overwhelmed by self-analysis. The client at long last creates bold words that guarantee the person in question that they are more grounded than their concern and low state of mind through the development of reevaluating. A business card with this comment on it that the individual can peruse as a suggestion to utilize this expertise is kept in their satchel or

pocket and is utilized to bring to mind this gutsy rethink during those times when they experience self-analysis.

### **Taking action**

Taking Contravention, which is reliable with Linehan's (1993) thought of inverse activity for the purpose of reestablishing persuasive equilibrium and with a "outside-in" technique referenced in conduct enactment medicines, is the last idea educated to clients in Stage I of ERT (e.g., Jacobson, Martell, and Dimidjian, 2001). To take balance, clients are urged to picture their contemplations and ways of behaving if they somehow managed to act in a way gone against to their ongoing sensations and persuasive pulls. A client may be approached to imagine pursuing a test while likewise picturing major areas of strength for the towards security that are keeping them from doing as such, and then, at that point, to envision how it could feel under various persuasive conditions. This exercise means to assist the client with interfacing with her test related reward inspiration and her drive to progress in her work, bringing about a superior harmony among security and prize. Subsequently, the client could imagine or act in manners that show a superior harmony between security and prize. The client is then asked to utilize their careful emotion control capacities to turn out to be more alright with these social reactions and maybe how the person feels about acting in like that.

### **Stage II: Experiential openness to help novel logical learning**

The final part of ERT urges clients to turn into "proactive" to expand their conduct collections. The principal half of ERT mirrors the progress from being "receptive" to "balancing" in light of emotional states. In such manner, taking on a proactive position requires openness to massively fulfilling yet as often as possible disrupting occasions. The vast majority consider openness practices as a way to decrease emotion, particularly dread (for example, Foa and Kozak 1986). However, late leap forwards in principle and experimental exploration have contended for a more extensive methodology than just emotion guideline. Also, as per contemporary learning theory, the advantages of openness come not from the forgetting or eradication of recently associated emotional implications yet rather from the reinforcing of new emotional implications (Bouton, Mineka, and Barlow 2001). Executions of openness treatment have progressed past persistent trepidation decrease and adjustment records of eradication to advance predominant inhibitory learning and elimination recovery, informed by huge essential discoveries about the idea of old style

termination and inhibitory learning (for example, Bouton et al). (e.g., Craske and Vervlet 2013). The latest state of the art medicines for misery have likewise profited from these key and translatable outcomes and, subsequently, have utilized openness to deliberately prompt and actuate authentic negative substance, like misfortune, so this material can be investigated alongside data that is conflicting and work with expansive based change in maladaptive mental full of feeling conduct substantial examples (for example, Hayes et. al., 2017).

These hypothetical clarifications of inhibitory learning are consistent with emotion guideline treatment, which utilizes various experiential methodologies, (for example, imaginal openness and experiential discourse) to plan clients for genuine openness. To energize proactive residing, ERT explicitly frames three primary openness parts: (1) symbolism connected with taking proaction; (2) experiential discourse undertakings to investigate apparent unseen fits of turmoil connected with persuasive stimuli that might forestall proactions (e.g., Greenberg, 2002); and (3) arranged between-meeting practices where clients participate in proactions in their regular routines. In conclusion, experience contribution extends into the last meetings, where treatment victories are supported and the patient is prepared to complete the program. Clients and advisors discuss how clients can utilize their recently acquired ERT capacities to handle testing circumstances that might arise after treatment is finished. Experiential openness practices that attention on imaginary circumstances associated with focal subjects that could appear in the future are utilized to examine possibly distressing and disturbing life situations.

### **Values identification and proaction**

By the beginning of Stage II, the client has learned strategies that empower the person in question to move toward life in a more forward-looking or "proactive" way as opposed to responding reactivity through concern and rumination because of the force of their emotions. This period of treatment expects to build the patient's ability to apply careful emotion the executives procedures that empower them to make moves that mirror a satisfying and compensating life way. Working with clients to recognize individual qualities, which stand for an individual's first concerns and most esteemed standards, considers the distinguishing proof of significant ways of behaving (Hayes et. al., 2009; Wilson and Murrel, 2004). It takes purposefulness and "hierarchical" handling of individual importance and objective wanting to make moves from an esteemed standpoint. Regardless,



the individual's persuasive cosmetics at some random time might cause strains and lead them in a course that conflicts with their qualities. Accordingly, ERT widens values-based handling to consider decisions that are not just made "hierarchical" as per the individual's qualities. Utilizing "base up" effects of safety and prize inspirational driving forces, it plans to make an equilibrium.

Practices are given to clients to assist them with distinguishing their qualities (e.g., Hayes, Pistorello, and Levin 2012). Clients are requested to rate the significance from different life spaces (like family, relational associations, local area, and taking care of oneself) on a size of 0 to 10, as well as how reliably they stick to these qualities, on a similar scale, to decide these qualities. The best candidates for Stage II exercises are esteem spaces when there is a tremendous contrast between the significance of the worth and how reliably the client maintains it (i.e., client demonstrates that the worth is vital to them yet they are not living in every case with said esteem; (Hayes, Pistorello, and Levin 2012).

### **Imaginal exposure**

Stage II involves a progression of imaginal openings zeroed in on envisioning taking demonstrations to help clients in obtaining a proactive methodology towards life. Specifically, imaginal openness undertakings that middle on participating specifically proactions are done to (2) defy the emotional challenges that are probably going to emerge as the client envisions taking part in this proaction and (1) give the client an experientially rich practice of the means that may be important to take a proaction. During this symbolism openness movement, otherwise called the "Make it happen" in meeting, specialists help clients in envisioning each phase of playing out the activity while noticing changes in persuasive drivers and elevating utilization of abilities to conquer creating troubles and obstacles. Clients initially picture a protected climate where they don't feel a powerful urge for security to begin this movement. Clients oftentimes experience a draw towards wanting greater security all through the activity as they picture finishing the action and begin to interface with any concern that might be related with it.

## **Phase II: Experiential exposure to promote new contextual learning**

The second experiential openness part tends to supposed checks that address the client's struggle under the surface and might be keeping them from making a move. In ERT, snags are conquered utilizing "struggle subjects," basically a persuasive clash (for instance, security inspirations that are blocking or slowing down remuneration endeavors) and self-basic receptive reactions to emotions (i.e., critical pessimistic convictions around one's emotional reactions and related inspirations). An experiential exchange action is utilized to address these clashing thoughts during the meeting.

In ERT, the persuasive clash is settled by helping clients in having a discussion with the two pieces of themselves that address the contention: the part that is seriously roused to get security and the part that is persuaded towards a more coordinated persuasive place that is helpful for activity. Clients actually switch between two seats in the treatment room all through the discussion, and with the specialist's direction, they change talking from the side of themselves that is at present keeping them down — the security side — and the side that is proactive — the side that needs to take part in the activity and sees the significance of doing as such.

### **2.1.5 Self-esteem**

Self-esteem is a sensation of an individual's worth and a degree to which his worth or worth is embraced or appreciated. It has its beginning stage since eighteenth century which can be first found in David Hume. He was a Scottish and an illuminated researcher and can be depicted from created by intellectuals, specialist and anthropologist William James, 1892. He recognized numerous components of one's self, having two levels of dominance hierarchy. One is known as "I" self and the other is known as "me" self. In 1960 the social clinician, Rosenberg (2015) noticed certainty as a demeanor which could be perfect or unpropitious towards his own self. Self-idea is a surveyed piece of self-esteem. Self-esteem consolidates the social and mental pieces of oneself or it is the general scrutinizing of a self and making of self-esteem. It is your own worth which could be surveyed dynamically and it contains feelings about your own self along with the significant levels. In 20th century the assessments were done similar to mindfulness of mental cycles, opinions, sentiments and so forward.

Self-esteem predicts academic achievement, assurance level, work execution and satisfaction in associations and in connections. It chips away at one's trust in one self. As

Smith and Mackie (2014) portrays it as "The self-idea is our viewpoint on oneself; self-esteem, is the great or negative evaluations of oneself, as by the way we feel about it." Self-esteem expects a critical part in wrecks associated with human's cerebrum science. Self-esteem is a fundamental need of human as it is pre-basic for motivation. It lifts up the sensation of certainty for individual as it grows great mental self-view and persuasive point of view. Every human needs respect from others in the form of admiration or love. Self-esteem could be higher and lower. High self-esteem people value doing different practices in their customary daily schedule. They are stacked with energy and fervor. They work to unequivocally track down deals with their interests and take hardships in their everyday presence. Hence, they are accessible to change and recognize themselves as they are and they experience the evil impacts of no insecurity. On the other hand, people with low self-esteem are desirous, low in sureness, have zero faith in them and are assurance from change.

Harper (1970) recorded esteem among the fundamental prerequisites of everyone. Harper recommended that the prerequisite for esteem ought to be satisfied before the individual can move peacefully towards fulfilling his should try to understand a normal, intriguing potential for learning and improvement. To isolate between the two, self-esteem suggests a high regard and respect, eagerly interfacing with a confidence in self-pride (Harper, 1970). Self-esteem conceptualized subsequently, manner of thinking, and pad, suggested no broad theory of a self-idea (Cast and Burke, 2002). There is a well-established association between self-esteem and mental prosperity e.g., misery, social disquiet, hopelessness, distance (Blascovich and Tomaka, 1991) and among self-esteem, self-practicality, internal identity strength, sturdiness, completely honest intentions and maladjustment (Bernard, Hutchison, Lavin, and Pennington, 1996). A plenty of assessments investigating the association between overall self-esteem and the huge five-character aspects have dependably definite basically unfortunate association among neuroticism and self-esteem, and a generally certain association among extraversion and self-esteem (Judge, Erez, and Bono, 1998).

Self-esteem is an insightful create and "notable idiosyncrasy, enthusiastically investigated and examined, and to a great extent imparted with charmed qualities" (Owens and Stryker, 2001). Self-esteem is one of the fundamental bits of the self-thought. In particular, there are a couple of remarkable pieces of self-idea: physical, educational, social, and social (Huitt, 2004). The social self-idea portrays how individuals associate with others, and the

transpersonal self-idea depicts how individuals' interface with questions (Huitt, 2004). Self-esteem has been one of the more investigated pieces of character throughout the span of the most recent 100 years (Cast and Burke, 2002). Self-esteem is a very notable build inside mind research, watching out for all intents and purposes each and every other mental thought or space, including character (Blascovich and Tomaka, 1991).

Self-esteem is also a widely used concept both in popular language and in psychology; it refers to an individual's sense of his or her value of worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich and Tomaka, 1991). While self-esteem insinuates overall appraisals of one's self-idea, it consolidates both evaluation of and data around oneself (Blascovich and Tomaka, 1991). Further, self-idea clearness mirrors how much a particular's self-idea is consistent and stable (Thomas and Gadbois, 2007). Spurgeon and Myers (2003) battled that self-esteem is among the most by and large elaborate focused on builds in cerebrum research. A mental data set search for "self-esteem" achieved more than 4,000 articles composed over the latest twenty years (Spurgeon and Myers, 2003). Anyway, a shortage of articles keeps an eye on the self-esteem stresses of African American folks (Robustness, 2001; Kunjufu, 1995). A central emotional prosperity part shaped the improvement of African American folks from pre-adulthood to adulthood (Franklin and Mizell, 1995).

The self-esteem improvement has gone through a mental change and merits celebration and affirmation (Baumeister, Campbell, Krieger, and Promises, 2003; Franklin and Mizell, 1995). The American public has begun to adjust to clinicians in changing the bearing of the social perspective on what self-esteem suggests (Baumeister et al., 2003). It is not to brain science's most prominent benefit to censure the American public for enduring the direction of clinicians (Baumeister et al., 2003). Perhaps clinicians should reduce their own self-esteem and honestly resolve that later on "they will keep it together for a more cautious and solid exploratory reason preceding uncovering technique ideas to the American" (Baumeister et. al, 2003.).

Self-esteem centers around the independent self (Rosenberg, 1965). People will regularly remain not keen on information concerning their self-esteem (Baumeister et al., 2003). Self-esteem focuses on how much worth people put on themselves. The evaluative piece of self-data propels self-esteem (Baumeister et al, 2003). Baumeister, Campbell, Krueger and

Vohs, (2003), explored that Self-esteem has transformed into a family word. Teachers, watchmen, trained professionals, and others have focused in tries on aiding self-esteem, with the understanding that high self-esteem will cause various positive outcomes and benefits — a speculation that is fundamentally surveyed in this review. Assessment of the effects of self-esteem is jumbled by a couple of factors. Since numerous people with high self-esteem exaggerate their triumphs and extraordinary attributes, we highlight objective extents of results.

High self-esteem is in like manner a heterogeneous order, consolidating people who sincerely recognize their extraordinary qualities close by vain, defensive, and prideful individuals. The inconspicuous connections between self-esteem and school execution don't show that high self-esteem prompts incredible execution. Taking everything into account, high self-esteem is not entirely the result of good school execution. Tries to assist the self-esteem of understudies with having not been shown to chip away at insightful execution and may a portion of the time be counterproductive. Work execution in adults is now and again associated with self-esteem though the connections change by and large, and the heading of causality has not been spread out. Word related accomplishment could uphold self-esteem rather than the opposite.

On the other hand, self-esteem may be valuable simply in some work settings. Research focus assessments have generally forgotten to find that certainty causes extraordinary errand execution; with the huge unique case that high certainty works with vigor after High self-esteem doesn't hold young people back from smoking, drinking, polishing off drugs, or taking part in early sex. In any case, high self-esteem develops experimentation, which could augment early sexual activity or drinking, yet generally effects of self-esteem are unimportant. One critical exceptional case is that high self-esteem diminishes the conceivable outcomes of bulimia in females. As a rule, benefits of high self-esteem fall into two classes: updated drive and beguiling opinions.

### **2.1.6 Gender**

Gender implies the jobs and commitments of individuals that are made in families, social orders and social orders. The possibility of gender in like manner consolidates the presumptions held about the characteristics, aptitudes and sensible approaches to acting of a wide range of individuals (social polish and masculinity). Gender jobs and presumptions

are learned. They can change for a really long time and they fluctuate inside and between social orders. Structures of social partition like political status, class, character, physical and mental inadequacy, age from that point, anything is possible, adjust gender jobs. The possibility of gender is basic considering the way that, applied to social assessment; it uncovers how women's coercion (or men's authority) is socially constructed. In that limit, the coercion can be changed or wrapped up. It is not normally changed nor is it enduring forever. Sex portrays the natural qualifications among individuals, which are not totally firmly established after entering the world. Gender is not something one is brought into the world with, and not something one has, but rather something one does (West and Zimmerman 1987) - something we perform (Steward 1990).

All things considered, gendered displays are open to everyone, besides with them come constraints on who can perform which personae with next to no expected repercussions. Likewise, this is where gender and sex get together, as society endeavors to arrange ways to deal with acting with naturally based sex errands. Sex is a natural arrangement subordinate essentially upon conceptive potential, while gender is the social elaboration of normal sex. Obviously, acknowledged rehearses for hetero coupling and care of any ensuing children are solidly weaved with direction. Gender builds on biological sex, but it overstresses biological difference, and it carries biological difference into domains in which it is entirely irrelevant. There is definitely not an extraordinary clarification, for example, why women should mince and men should swagger, or why women should have red toenails and men should not. In any case, while we consider sex natural and gender as amicable, this differentiation isn't self-evident. People will generally think about gender the consequence of sustain - as cordial and accordingly liquid - while sex is the aftereffect of nature, essentially given by science.

In any case, nature and support entwine, and there is no undeniable spot where sex leaves off and gender begins. Be that as it may, the sharp limit crashes and burns since there is no single objective for regular rule in male or female sex. Sex relies upon a blend of physical, endocrinal and chromosomal components, and the assurance among these standards for sex task is assembled especially concerning social feelings about what when in doubt makes someone male or female. Consequently, the real importance of the regular classes' male and female, and people's cognizance of themselves as well as others as male or female, is ultimately agreeable. Fausto-Genuine (2000) sums up what is happening as follows:

stamping someone a man or a woman is a social decision. We could use legitimate data to help us with making the decision, yet our feelings about gender - not science - can describe our sex.

Additionally, our feelings about gender impact what kinds of data analysts produce about sex anyway. Science offers up dichotomous male and female models, but it similarly offers us various individuals who don't fit those models there of psyche of ways. Blackless et al. (2000) check that 1 of each and every 100 kids are carried into the world with bodies that shift to a great extent from standard male or female. These bodies could have such conditions as amazing chromosomal beauty care products (e.g., 1 out of 1,000 male kids are carried into the world with two X chromosomes as well as a Y, hormonal differences like cruelty toward androgens (1 of each and every 13,000 births), or an extent of plans and mixes of privates and conceptive organs. The attribution of intersex doesn't end after entering the world - for example, 1 of each and every 66 young women experience improvement of the clitoris in youth or adolescence (known as late beginning adrenal hyperplasia). When "abnormal" newborn children are considered, cautious and moreover endocrinal controls may be acquainted with bring their unyielding bodies into closer congruity with either the male or the female grouping.

Typical clinical practice maintains extreme necessities for male and female confidential parts after entering the world - a penis that is under 2.5 centimeters long when broadened, or a clitoris that is more than one-centimeter-long have as a rule been subject to operation in which both are lessened to a "good" estimated clitoris (Dreger, 1998). As different savants have seen (for instance Dreger, 1998), the standards of value are obviously more unbending for male confidential parts than female, and consequently the most broadly perceived an operation changes "unacceptable" penises into clitorises, regardless of what the young person's other sexual characteristics, and whether or not this requires shaping a nonfunctional vagina out of tissue from the colon. Lately, the lobbyist affiliation, the Intersex Society of North America, has had basic achievement as a support bundle for the clinical honors of intersex people, and the clinical calling has become more fragile to both physical and mental issues related with gender undertaking and operation (for instance Lee et al 2006). In those social orders that have a more conspicuous pace of specific kinds of hermaphroditic intersexed infant kids than elsewhere, there a portion of the time are social classes past the standard two into which such babies can be set. Nonetheless, even in

such friendly orders, classes that go past the fundamental two are often seen as anomalous even where sex tasks seemed, by all accounts, to be clear after entering the world, an individual could cultivate a direction character not exactly equivalent to the one at first consigned in light of actual measures.

Transgender people could embrace the other of the two decisions considering recommendation or they could go against direction divisions overall. It is all around fought that normal differentiations among guys and females conclude gender by causing traversing contrasts in limits and habits. More raised degrees of testosterone, for example, are said to lead men to be more intense than women; and left-mind power is said to lead men to be more level headed while their overall shortfall of frontal cortex lateralization should lead women to be more private. However, the association among physiology and direct isn't essential, and it is extremely easy to bounce for gender divisions. Additionally, the genuine physiology is more convoluted than is by and large perceived. It has been uncovered that hormonal levels, frontal cortex development models, and calm demeanor life designs can be an outcome of different activity as well as an explanation. For example, research with species going from rhesus monkeys (Rose et al., 1972) to fish (Fox et al., 1997) has kept changes in substance levels as a result of changes in well-disposed position. Work on sex contrasts in the brain is a great deal of in its starting stages, and isn't close at all to persuading (Fausto-Genuine, 2000).

Men's clearly more unobtrusive corpus callosum, greater amygdala, greater premammillary center, are among the hazardous hidden contrasts that ought to address differentiations in sexual direction from men's more conspicuous visua-spatial capacities to their penchant to look at chests. A huge piece of the well-known work on qualifications in sexual direction in the frontal cortex rely upon sensitive confirmation, and are generally distortions and even touches of what appears in the coherent composition. Likewise, the coherent thinking of itself relies upon minuscule models, regularly from crippled or hurt masses. Likewise, not that much is acknowledged about the relationship between frontal cortex physiology and lead or acumen - in this way about the consequences of any physiological differentiations specialists may be searching for or finding. Or on the other hand more all, the psyche is uncommonly plastic, changing as a result of contribution. In this manner the causal association between mind physiology and development is absolutely dim (Eliot 2009). Notwithstanding, any results that could maintain physiological differences are



expeditiously gotten up and gotten together with any combination of direction speculations in a couple of habitually extremely breathtaking leaps of reasoning. Moreover, the consequences of these leaps can in this way deal with clearly into social, and particularly into educational, methodology, with disputes that direction esteem in such "left-frontal cortex locales" as science and planning is unimaginable.

## **2.2 Theoretical framework**

### **2.2.1 Control-value theory of academic emotion**

A hypothetical worldview called the control-value theory of academic emotion looks at how students' emotions academic settings are impacted by their persuasive and capability related perspectives (Pekrun, 1992, 2006). This theory battles that an assortment of social, mental, and inspirational components communicate to deliver emotions (Pekrun, 1992). As per the thought, "accomplishment emotions are ignited when the individual feels in charge of, or wild of accomplishment exercises and results are abstractly significant - proposing that assessments of control and value are the proximal drivers of these sentiments" (Pekrun, 2011). As per the theory, sentiments affect understudies' mental ways of behaving and concentrate on propensities, which remember focusing for class and contemplating (Linnenbrink-Garcia and Pekrun, 2011; Pekrun, 2011; Reschly and Carolina, 2008).

Numerous analysts have investigated this theory (Ainley, Corrigan, and Richardson, 2005; Frenzel and Goetz, 2007; Goetz, Frenzel, Stoeger, and Lobby, 2009; Pekrun, Frenzel, Goetz, and Perry, 2007; Turner et al., 2002). Except for one review that analyzed the emotional encounters of understudies with mental weaknesses, the greater part of studies utilizing this model, in any case, have just inspected these factors in run of the mill understudy populaces (that is, those with normal mental limit) (Goetz, Preckel, Pekrun, and Corridor, 2007). In this review, Goetz et al. (2007) involved conceptual ability to think as a mental capacity pointer to isolate the emotions that understudies felt all through testing conditions. As opposed to unfortunate dynamic thinking, which was related with stress, and normal unique thinking, which was related with weariness, understudies with high theoretical thinking detailed more noteworthy degrees of fulfillment (Goetz et al., 2007).

The Control-value theory of academic emotion is a hypothetical structure that looks at how students' persuasive and skill convictions impact their scope of emotional reactions in accomplishment settings (Pekrun, 1992, 2006; Pekrun and Stephens, 2010). The standards

of examination (Eccles and Wigfield, 2002), anticipation esteem (Roseman, 1996; Scherer, Schorr, and Johnstone, 2001), and attribution speculations act as the establishment for this theory (Weiner, 1985, 2008). It suggests that sentiments come from mental appraisals of the learning or execution circumstance (like assumptions for progress and disappointment, and worth), and that sentiments are affected by the climate in which they happen (during an action that the understudy appreciates or sees as trying). Likewise, emotions affect how children acquire and utilize their mental abilities, like elaboration and exertion (Linnenbrink-Garcia and Pekrun, 2011). The model suggests that all factors have commonly supporting affiliations and likewise makes the presumption that there is a prototypical directional connection wherein inspiration predicts emotional encounters. For example, understudies who value a specific class are probably going to think that it is connecting with and gainful (Goetz, Lobby, Frenzel, and Pekrun, 2006). The work and learning procedures that understudies utilize are affected by their sentiments (Pekrun, 2007).

In their review, Pekrun et al. (2002), found that while stress hinders memory and focus, happiness cultivates a more all-encompassing and imaginative perspective. These learning strategies likewise have an association with execution results (Pekrun, 2000). For example, elaboration, memory, and practice were found by Pintrich and DeGroot (1990) to be related with higher grades on expositions, tests, and tests. Taking into account the setting of emotions is similarly essential. Because of the social development of emotions, setting shapes how understudies see and worth their schooling (Pekrun, 2000). Instructors, guardians, companions, and understudies interface emotionally with each other and emulate each other's way of behaving (Pekrun, 2011; Roseman and Evdokas, 2004; Scherer, 2009). Frenzel, Goetz, Ludke, Pekrun, and Sutton (2010) found that understudies that have energetic teachers likewise have excited understudies. Accordingly, setting as well as students' objectives and mental cycles impact their emotions (Pekrun, 2000). This thought recommends that emotions consider a connection among perceptions and achievement. Logical components, like collaborations with instructors and guardians, affect emotions because of skill and inspirational cycles. Instructive conditions are essentially significant for the two educators and understudies.

The improvement of significant life goals relies upon individual and gathering organization at instructive establishments throughout numerous years and numerous hours spent in the

homeroom where social bonds are framed. Because of the abstract meaning of these occasions, instructive conditions are pervaded with serious emotional encounters that shape collaborations, affect learning and execution, and impact the two understudies' and educators' self-awareness (Pekrun, Goetz, Titz, and Perry, 2002a; 2002b). Scientists from different disciplines, including character research that has concentrated on test tension in understudies since the 1930s (Zeidner, 1998), research on accomplishment inspiration (Heckhausen, 1991), and later instructive examinations zeroing in on a scope of emotions in training, have recognized the significance of emotions experienced in instructive settings. With the advancement of the Perry research customs and its going with hypothetical portrayals of understudies' and educators' emotions, these unmistakable practices have so far worked generally freely from each other. Thus, there is right now a fracture in the examination on academic emotion overall as well as exploration on emotions in schooling.

The absence of additional integrative structures gives off an impression of being ruining the advancement of theory and exploration. This article makes an endeavor to make such an integrative structure utilizing the control-esteem theory of accomplishment emotions (Pekrun, 2000). It is established on the possibility that different current hypotheses on inspiration and emotion should be visible as reciprocal as opposed to hostile since they all offer a bunch of essential presuppositions. All the more explicitly, the theory depends on speculations from anticipation esteem speculations of emotions (Pekrun, 1984, 1988, 1992a; Turner and Schallert, 2001), conditional speculations of stress examinations and related emotions (Folkman and Lazarus, 1985), hypotheses of seen control (Patrick, Skinner and Connel, 1993; Perry, 1991, 2003), and speculations of attributional speculations of accomplishment emotions (Weiner, 1985). It likewise consolidates models tending with the impacts (Fredrickson, 200 I; Pekrun, 1992b; Pekrun et al 2002a; Zeidner, 1998, 2007).

Academic emotion, as indicated by the control value theory, are those that are firmly connected with academic undertakings or results. The nature of activities or their outcomes, as estimated by some rule of flawlessness, can be basically described as accomplishment (Heckhausen, 1991). Since they connect with activities and results that are ordinarily assessed as per standards of value — both by understudies themselves and by others — most of emotions connected to understudies' academic learning and achievement are seen

as accomplishment emotions. Not every one of the sentiments experienced in instructive conditions, however, are ones related with progress. Specifically, social emotions, like really focusing on a companion in class, are regularly felt in these comparative settings. Achievement and social emotions can coincide, for instance, sensations of contempt, jealousy, sympathy, or love welcomed on by the achievement or disappointment of others; (Weiner, 2007).

Previously, concentrates on accomplishment emotions have chiefly focused on sentiments connected with aftereffects of accomplishment (e.g., research on test tension, Zeidner, 2007; concentrates on emotions following achievement and disappointment, Weiner, 1985). The viewpoint embraced here recommends that sentiments experienced while participating in exercises that help accomplishment are in like manner seen as accomplishment sentiments. The satisfaction and pride felt by understudies when academic objectives are accomplished, as well as the disappointment and culpability felt when endeavors fall flat, are instances of result related accomplishment sentiments. A couple of instances of action related emotions incorporate the rush that comes from learning, weariness from in-class schooling, or fury over task assumptions. In examinations on accomplishment sentiments, action emotions have frequently been neglected. As per the ongoing point of view, it is imperative to coordinate this huge class of emotions in the review that has previously been finished.

The differentiation between accomplishment emotions with an item accentuation and movement emotions with result center connects with this. Accomplishment sentiments can likewise be grouped by to their valence (positive versus negative, or wonderful versus horrendous), and the degree of proposed actuation (initiating as opposed to deactivating; Linnenbrink, 2007). A three-layered scientific categorization of accomplishment sentiments can be made utilizing these three aspects (Pekrun et al, 2002a).

### **A three-dimensional taxonomy of academic emotion**

#### **Positive activating**

Hope

Pride

Enjoyment

Gratitude

Joy

**Positive deactivating**

Relaxation

Contentment

Relief

**Negative-activating**

Anger

Frustration

Anxiety

Shame

Anger

**Negative Deactivating**

Boredom

Sadness

Disappointment

Hopelessness

More or less, this major precept of the theory holds that individuals feel in control, or out of control of accomplishment exercises and results that are by and by vital for them. Thus, control examinations and worth evaluations are the proximal determinants of accomplishment emotions. To the degree that this is valid, more distal individual precursors ought to affect accomplishment emotions by impacting control and value. The theory recognizes that non-mental components like as hereditary inclinations and naturally based demeanor, as well as variables influencing study hall cooperation, social environmental elements, and a more extensive socio-verifiable perspective, can likewise influence how individuals feel. As indicated by the theory, factors influencing an individual's control-esteem evaluations should influence how they feel about their achievements. The theory investigates what accomplishment emotions mean for understudies' academic presentation and commitment. It is unequivocally contended that emotions affect mental capacities, inspiration, and system usage, as well as self-guideline instead of outside control of learning. These cycles are remembered to go about as a middle person between emotional variables and achievement. Also, it is accepted that both the educational experiences and

the consequences of learning are affected by understudies' emotions and by the environmental factors both inside and beyond the homeroom. As per dynamic frameworks perspectives on emotions in training, it follows that precursors, emotions, and their belongings are accepted to be associated by corresponding causation over the course of time (Turner and Waugh, 2007).

### **2.2.2 Self-determination theory**

The Self-Determination Theory (SDT) is a wide theory of human inspiration and character that ganders at how individuals connect with and rely upon their social surroundings. In SDT, characteristic and different outward motivating forces are portrayed, alongside how they impact character, social and mental turn of events, and situational reactions in a few regions. The center standards of SDT incorporate the significance of relatedness, ability, and independence as key mental demands for development, prosperity, and self-decided inspiration. To wrap things up, SDT talks about the pivotal job that social and social setting plays in supporting or blocking individuals' essential mental requirements, healthy identity course, execution, and generally prosperity. Self-Determination Theory is a metatheory of human inspiration and character improvement (Ryan and Deci, 2000). It is viewed as a metatheory in that it is made out of different "small scale hypotheses" that meet up to give a careful clarification of human inspiration and conduct.

The SDT is predicated on the centre humanistic precept that individuals normally and intentionally float towards improvement and self-association. At the end of the day, through joining new encounters, developing their needs, wants, and interests, and associating with others and the rest of the world, individuals strive to expand and grasp themselves. However, SDT likewise declares that on the off chance that an individual's principal mental prerequisites for independence, skill, and relatedness are not met by a lacking social climate, then, at that point, they might become overwhelmed, divided, and separated and that this regular development propensity ought not be normal. As such, SDT depends on the possibility that a human is continually participated in a powerful commitment with the social world, at the same time endeavoring to fulfill needs and likewise responding to ecological variables that either support or block wants.

Individuals either become intrigued, inquisitive, associated, and entire because of this individual climate collaboration, or they become demotivated, incapable, and distanced.

SDT's six smaller than usual hypotheses, which make up its center thoughts, give a clarification of human conduct in different settings, including work (Fernet, 2013), connections (La Guardia and Patrick 2008), schooling (Reeve and Lee, 2014), religion (Soenens et al., 2012), wellbeing (Russell and Bawl, 2010), sports (Pelletier et al., 2001), and in any event, generalizing and bias (Legault et al. 2007). All individuals take a stab at and require independence (the longing to feel free and self-coordinated), skill (the need to feel compelling), and relatedness (the need to associate profoundly with others) to thrive and develop. This is the essential idea of every small -scale theory.

The first mini-theory, called the cognitive evaluation theory (CET), is centered around the components that shape characteristic inspiration by impacting how seen ability and independence are seen. The second smaller than usual theory, known as organismic incorporation theory, discusses how extraneous inspiration may be incorporated. As indicated by the thought of causal directions, individuals are either normally independent, controlled, or generic. The CET is to explain what both inward and outer conditions mean for individuals' inborn drive. A promise to a movement dependent more upon delight and interest than on the prize or discipline related with the way of behaving is alluded to as characteristic inspiration. At the point when somebody is inherently spurred, they are not pondering the advantages they will acquire or misfortunes they will keep away from taking the action. All things considered, people take part in the way of behaving in light of the fact that it is intrinsically pleasurable. Outward motivation, nonetheless, is basically valuable. People are extraneously persuaded when they are stressed over completing an activity due to the outcome that will follow; the way of behaving is subject to getting or staying away from an outcome that is discrete from the conduct in issue.

As per CET, inherent inspiration can either be fortified or subverted relying upon the degree to which outer elements (like prizes and disciplines), relational circumstances (like analysis or commendation from a significant other), and interior propensities, (for example, the inclination to feel task-connected on a characteristic level) impact their very own individual's view independence and skill. Capability is the inclination to feel equipped and wonderful, like one's activities are useful in acquiring wanted objectives, while independence is the natural need to encounter self-heading and self-underwriting in real life, rather than feeling controlled, forced, or restricted. The quest for the ideal test and the improvement of limits are two impacts of capability. Characteristic inspiration rises when

inside, social/relational, and natural conditions assist with satisfying an individual's demand for capability and independence. Conflictingly, characteristic drive diminishes when independence is disregarded or obstructed by the utilization of controlling occasions (like dangers, demands, or demanding language) or when seen skill is harmed (like through ominous or uninformative input). Early examination in the soul of CET shown that outward inspirations like cash obstructed natural drive by subverting apparent independence (for example, Deci 1971).

Further examination uncovered that other saw controlling outer occasions, like cutoff times (Amabile et al., 1976) and reconnaissance (Plant and Ryan, 1985), likewise sabotage characteristic inspiration. Like this, relational conditions can influence characteristic inspiration in light of whether they are seen as controlling or enlightening. For example, despite the fact that productive analysis is ordinarily seen as useful (advancing capability), it very well may be interpreted as controlling (subverting freedom) assuming it is conveyed under pressure (Ryan, 1982). At long last, interior factors, or individuals' own insights, emotions, and considerations, can likewise add to how controlling or enlightening conduct feels. Individuals might become boastful or fanatical over a movement because of the lift to their self-esteem that it brings. The movement will feel extremely controlling when self-appreciation worth or character are connected to execution so that it becomes expected to participate in the conduct to feel commendable or esteemed (Mageau et al., 2009; Plant and Ryan, 1985). All in all, CET battles that the unique situation — which incorporates outer tensions like cutoff times, relational settings like commendation and guidance, and inward factors like being self-image included — influences natural inspiration corresponding to how enlightening as opposed to controlling they are.

**Organismic integration theory (OIT)** while CET centres around what inward and outer elements mean for natural inspiration, OIT analyzes how individuals become roused to participate in ways of behaving that are not characteristically fascinating or pleasant. Such ways of behaving are probably not going to be done except if there is some extraneous inspiration for doing them. Extraneous inspiration is a general term for thought processes that are equipped towards accomplishing objectives inconsequential to the conduct itself. OIT offers an exceptionally one-of-a-kind viewpoint on outward inspiration, rather than existing hypotheses and examination on inspiration. It battles that extraneous drive can take various different structures, including outside control, introjection, distinguishing proof,



and mix. These outward inspirational subtypes are remembered to fall along a range of assimilation. Thus, albeit a few outward inspirations are totally outside and not driven by the individual, others might be exceptionally inner and driven by the individual (i.e., independent). As per OIT, individuals will be inclined to coordinating their encounters by incorporating, considering, and embracing the qualities and ways of behaving that are relevant in their environmental factors to the degree that it fulfills their necessities for independence, skill, and relatedness. Subsequently, assimilation is unconstrained and versatile, empowering people to acknowledge and squeeze into their social setting. Assimilation alludes to the most common way of coordinating a way of behaving or guideline with oneself to such an extent that it turns into the reason for self-decided inspiration.

**Causality orientation theory (COT)** is fundamentally intrigued by the inner assets of the person, rather than CET and OIT, which are regularly centered around what the social setting means for the person's inherent and extraneous inspiration by evolving independence, capability, and relatedness. It is accepted that causal orientations give the groundwork of inspiration at the expansive degree of character and advance after some time. As per Bunk, an individual's inclination to manage their conduct in light of individual interests and values, or on characteristic inspiration and independent types of outward inspiration, is probably going to be formed by their formative and social history of independence consistent encounters (Deci and Ryan, 1985), or by a quality of independent working (Weinstein et al., 2012). While those with a controlled orientation are more distracted with how to act such that follows assumptions, demands, and other outer results, those with a controlled orientation have a dispositional propensity to look towards controls and prompts in the climate to direct way of behaving. The generic perspective recognizes individuals who need purposefulness in their activities and who experience an expansive feeling of vulnerability and distance.

As per Deci and Ryan (1985), the independence orientation is related with more noteworthy everyday prosperity, the fulfillment of essential mental necessities, independent cooperation in day-to-day exercises, and positive day to day friendly connections. It is additionally decidedly corresponded with self-esteem and self-realization (Weinstein et al. 2012). Oppositely, having a controlled orientation is connected to self-cognizance, a penchant to feel squeezed and decided from an external perspective, as well as expanded

relational preventiveness (Deci and Ryan 1985). (Hodgins et al. 2006). As indicated by research by Deci and Ryan (1985), the indifferent orientation has likewise been connected to personality discontinuity, self-handicapping, and side effects of hopelessness and uneasiness (Soenens et al. 2005).

Moreover, the fourth mini theory, Basic Psychological Need Theory (BPNT), portrays how social settings could disregard, block, or meet individuals' fundamental mental requirements. It likewise investigates the significance of essential mental necessities to wellbeing and prosperity. Despite the fact that SDT overall and every one of its scaled down hypotheses put accentuation on the crucial mental requirements of independence, capability, and relatedness, BPNT goes past these key assumptions to all the more definitively characterize how these principal mental necessities are fundamental for wellbeing and prosperity (Ryan and Deci 2000). As indicated by BPNT, conditions that work with the fulfillment of central mental necessities lead to better life results, while those that block these prerequisites force weighty costs on working and prosperity. The demands for independence, ability, and relatedness, as indicated by BPNT, are basic to wellbeing as well as inborn and all inclusive, or at least, they are genuine.

### **Goal content theory (GCT)**

The impact of interior and outward objectives on wellbeing and health is a subject of objective substance theory. Objective items — otherwise called desires or values — are associated with prosperity by GCT. GCT integrates self-determination theory to recommend that crucial mental necessities likewise impact or support esteem frameworks in some ways (Kasser and Ryan 1996). At the end of the day, natural qualities/desires spring from the principal mental prerequisites of independence, capability, and relatedness, and the pursuit and acknowledgment of inborn qualities effectively satisfies these requirements while likewise advancing self-improvement and local area association. Outward desires, interestingly, are situated towards getting outside endorsement and proof of one's own worth and rather focus on the quest for goals like money related achievement, notoriety/acclaim, and picture/appearance. At the point when essential mental necessities are disregarded after some time, it is accepted that socially striking need substitutes can give a quieting elective. Albeit seeking after and accomplishing outward objectives can be extremely rousing, they don't straightforwardly feed mental necessities. Outward goals/esteems normally emerge from need substitutes (Sheldon and Kasser 2008).

As per GCT, it is critical to consider both inner and outward qualities while breaking down inspiration since these qualities shape, direct, and sort out specific ways of behaving and encounters. Values act as an organizing force for inclinations, decisions, and activities that help those qualities and objectives. For example, an individual who sets a high worth on monetary achievement is probably going to pick colleagues, companions, and significant others who share that worth or assist them with communicating it. Conflictingly, an individual who puts a high worth on cozy connections will be urged to develop and foster enduring associations with others, conceivably by picking only a couple and committing a ton of time to them. It may not come as a shock that inherent qualities and desires are bound to be connected to prosperity since they are more fit to assisting individuals with satisfying their requirements than outward qualities and yearnings. Rather than the individuals who want monetary achievement, it has been found that the people who seek after inherent objectives report more significant levels of individual satisfaction, greater efficiency, lower levels of tension and self-centeredness, lower levels of misery, and less actual side effects (Kasser and Ryan 1996).

Objective items — otherwise called desires or values — are associated with prosperity by GCT. SDT and values research are joined in GCT to recommend that basic mental prerequisites additionally impact or support esteem frameworks in some ways (Kasser and Ryan, 1996). At the end of the day, inborn qualities/yearnings spring from the basic mental necessities of independence, ability, and relatedness, and the pursuit and acknowledgment of inherent qualities satisfies these requirements while likewise advancing self-awareness and local area inclusion. Extraneous goals, interestingly, are situated towards getting outer endorsement and proof of one's own worth and rather focus on the quest for targets like money related achievement, prominence/distinction, and picture/appearance. At the point when essential mental necessities are disregarded over the long run, it is accepted that socially remarkable need substitutes can give a quieting elective. Albeit seeking after and accomplishing outward objectives can be extremely propelling, they don't straightforwardly feed mental requirements. Extraneous desires/esteems normally emerge from need substitutes (Sheldon and Kasser 2008).

As indicated by GCT, it is critical to consider both interior and outward qualities while investigating inspiration since these qualities shape, direct, and sort out specific ways of

behaving and encounters. Values act as a planning force for inclinations, decisions, and activities that help those qualities and objectives. For example, an individual who sets a high worth on monetary achievement is probably going to pick colleagues, companions, and love accomplices who share their qualities and to buy things that meet, express, or backing their own qualities. Conflictingly, an individual who puts a high worth on cozy connections will be urged to develop and foster durable associations with others, conceivably by picking only a couple and dedicating a ton of time to them. It may not come as a shock that natural qualities and desires are bound to be connected to prosperity since they are more fit to assisting individuals with satisfying their requirements than extraneous qualities and yearnings. Rather than the people who want monetary achievement, it has been found that the individuals who seek after characteristic objectives report more elevated levels of individual satisfaction, greater efficiency, lower levels of uneasiness and selfishness, lower levels of sadness, and less actual side effects (Kasser and Ryan 1996).

**Relationship motivation theory (RMT):** Albeit the initial five scaled down speculations of SDT are basically centred around how the social setting upholds a singular's need fulfillment, inborn inspiration, and prosperity, the vast majority of their emphasis is on nonreciprocal, one-way connections, that is to say, on how soul mates (like guardians, educators, mentors, and directors) will generally uphold or subvert a person's mental requirements. By depicting the elements between accomplices in cozy connections, RMT makes up for a shortcoming. The essential mental requirement for relatedness, as verified by RMT, at first propels individuals to search out and keep significant cozy connections; notwithstanding, fulfilling this need alone is deficient; at last, the best cozy connections are those wherein each accomplice upholds the independence, capability, and relatedness needs of the other.

All people, as per SDT overall and RMT specifically, have a principal should be cherished. Individuals work to construct associations with other people who esteem them and are mindful of their necessities and wants. Likewise, individuals look for the realness of connections as well as the affirmation that their soul mates regard and value their actual selves. RMT depends on this requirement for relatedness, yet its most memorable focal standard battles that to augment relatedness, there must likewise be satisfaction of independence and capability inside the association. For example, it has been found that every one of the three basic mental necessities makes an unmistakable commitment to key

relationship results, like relationship quality, connection security, effective refereeing, and generally private prosperity (Deci and Ryan 2014; Patrick et al. 2007; La Guardia and Patrick 2008).

Individuals will commonly be more- happy with a relationship on the off chance that they get more prominent need satisfaction from it. Connections are bound to succeed when individuals accept that their mate values them for what their identity is and regards them without conditions. The possibility that individuals will view connections as satisfying undeniably assuming they are more independently headed to be in them is a second key fundamental of RMT. Consequently, individuals show more noteworthy relationship fulfillment, better day to day relationship working, and more prominent by and large prosperity when they enter and keep up with connections for individual, independent reasons (e.g., in light of the fact that they accept the relationship is significant and significant) rather than controlled reasons (e.g., on the grounds that they accept they ought to be in the relationship) (Deci and Ryan2014). It is fascinating to take note of that independent inspiration likewise assumes a huge part in associations with gatherings. As per Amiot and Sansfaçon (2011), individuals who feel independently spurred to have a place with a gathering —, for example, being Dark, German, Catholic, or an individual from a group or association — experience a more grounded feeling of gathering character.

In total, self-assurance theory gives an exhaustive system to fathoming human inspiration and character by framing the mental components essential for the most elevated levels of contribution, inspiration, and prosperity. The fundamental human requirements for independence, skill, and relatedness should be integrated into and supported through individuals' communications and social conditions, as per SDT. Independent inspiration flourishes and individuals are bound to feel intrigued and drew in when they are presented to and partake in conceivable outcomes that consider individual imagination and self-course, as well as ideal test and advantageous social connections.

### **2.2.3 Broaden and build theory of emotion**

The broaden-and-build theory suggests that positive emotions (such pleasure and conceivably interest and expectation) cultivate imaginative, gutsy considerations and ways of behaving and widen awareness. This expanded conduct collection creates pragmatic capacities and mental resources after some time. Around 1998, Barbara Fredrickson made

the theory. Positive sentiments fill no need for guaranteed endurance since they redirect consideration from squeezing concerns and stressors. Then again, capacities that expanded way of behaving fortified with time further develop endurance. For example, interest about a landscape could form into navigational abilities, lovely connections with complete outsiders can form into a mindful companionship, and actual play can be transformed into valuable activity. Fredrickson battles that assets gained by blissful emotions outlive the emotions from which they were determined. Assets collect over the course of time and work on an individual's overall prosperity. This makes a helpful criticism circle by which more noteworthy prosperity causes all the greater emotions, which thusly give more prominent flexibility, which thusly causes more noteworthy prosperity. In this way, achievement and advanced lead are the consequences of bliss, yet in addition a necessity for it.

However, negative emotions, in the meantime, lead to compelled, endurance centered exercises. For example, stress sets off the specific survival response. Reaction times are advanced rapidly by a little arrangement of wants known as unambiguous activity tendencies. Good sentiments, like euphoria, interest, joy, love, and the like, are without a doubt experienced during times in an individual's life when pessimistic emotions, like nervousness, despairing, fury, and depression, are absent. In accordance with this suspicion, it has been shown that individuals' evaluations of their abstract prosperity are anticipated by the absolute dispersion of their blissful and gloomy emotions (Diener, Sandvik, and Pavot, 1991). In light of this revelation, Kahneman (1999) recommended that the most effective way to evaluate "objective satisfaction" is to follow (and later total) individuals' transient encounters of positive and gloomy emotions. Good sentiments, as per these perspectives, show prospering. However, this isn't the whole story: Having blissful sentiments prompts prospering. They likewise do this over the drawn out notwithstanding the quick, agreeable second. The key focus point is that encouraging wonderful emotions is beneficial as a way to an objective as well as a way to long haul mental turn of events and improved prosperity.

## **2.3 Empirical literature review**

### **2.3.1 Mode deactivation and negative academic emotion**

MDT Treatment (MDT; 6 preliminaries), stress inoculation therapy (SIT; 1 review), and the Phone Program were the three treatments that Hoogsteder, Stams, Figge, Chango, Van Horn, Hendriks, and Wissink saw (1 review). The adequacy of separately centred treatment with CBT parts for teenagers and youthful grown-ups with serious hostility issues was examined in this staggered metaanalysis, which included 8 examinations (15 impact sizes) and 218 young people and youthful grown-ups. The viability of individual mental social treatments for teenagers and youthful grown-ups with extreme hostility issues was examined by a staggered meta-examination. An intercession involving portions of CBT and a singular part helps youths and youthful grown-ups with serious hostility issues, as indicated by research with a sizable generally impact size (Landenberger and Lipsey, 2005; Sukhodolsky et al., 2004). During the pandemic, Kara and Gok (2020) likewise covered the middle person job of emotional guideline strategies. The outcomes showed that emotional guideline methodologies have a full middle person job in the connection between pessimistic effect and positive effect.

Furthermore, the study demonstrated that no individually tailored behavioral interventions for adolescents describe the extent to which they have incorporated the What Works principles of effective judicial interventions. Studies were included in the meta-analysis if they met the following criteria: studies (1980-2011) needed to inspect the viability of mediations for youths and youthful grown-ups with forceful issues, which are much of the time joined by direct turmoil (Disc); studies needed to take a gander at intercessions that were exclusively situated or contained essentially a singular part, potentially in blend with bunch and/or family treatment; treatment needed to incorporate CBT parts (an intercession was viewed as CBT on the off chance that it included outrage the board; and studies needed to take a gander at intercessions that were separately situated or contained basically a singular part, perhaps in Nothing is known in regards to the viability of separately custom-made treatments for young people with a serious hostility issue that incorporate CBT, as per this staggered meta-investigation. The all-out impact not entirely settled to be enormous and uniform ( $d = 1.49$ ), showing consistency between preliminaries. Extra examinations including individual treatments were found, yet these mediations were either not CBT-based or were aimed at other objective populaces (grown-ups or children with minor animosity issues) (for instance, psychotherapy or intensive care).

The viability of MDT Family Treatment (MDT) in a short-term setting was contrasted with Treatment as Usual (TAU) in Apsche, Bass, and Houston's (2008) study. Youngsters and Youth Administrations randomly isolated clients into the MDT (20) and TAU (20) gatherings. Random tasks were given to every member on a moving premise. Preceding task and reference, the preliminary members were not open to the clinicians of one or the other gathering. The advisor or the workers picked no family or client. Every member deliberately gave their singular assent in the wake of being made mindful that they were participating in a treatment research study. The assurance of subjects was kept up with as per American Mental Affiliation standards. All clients' relatives likewise agreed to partake in the wake of being guaranteed that their protection would be regarded.

Mode deactivation theory both diminished sexual way of behaving. While TAU had a half recidivism rate for physically forceful ways of behaving, MDT diminished the physically forceful ways of behaving to nothing and saved it there for a considerable length of time after treatment. The young person's next designated direct was actual animosity. Family MDT decreased actual antagonism by over half in only 8 months and by 21% of benchmark two years after treatment. In the TAU bunch, actual animosity went from 10 to 14 at the eight-month point to fifteen (15) at the two-year point following medicines. A review looking at TAU and manualized mental conduct treatment was likewise finished by Apsche, Ward, and Evile in 2003. Occupants kept a psychological journal of their horrible thoughts and convictions and concentrated on what discernment meant for their perspectives, emotions, and ways of behaving. Both sexual culpable hardships and basic mental experiencing such uneasiness and despondency were treated by the TAU. Fourteen people with sexual culpable ways of behaving, matured somewhere in the range of 12 and 19 ( $M=16.62$ ), from a private treatment community (nine European-American, three African-American, one Local American, and one Caribbean). All members were rookies to private treatment and had until recently never partaken in a program in view of mental conduct treatment or MDT to address sexual offenses. Informed consent was assessed, alongside the assignments required and the members' freedoms. The members gave their assent verbally and recorded as a hard copy.

The Child Behaviour Checklist (CBCL; Achenbach, 1991), the Devereux Scales of Mental Disorders (DSMD; Naglieri, LeBuffe and Pfeiffer, 1994), the Juvenile Sex Offender



Adolescent Protocol (J-SOAP; Prentky, Harris, Frizzell and Righthand, 2000), and the Fear assessment were utilized to quantify the inhabitants' way of behaving (Apsche, 2000). In light of how much space accessible, the sixteen occupants were given caseloads. Ten cases were conveyed by every specialist. To keep the caseload at 10, a space created by an occupant's release or move must be filled. Recollecting that this was a treatment community and that this information address the results of treatment correlations as opposed to a review interaction was significant. MDT and CBT bunches were allotted to occupants. The benchmark group went through TAU though the treatment bunch had MDT. The appointed specialists (two MDT and seven TAU) gave test bundles, including the CBCL, DSMD, J-Cleanser, and MDT Dread Appraisal, following a normal of a year of treatment. Coming up next were assessed: social and emotional issues, including psychopathology; solid areas and assortments of dread; activities and ideation seen by clinical faculty; and level of hazard to the local area (Apsche, Ward and Evile, 2003). The evaluations showed a significant distinction between the two gatherings. In contrast with occupants who took part in TAU, the people who partook in MDT had more regrettable scores on all measurements. Despite the fact that MDT appeared to be substantially more powerful with this particular kind of juvenile, it appeared to be that both CBT and MDT were useful medicines. Each of the occupants had recently gone through ineffective treatment at an office or a short-term treatment office.

The discoveries of this study demonstrate that for profoundly upset youngsters who have a past filled with fruitless treatment, MDT approach might be helpful in treating essential character highlights (Apsche, Ward and Evile, 2003). The blend of the CBCL, DSMD, and JSOAP results showed that MDT is helpful for these typology types in bringing down inside trouble welcomed on by the numerous mental sicknesses present. The fundamental pathology factors were brought down by more than one standard deviation, as the estimations had anticipated. Likewise, it was asserted that MDT approach decreases externalizing dangerous ways of behaving. Regardless of the little example size, the results by and by showed that MDT was better than CBT for these occupants (Apsche, Ward and Evile, 2003).

Similarly, Ofole (2017) analyzed the effect of MDT Treatment (MDT) on changing students' mentalities towards looking for mental help with Idemili North, Nigeria (IDNLG). The gender of the members (male and female) was additionally partitioned into

two levels, and the free factors (MDT group and control group) make up the column. Purposively utilized in the review were 85 senior optional school one (SS1) understudies who got a score on the Schuler, Thornton, Frintrup, and Mueller-Hanson (2002) accomplishment inspiration survey somewhere in the range of 1 and 30 out of a potential 60. A sum of 14,388 Senior Optional School One (SS1) students from sixteen schools in the Idemili North Nearby Legislature of the province of Anambra make up the review's populace. Out of the sixteen schools, two were picked utilizing a basic random inspecting methodology. 31 understudies (36.5%) were male and 54 understudies (63.5% of the review populace) were female. Their middle age was 13.3 years ( $SD=3.7$ ), with a scope of 13 to 19 years. Age, gender, kind of school, and the executives of schools are a couple of the numerous likenesses between the treatment and control gatherings. As the two towns are geologically isolated from each other, there can be no information spillage to the benchmark group. The concentrate unequivocally showed the viability of MDT in changing teenagers' perspectives with respect to looking for mental help with optional schools.

Moreover, Alexander and Christopher (2011) evaluated the viability of two treatment ways of thinking for male high school private patients with direct issues and character dysfunctions who took part in genuinely or physically rough ways of behaving throughout the span of a year. Ten of the twenty patients who were hospitalized to a similar private treatment office went through MDT Treatment (MDT), while the other twelve got standard consideration (TAU). Evaluations of discouraged side effects, self-destructive contemplations, and reconnaissance of forceful ways of behaving along with evaluations made following an extended time of treatment. The discoveries showed that MDT was better than TAU in bringing down actual forcefulness and remedial limitations.

### **2.3.2 Emotion regulation therapy and negative academic emotion**

Ghaleb (2016) investigated the impact of cognitive emotion regulation strategies on academic achievement of university students in Jordan. From among the college understudies signed up for the Branch of Instructive Brain science at the Hashemite's First experience with Brain research course, an example of 386 understudies was picked at random. Members included 109 (28%) freshmen, 135 (35%) sophomores, 77 (20%) juniors, and 65 (17%) seniors, addressing all resources at Hashemite College. Then again, 208 (54%) and 178 (46%) members, who were comprised of 151 (39%) men and 235 (61%) ladies, separately, addressed logical and humanities resources. Members were given the

Cognitive Emotion Regulation Questionnaire (CERQ) to evaluate mental emotion guideline strategies. Garnefski, Kraaij, and Spinhoven made CERQ (2001). Based on theory and exploration, the CERQ distinguished nine mental emotion guideline procedures, every one of which portrays somebody's thought process in the wake of encountering risky or unpleasant encounters. Self-fault is the possibility that you are to be faulted for what has occurred.

The students were given fourteen days to finish the cognitive emotion questionnaire whenever it was dispersed to them. Only 386 of the 400 students who took the test finished up the whole thing. To discover the associations between the result measure and the free factors, expressive insights and correlational investigation were utilized. The information investigation process additionally incorporated numerous relapse examination. As per the review's discoveries, self-fault, other-fault, acknowledgment, positive pulling together, pulling together on arranging, point of view taking, rumination, and positive reappraisal all can anticipate academic accomplishment of college understudies. Moreover, placing things into point of view and positive reappraisal likewise have this capacity. As indicated by the review's discoveries, versatile strategies (acknowledgment, positive pulling together, pull together on arranging, viewpoint taking, positive reappraisal, and viewpoint taking) somewhat affect academic achievement.

Gumora and Arsenio (2002) also investigated Emotionality, Emotion regulation and School Performance in Middle School Children. The academic capability of 153 sixth eighth grade kids, their full of feeling tendencies (counting state of mind and emotion control), and the pessimistic emotions they encountered while performing school-related undertakings were all self-evaluated. As marks of mental capacity/accomplishment and academic execution, educators estimated understudies' blissful and negative temperaments, while schools provided accomplishment test results and understudy grades, separately. That is what the discoveries showed while academic effect, general emotional demeanors, and emotion control in understudies were connected with each other, every one of these elements additionally fundamentally added to understudies' GPA all alone, autonomous of other mental variables. In addition, Berking, Ebert, Cuijpers, and Hofmann (2013) led research regarding the matter of emotion guideline abilities.

A Randomized Controlled Study Shows That Preparing Expands the Viability of Ongoing Mental Social Treatment for Major Depressive Disorder. An example of 432 MDD inpatients from a standard psychological wellness emergency clinic in Germany were utilized to research the viability of CBT-ERT. Members were browsed an example of patients getting normal clinical consideration between April 2008 and October 2009. Patients who were qualified for the review were educated regarding its targets and strategies during the second seven-day stretch of care. Random distribution was utilized to allocate concentrate on members who met the qualification necessities to either regular CBT or CBT-ERT. After the gathering based starting meetings, patients finished up mixed assent structures, and a random example was drawn from those structures in a dazed way. As per the discoveries, patients who went through CBT upgraded with ERT detailed approximately a 10% higher reaction rate and a 14% higher reduction rate than the people who went through standard CBT. Likewise, apparently the upgraded type of CBT is considerably more effective at raising patients' prosperity and bringing down regrettable effect. Likewise, proof was found that CBT-ERT is predominant as far as improving emergency room characteristics that are believed to be especially pivotal for psychological well-being, including as flexibility, the ability to acknowledge and oversee pessimistic emotions, and empathetic self-support.

Graziano, Reavis, and Calkins (2007) also explored to decide the connection between early academic achievement and emotion regulation in children. 325 5-year-olds (143 young men and 172 young ladies) who were participating in a more extensive continuous longitudinal review were the review's members. At age 2 (Accomplice 1: 1994-1996; Partner 2: 2000-2001; Companion 3: 1998), 447 members were first selected through youngster care offices, the district wellbeing division, and the local Ladies, Babies, and Kids program. The externalizing subscale of the Youngster Conduct Agenda was utilized to separate potential members request to accumulate a huge, local area-based example of children with an assortment of troublesome way of behaving as detailed by guardians (CBCL 2-3; Achenbach, 1992). Youngsters with externalizing issues were distinguished utilizing a cut-off T-score of 60. 365 of the underlying 447 members partook in the assessment when they were 5 years of age. The 325 youngsters who were assessed throughout two research center visits at five years old and a half, as well as the people who were signed up for schools that allowed a school evaluation all through the kindergarten year, are the subject of the momentum review. Gender, SES, or the 2-year externalizing T-score did not essentially

vary between the families who partook and the individuals who didn't at the 5-year-old evaluation.

Gender, race, and SES did not essentially contrast across kids with complete versus inadequate information. A subset of children (N=92) got individualized organization of standardized academic accomplishment tests. In the subsample contrasted with the whole example, there were to some degree more African-American youngsters ( $p = .08$ ,  $2 = 6.6$ ). Further segment contrasts between the two gatherings were nonexistent. Emotional control was areas of strength for an of conduct issues as revealed by guardians. Thus, jokes around with better conduct control and educator connections additionally had less social issues.

Furthermore, Azizi<sup>1</sup>, Mohammadkhani, Pourshahbaz, Doulatshahi, and Moghaddam (2016) reviewed role of emotion regulation in psychopathology. Finding connections between the emotional capacities that are important for emotion guideline is one of the review's objectives. 465 understudies in completely were picked using the proposition testing strategy. Group examining was utilized to pick Tehran College of Clinical Sciences, College of Social Government assistance and Recovery Sciences, and College of Tehran. The suitable example not set in stone to be 580 individuals as the model had 29 free boundaries. There were 600 surveys given altogether, and 465 of them were returned.

During June and September of 2016, the example was finished. The assent papers were endorsed by the members. The essential consideration measure depended on members' longing and reluctance to take part in the review. The members additionally got guidelines connected with human exploration. To compensate the people's accomplishments and move them, it was clarified for them that they would before long be getting criticism on their ability for controlling their emotions and their psychological well-being. Emotion Regulation Skill Questionnaire (ERSQ) and Brief Symptom Inventory (BSI) were utilized to accumulate information (BSI). On a 5-point Likert-type scale (from "never" to "almost consistently"), the poll's 27 things evaluated respondents' previous week emotional control abilities. The poll likewise included nine subscales, including self-backing, change, and thoughtfulness regarding sentiments. Other subscales included appreciation of sentiments, acknowledgment of sentiments, and resistance of sentiments. The Difficulties in Emotion Regulation Scale (DERS)- absence of mindfulness and the ERSQ-mindfulness were viewed as adversely and essentially connected, as anticipated by theory. From 0.13 (body

familiarity with sensations) to 0.31 (change), a huge pessimistic association between emotional abilities and psychopathology was found ( $=-0.31, P0.01$ ).

Hafiz (2015) equally explored on the connection between emotion control and academic accomplishment at the Worldwide Islamic College Malaysia in Malaysia. Around 127 understudies — both male and female — of any age and academic years make up the members. The example was limited to Global Islamic College Malaysia, Gombak undergrad brain research understudies who were picked through straightforward random inspecting. The review's members were parted into two gatherings: low achiever gatherings and successful person gatherings. The understudies each got 127 surveys. The utilization of moral information handling rules and rules was carried out. A data sheet specifying the review's goals — in particular, the social occasion of information on academic execution and emotion guideline — was dispersed to respondents. It likewise remembered data for the information the executive processes and their entitlement to pull out or decline support all of a sudden. The outcomes showed that there are particular discoveries between the two emotion the board procedures in light of the information assembled and measurable examination. As opposed to mental reappraisal, the review tracked down no critical relationship among CGPA and expressive concealment. The discoveries showed a reasonable relationship between emotion control and understudies' CGPA, however just concerning expressive concealment.

### **2.3.3 Gender and negative academic emotion**

Pelch (2018) examined gendered differences in academic emotion and their consequences for understudies' progress in Science Technology Engineering Mathematics (STEM) fields. The need for sufficient gender portrayal as well as understudies who self-announced issues with mental test tension were thought about while picking members. Cognitive Test Anxiety Scale (CTAS; Cassady and Finch, 2014), which comprises of 17 Likert-type things, was utilized to choose members. Members paid all due respects to every idea on a four-point scale going from "Not in any way shape or form like me" to "Actually like me" in the CTAS, which centers around the mental space of test uneasiness. The 17-thing CTAS varies from the first 27-thing CTAS in that the opposite scored things were all eliminated (Cassady and Johnson 2002). I recognize that the overview has gone through extra corrections since this information were gathered utilizing the CTAS, and that the review didn't utilize the latest form, known as the CTAS-2 (Thomas et al. 2017), which has 24

things. At a huge public foundation in the Pacific Northwest, 1086 understudies chasing after basic science were given the 17-thing CTAS review. 62% of early on science understudies are female, 38% are male, 41% are Caucasian, 24% are Asian, 14% are worldwide, 10% are global, 7% are Hispanic, and 2% are African American (as indicated by the college recorder data set). The main part of understudies in early on science are first year recruits or sophomores, and at the hour of information assortment, they had not officially announced their majors as per college rules. In any case, all through the college confirmations process, 90% of the understudies in this class demonstrated that they were keen on a STEM field or a pre-practitioner training. The CTAS's unwavering quality for the number of inhabitants in understudies in this study was affirmed by thing scores, which had a Cronbach alpha of 0.93, which is viewed as an elevated degree of interior consistency.

The last meeting candidates were chosen from a gathering of 19 STEM-centered understudies. Just five men were at last picked in light of the fact that main 11 guys out of the whole class offered their administrations, and most of them either gathered in the low CTAS canister or didn't answer to rehashed follow-up messages. A review test that was demographically practically identical to the general class populace and incorporates all kinds of people with moderate and high self-revealed CTAS scores drove me to stop selecting members at 19 understudies. A \$20 gift voucher was given to every member as installment for their time. In contrast with female members, rate contrasts are introduced; negative rates show that more male understudies contributed comments to the central class. Classes where comments were similarly prone to come from male or female members were recognized by a percent distinction of 0. Positive rates demonstrate that a greater number of ladies than men contributed proclamations to the given class. Male understudies talked all the more by and large about the course's elements or expressly referenced how dynamic learning and gathering projects were underlined.

In addition, more comments from male members communicated fulfillment with their presentation in the course. Understudies of the two genders were similarly prone to make statements that fell under classes like "dread," "unfortunate review propensities," and "college confusions." The subject of Pessimistic Academic emotion contains numerous classifications where articulations from female understudies prevail. Furthermore, female understudies were bound to make reference to hardships with the change to college (i.e., Progress to College) and the utilization of shoddy self-guideline methods. Regardless of

few male review members having high CTAS scores, female understudies predominantly offered more expressions that were characteristic of High Understudy Tension. In the Individual Collaborations classification, remarks underlining the worth of associations with individuals on a social and expert level were almost exclusively made by ladies.

Comparative examination was led by Subon, Unin, Harfisah, and Sulaiman (2020), who viewed at the connection between self-esteem and academic accomplishment as well as gender contrasts among Malaysian students. Academic achievement and self-esteem have a decent relationship. It was found that male and female understudies performed academically in an unexpected way. In any case, the aftereffects of the autonomous t-test showed that there was no massive contrast between the self-esteem of male and female understudies. Onwubiko (2020) additionally explored the association between emotional knowledge and self-esteem among Nigerian curators working in Nigerian colleges. The variables showed no gender distinctions. Emotional insight and self-esteem are significantly and well associated.

Likewise, a concentrate on the differentiations between genders in emotional reaction and expressivity was led by Deng, Chang, Yang, Huo, and Zhuo in 2016. The discoveries showed that emotional experience and emotional expressivity changed between genders. Men saw more noteworthy pulse drops while watching films that evoked anger, humor, and delight, though ladies experienced more prominent degrees of excitement. This affirms the examination on the correlation of emotional knowledge between genders done by Fida, Ghaffar, Zaman, and Sati (2018). The concentrate likewise considered the distinction in emotional comprehension between college understudies who are male and female. The review reached the resolution that emotional knowledge assumes a huge part in how well individuals learn. It was found that female college understudies had a more prominent emotional knowledge advantage over male understudies.

#### **2.3.4 Self-esteem and negative academic emotion**

Researchers Sadat, Qasimzadeh, and Soleimani (2012) conducted a study to investigate self-esteem and its well-established relationship to the academic success of university students. Male and female students have significantly different levels of self-esteem, according to the results of a study of 370 students. However, male students outperformed female students in terms of family self-esteem ( $t = -2/12$ ,  $p 0.05$ ). Statistically significant



differences were seen in self-esteem among students in the faculties of basic sciences, psychology, educational sciences, and electrical computer. Students' academic success was directly and positively associated with academic self-esteem and family self-esteem at the significant level of  $P < 0.05$ .

In addition, Muhammad (2010) emphasized the relationship between pre-university students' academic success and self-esteem. It also sought to determine whether boys and girls differ from each other in terms of academic achievement. Using the Coppersmith questionnaire and students' scores from the most recent and previous semesters, the study objectives were met. Data were collected using the random sample method, randomly selecting 50 men and 50 women. In Qaemshahr schools, they each received 100 questionnaires. The results showed a significant positive correlation ( $p < 0.01$ ) between academic success and self-esteem. There are also significant differences in academic performance between boys and girls. However, there was no clear difference between males and females in terms of self-esteem. The results indicate that having a high sense of self is critical and improves the predictor of students' academic success. This is confirmed by a study by Weindi and Leuger-Schuster (2020) that examined the relationship between anger, ERT techniques, and self-esteem among adult survivors of abuse as children living in foster care settings. The study came to the conclusion that through its positive effect on distressing emotional states, self-esteem supports adaptive emotion management mechanisms.

Similarly, Gome, Quionones-Camecho, and Davis (2018) investigated the relationship between early childhood self-esteem and emotion regulation. The results indicated that having a higher negative reaction to discomfort and emotions was associated with lower self-esteem and that non-acceptance was negatively associated with higher self-esteem. Furthermore, the roles of self-esteem and learning motivation in academic success have been studied by Moyano, Quills-Robris, and Pasquale (2020). The results showed that self-esteem and intrinsic motivation are important indicators of academic success mediated by cognitive skills, language fluency, and reasoning.

Moreover, Abdullah (2000) conducted a study to look at the relationship between academic performance of university students and motivations for achievement, self-esteem, and locus of control in a Nigerian institution. The aim was to ascertain the effect of these normative variables on the academic achievement of university students. A total of 1,035

undergraduate students from seven colleges, both male and female, participated in the survey. They were selected using simple random sampling methods with stratification. The results of the multiple regression analysis showed that subjective independent factors cannot be used to predict an objective measure of students' academic performance. Many psychological and social studies have shown that students' lack of enthusiasm to work in order to achieve high academic achievements and their eagerness to contribute positively and effectively to national development results from low self-esteem and a lack of motivation for achievement.

The study uses a mixed method to examine the relationship between young adolescents' self-esteem and academic success in two cultural environments, English and Western America. The relationships between self-esteem and academic success from the beginning to the end of the school year during the eleventh and twelfth years of life were investigated using quantitative and qualitative data from 86 North American and 86 British adolescents. Quantitative results for both groups showed a relationship between self-esteem in the fall and several predictors of academic achievement in the following year. As the year came to an end, the differences between countries began to emerge, but mathematics seemed to be consistently linked to self-esteem in both contexts. Qualitative analyzes revealed some evidence that British students' subjective perceptions of their academic experiences were more accurate than those of American students (Booth and Gerrard, 2011).

In addition, Zhao, Zheng, Pan, and Zhou (2021) investigated how self-efficacy functions as a mediator in the relationship between adolescent academic engagement and self-esteem. The results indicated that in order to increase teenage academic engagement, it is important to take into account adolescent self-esteem, academic self-esteem, and perceived social support. Onwubiko (2020) investigated the connection between self-esteem and emotional intelligence among Nigerian librarians in Nigerian colleges to support this study. The factors showed no gender differences. Emotional intelligence and self-esteem are substantially and favourably connected. In a similar vein, Kim, Kim, and Lee (2021) emphasised the impact of middle school students' self-esteem for mental health on academic progress. Both the relationship between self-esteem and grit and the relationship between grit and academic passion were markedly favourable. Via academic passion, the study found that there was a mediation effect between self-esteem and academic success.

## **2.4 Appraisal of literature**

Underachieving students need to take conscious steps and make informed decisions in order to reduce NAE and perform better in their studies. However, many students are faced with many emotional and psychosocial challenges, including NAE, which is a major challenge to academic success. Students are experiencing different forms of NAE in the learning environment, which interrupts the smooth flow of knowledge. Many parents, teachers and school administrators are not putting into consideration the emotional state of students in the school environment. Major stakeholders are only concerned about the physical state of the classroom, such conducive learning environment, availability of instructional materials, qualified teachers, amongst others. Minimal attention is being paid to the psychological well-being of students, which greatly affects learning. NAE affects students physically, mentally and psychosocially and this has brought about several researches on the causes and its effects on students but few have been based on the reduction of NAE among students. There is also scarcity in literature on the utilization of MDT and ERT jointly on the population. Also, few studies considered the moderating effects of gender and self-esteem on the population. Therefore, this study investigated MDT and ERT in the reduction NAE among underachieving students. Also, the moderating effects of gender and self-esteem were determined.

## **2.5 Conceptual model for the study**

The conceptual model for this study has three variables namely: independent variables, intervening variables and the dependent variable. The independent variables are the interventions which were used by the researcher to investigate their effects on the dependent variable. The independent variables are MDT and ERT. The two moderating variables in this study are gender and self-esteem which according to literature can have significant influences on NAE. These are further classified into organismic (1<sup>st</sup> order) and (2<sup>nd</sup> order) factors.

The dependent variable is NAE, which is the measurable behavioural outcome expected to take place as a result of the effective manipulation of the independent variable

## 2.5 Conceptual model for the study

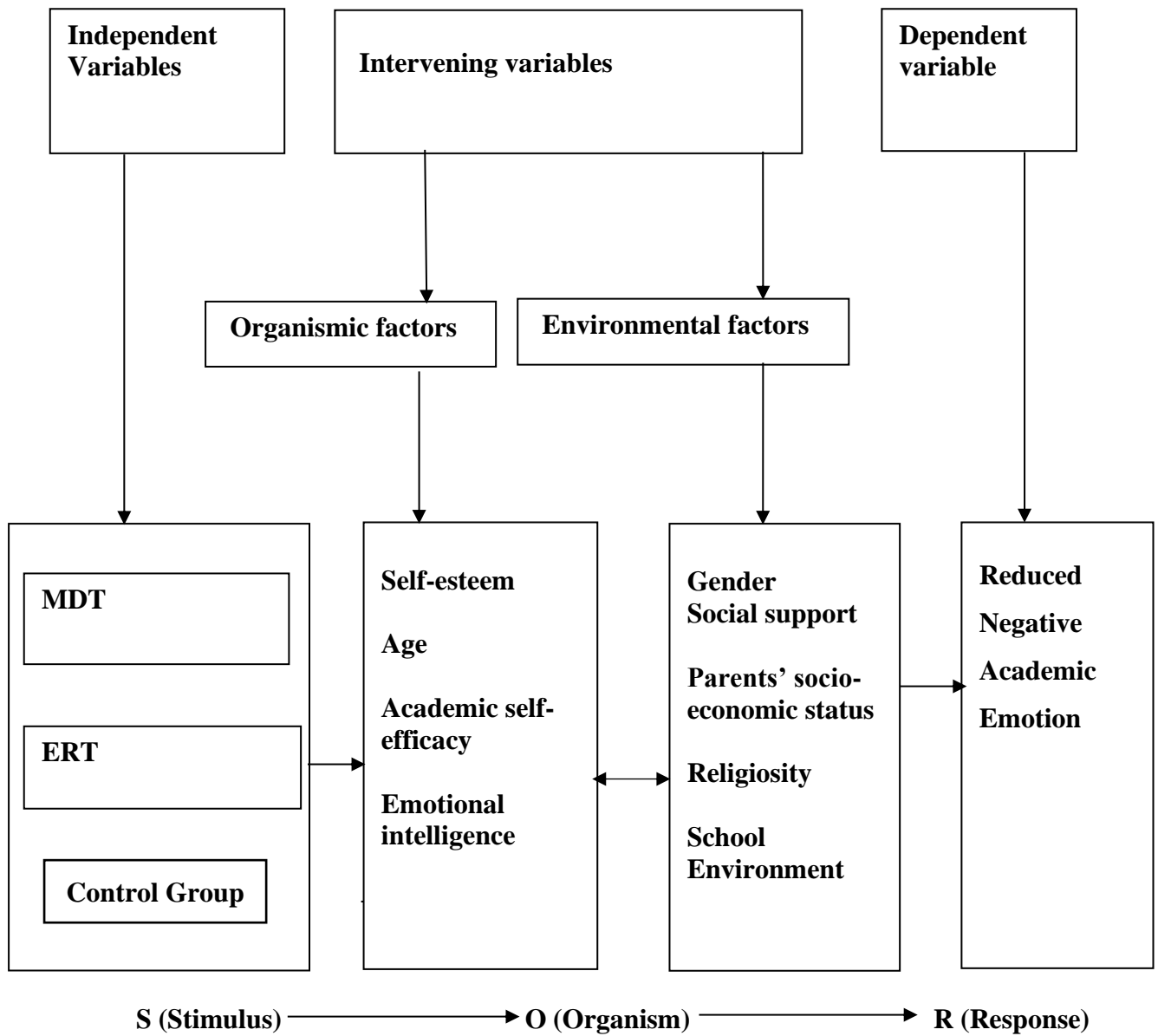


Fig 2.1 Conceptual model for this study. Source: Adebajo, 2021

## **CHAPTER THREE**

### **METHODOLOGY**

**3.0** This chapter includes design, sample and sampling techniques, instrumentation, data collecting administration, and data analysis methods.

#### **3.1 Research design**

Pretest-posttest, control group, quasi-experimental design with a 3 x 2 x 3 factorial matrix was used in this study. The participants were split into three groups: groups (Mode Deactivation Therapy (MDT)-A<sub>1</sub>, Emotion Regulation Therapy (ERT)-A<sub>2</sub> and a control group-A<sub>3</sub>. The three rows, A<sub>1</sub>, A<sub>2</sub>, and A<sub>3</sub>, are made up of the two experimental groups and the control group. The moderating variable, gender (male and female) are shown in columns B<sub>1</sub> and B<sub>2</sub>, while the second moderating variable, self-esteem, which has three levels (high, moderate, and low), is represented in columns C<sub>1</sub> and C<sub>2</sub>. The columns for gender and self-esteem are crossed over the row that includes the two interventions (MDT and ERT) and the control group.

Table 3.1 presents the design.

**Table 3.1. A 3x2x3 factorial matrix on negative academic emotion among underachieving students.**

<b>Treatments</b>	<b>Gender</b>						<b>Total</b>
	<b>Male (B<sub>1</sub>)</b>			<b>Female (B<sub>2</sub>)</b>			
	<b>High (C<sub>1</sub>)</b>			<b>Low (C<sub>2</sub>)</b>			
	<b>High Self-esteem (C<sub>1</sub>)</b>	<b>Moderate Self-esteem (C<sub>2</sub>)</b>	<b>Low Self-esteem (C<sub>3</sub>)</b>	<b>High Self-esteem (C<sub>1</sub>)</b>	<b>Moderate Self-esteem (C<sub>2</sub>)</b>	<b>Low Self-esteem (C<sub>3</sub>)</b>	
<b>MDT(A<sub>1</sub>)</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>31</b>
<b>ERT (A<sub>2</sub>)</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>32</b>
<b>Control (A<sub>3</sub>)</b>	<b>6</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>32</b>
<b>Total</b>	<b>14</b>	<b>12</b>	<b>17</b>	<b>24</b>	<b>14</b>	<b>14</b>	<b>95</b>

A<sub>1</sub>=MDT

A<sub>2</sub>= ERT

A<sub>3</sub> = Control Group

B<sub>1</sub>=Male Gender

B<sub>2</sub> = Female Gender

C<sub>1</sub>=High Level Self-Esteem

C<sub>2</sub> = Moderate Level Self-Esteem

C<sub>3</sub>=Low Level of Self-Esteem

### **3.2 Population**

All students in Ibadan, Oyo State, Nigeria, made up the population. These were students from three different schools located in three of the eleven local government areas in Ibadan. This also applied to senior secondary school 2 and 3 students with a history of academic underachievement.

### **3.3 Sample and sampling techniques**

Ninety-five (95) individuals were selected for this investigation using a multistage procedure technique. Out of the eleven local government areas (LGAs), three (3) (Ibadan-North, Akinyele, and Ido) were selected using simple random sampling technique at the first stage.

At the second stage, three schools were selected using simple random sampling technique from the chosen Local Government Areas (Community High School Sango, Community Grammar School Shasha, Ibadan, and Apete/Ayegun Grammar School Apete). The selected schools were then split into treatment and control groups at random.

The third stage entailed choosing Senior Secondary School 2 and 3 underachievers based on their academic performance. A purposive sampling technique was used to select underachieving students, using their existing school records. These students were promoted to Senior Secondary School 2 and 3 before the training sessions were over even though they were in their third term of Senior Secondary School 1 and 2 when the research started. The reason for this selection is that the students have moved from junior secondary school and are on the verge of completing secondary school education.

The fourth step was screening the selected students for negative academic emotion, using Pekrun's academic emotion questionnaire. In each of the schools, 32 students were selected using simple random sampling technique. Ninety-six students (96) were chosen at random to participate in this study, although there was a mortality and only 95 students finished the intervention session. Apete/Ayegun Grammar School in Apete and Community Grammar School in Ibadan were utilised as the experimental groups, and Community High School in Sango was used as the control group, out of the three secondary schools that were selected.

### **3.4 Inclusion criteria**

The following are the inclusion criteria for this study:

1. Senior Secondary School 2 and 3 students.
2. Trainees who were prepared to stay for the duration of the programme.
3. Individuals who scored high on the Pekrun et. Al. (2011) Academic Emotion Scale.
4. Individuals who have consistently performed below average on school examinations.

### **3.5 Instrumentation**

Three research instruments were modified and revalidated for this study. All three instruments underwent this process after being tested in a pilot study with 30 secondary school students who were not the study's participants. They consist of the following:

1. Pekrun, Goetz, Frenzel, Barchfeld, and Perry's Academic Emotion Questionnaire (2011). (Screening instrument)
2. Academic Emotion Scale (AES; Govaerts and Grégoire, 2008).
3. The Resenberg Self-Esteem Scale (1965).

#### **3.5.1 Academic emotion questionnaire**

The Academic Emotions Questionnaire (AEQ) was developed by Pekrun, Goetz, Frenzel, Barchfeld, and Perry in 2011 to quantify students' feelings about their academic achievement. It is based on a programme of quantitative and self-review that captured students' feelings in situations including educational achievement (Pekrun, Goetz, Titz, and Perry, 2002). The three basic types of educational attainment conditions—going to class, thinking, and finishing examination and tests—are each intentional independently by AEQ. Eight different classroom-related feelings, eight learning-related feelings, and eight test-related feelings can be appreciated in every way with AEQ in its continuous structure. The test emotions section of the instrument has been published under the name “Test Emotions Questionnaire” (TEQ; Pekrun, Goetz, Perry, Kramer, and Hochstadt, 2004). The Test Emotions Questionnaire is an integral part of the AEQ. There are three sections to the AEQ, containing the class-related, learning-related, and test-related emotion scales. The class-related emotion scales include 80 items and measure the following eight emotions: class-related enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom.



The learning-related emotion scales consist of 75 items assessing the same set of emotions in situations of studying. The eight test emotion scales include 77 items pertaining to test-related enjoyment, hope, pride, relief, anger, anxiety, shame, and hopelessness. Within each section, the items are ordered in three blocks assessing emotional experiences before, during, and after being in achievement situations addressed by the section. For example, the section on test emotions contains three blocks of items pertaining to emotions experienced before, during, and after taking tests. Sequencing items this way is in line with principles of situation-reaction inventories (Endler and Okada, 1975) and aims at helping respondents to access their emotional memories. The scale has a reliability of .93 (Pekrun et.al., 2011). The instrument was revalidated and the Cronbach alpha value of .79 was obtained after administering the instrument in a pilot study to 30 sampled underachieving secondary school students who did not form part of the participants for the study.

### **3.5.2 The academic emotion scale (AES; Govaerts and Grégoire, 2008)**

The Academic Emotion Scale (AES) consists of positive academic emotions and negative academic emotions which were adopted as the dimensions of the academic emotions scale. The positive academic emotions scale comprised the two subscales of positive activating emotions (five questions) and positive deactivating emotions (six questions). The negative academic emotions scale comprises negative activating emotions (four questions) and negative deactivating emotions (four questions). A 6-point Likert scale was used to rate everything. The relationship between each inquiry and the overall scale on the Object Examination of the Positive Scientific Sentiment Scale ranged from 435 to 717. With regard to the legality examination, the direct model stacking factors associated with each inquiry varied on the scale from 493 to 918 after inverting the factors. Disabled positive emotion and good motivational emotion were the two parts restored accounting for, independently, 44.66% and 15.01% of the overall change (absolute = 59.67%). Pessimistic sentiment was responsible for understanding 29.86% and 24.02%, separately, of the general category (-3.88%). With mean values of 88 and 81, the static quality test provided Cronbach coefficients 63 and 74. Be that as it may, the instrument was re-validated and a Cronbach alpha value of 83 was reached following the testing of 30 screened school students with low achievement in Empirical research who did not focus on members.

### **3.5.3 The Rosenberg self-esteem scale (1965)**

Rosenberg Self-Esteem Scale, developed by Rosenberg (1965) analyzes self-esteem by representing both positive and negative considerations around oneself. It is believed that the scale is one aspect. The items are answered on a 4-point Likert scale, with the choices being firmly consent to differ unequivocally. In any case, the instrument was revalidated, and the Cronbach Alpha value of .72 was arrived at in the wake of giving the test to 30 underachieving secondary school students in pilot research who were not part of the trainees.

### **3.6 Procedure for data administration**

An introductory letter was obtained from the Department Counselling and Human Studies, University of Ibadan and were sent to the proper organisations. The UI/UCH Ethics Committee granted their approval. After receiving permission to start working, the researcher went to the Oyo State Ministry of Education and gave a letter granting authorization to the Head of Service (HOS), secretariat, Ibadan. The researcher received approval, which was to the Honourable Commissioner's office in the Ministry of Education, Science, and Technology for additional approval. After receiving approval, the approval was forwarded to the Department of Planning, Research, and Statistics, where letters of recommendation were issued to the researcher by the local inspectors of education for the local governments of Ido, Ibadan-North, and Akinyele. The principals of the chosen secondary schools were thereafter given the letters of approval and introduction.

The participants were screened so as to get some baseline data. In order to decide on a weekday and time for the therapeutic sessions to take place at the chosen locations, the researcher met with the participants. The control group only had three sessions. Pre-session, pre-test, treatment, and post-test stages were all included in the study's execution. Activities at the pre-session included screening and an introductory meeting to get to know the potential trainees. Pre-test groups were randomly assigned to therapy and control groups after moderator and dependent variable data had been gathered. For ten weeks during the treatment phase, the researcher met with each member of the experimental groups for an hour. The sole intervention offered to the control group was a brief lecture on the value of eating fruits and vegetables. To guarantee that the conclusions drawn from the treatment were accurate, the identical pre-test and post-test were given to the three groups using the same scale.

### **3.7 Control of extraneous variables**

In order to prevent the likely variations that might arise among the trainees, the extraneous factors were controlled by the use of the experimental design, 3x2x3 factorial matrix, and statistical technique called Analysis of Covariance (ANCOVA). correctly and impartially randomising participants into the treatment and control groups.

### **3.8 Data analysis**

To ascertain the main and interaction effects of the independent and moderating variables on the dependent variable, data were analysed primarily using Analysis of Covariance (ANCOVA) at a significance threshold of 0.05. Also, Bonferonni pair-wise comparison was used to determine the extent of significance of the main effects of treatments.

### **3.9 Summary of treatment package**

#### **3.9.1 Experimental group 1-MDT**

The goal-oriented, explicit, systematic methods used in MDT are used to address dysfunctional affect, undesirable attitudes and mental procedure. The name relates to the MDT procedure, which is based on Aaron T. Beck's notion of cognitive modes. Aaron argued that a person's thoughts or cognitions play a significant role in how he/she feels and behave, which can leave individuals open to psychological suffering. These weaknesses are linked to personality structures, or a person's core convictions about who they are and the society they live in. Responding to environmental cues and experiences is largely responsible for how personality structures evolve. In contrast to typical situations, the coping technique may be seen as maladaptive when these are painful and deprive a person of psychological needs. Cognitive schemas are the personality traits that, when combined, teach a person how to act in a certain circumstance. Cognitive modes, such as depression and anger, are ingrained and long-lasting behavioural manifestations that are formed when cognitive schemas automatically activate and join together.

#### **Summary of sessions for experimental group 1**

##### **SESSION 1:** General programme orientation

A description of the programme

Developing a relationship

The students and the therapist introducing themselves

A pre-test is administered

**SESSION 2:** Review of the prior research and a few questions

Examining and defining academic emotion

Negative academic emotion

**SESSION 3:** Questions and discussion about the second session

Mode deactivation therapy

**SESSION 4:** Questions and discussion about the third session

MDT procedure

Review of session 4 and questions from session 5

**SESSION 6:** Review of the prior session and questions

Talk about strategies to avoid having negative emotions in class

**SESSION 7:** Review and inquiries regarding the earlier conversation

A review of all past meetings and the exchange of constructive suggestions for handling negative academic emotion.

**SESSION 8:** General review, administration of the post-experimental test, contact exchange, and conclusion.

### **3.9.2 Summary of sessions for experimental group II**

The objectives of emotion regulation therapy are for people to better able to:

- i. Identify, differentiate, and describe their emotions, even in their most intense form;
- ii. Increase acceptance of affective experience and ability to adaptively manage emotions when necessary;
- iii. Reduce the use of emotional coping mechanisms including worry, ruminating, and self-criticism; and
- iv. Improved capacity to use emotional information for need identification, decision-making, thought- and behaviour-guiding, and management of interpersonal interactions and other context-specific demands.

### **Summary of sessions for experimental group II**

**SESSION 1:** General programme orientation

Introduction to the Programme

Developing a relationship

The students and the therapist introducing themselves  
A pre-test is administered

**SESSION 2:** Review of the prior research and a few questions  
Debate of underachievement and its significance  
Forms of underachievement and their effects

**SESSION 3:** Questions and discussion about the first session  
Concept of negative academic emotion  
Effects of negative academic emotion

**SESSION 4:** Questions and discussion about the first session  
Discussion of therapy for controlling emotions.  
Review of session 4 and questions from session 5  
Concept of emotion regulation therapy

**SESSION 6:** Review of the prior session and questions

**SESSION 7:** Review and inquiries regarding the earlier conversation  
Review of all previous meetings and discussion of constructive approaches  
Overcoming difficult academic emotion  
Exposure through experience in ERT

**SESSION 8:** General review, administration of the post-experimental test, contact exchange, and conclusion.

### **3.10 Ethics-related matters**

#### **Data confidentiality:**

No names were recorded, and all data were given code numbers for this study. As a result, the data cannot be used to connect the trainees in any way.

#### **Beneficence:**

The results of this study helped the trainees by improving their academic performance and by assisting them in maintaining emotional control in a classroom setting.

#### **Non-maleficence:**

There was no risk or injury to the individuals in the trial.

**Voluntariness:** The decision to take part in this study was fully voluntary.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

In this chapter, the statistical results of this study are presented and interpreted, revealing the outcome of the study. The outcome of the study further determined the acceptance or rejection of the stated hypotheses.

#### **4.1 Descriptive statistics of demographic data**

This segment presents the descriptive statistics of demographic information of the respondents in frequency counts and percentages.

**Table 4.1: Demographic characteristics of respondents**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	43	45.26%
	Female	52	54.74%
	<b>Total</b>	<b>95</b>	<b>100.0%</b>
<b>Age</b>	Below 16 years	83	87.4%
	Above 16 years	12	12.6%
	<b>Total</b>	<b>95</b>	<b>100.0%</b>
<b>Religion</b>	Christians	17	17.9%
	Muslims	78	82.1%
	<b>Total</b>	<b>95</b>	<b>100.0%</b>

Source: The Researcher, 2021

Table 4.1 reveals that out of 95 respondents, 54.74% of them were females, while 45.26% of them were males. There were more female participants than male participants. Out of 95 respondents, 87.4% were less than 16 years of age while 12.6% were above 16 years. Also, out of 95 respondents, 82.1% were Muslims while 17.9% of them were Christians.



## **4.2 Testing of hypotheses**

### **4.2.1 Hypothesis one**

**Hypothesis 1: There is no significant main effect of treatment on negative academic emotion of underachieving secondary school students.**

To test this hypothesis, an Analysis of Covariance (ANCOVA) was adopted. The analysis summary is shown in Table 4.4 below.

**Table 4.2 Summary of analysis of covariance (ANCOVA)**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	19715.119 <sup>a</sup>	14	1408.223	60.114	.000	.913
Intercept	35.186	1	35.186	1.502	.224	.018
Pretest Academic Emotion	148.343	1	148.343	6.332	.014	.073
Treatment	14994.939	2	7497.469	320.049	.000	.889
Self Esteem	349.573	2	174.787	7.461	.001	.157
Gender	158.176	1	158.176	6.752	.011	.078
Treatment * Self-esteem	250.779	4	62.695	2.676	.038	.118
Treatment * Gender	131.893	2	65.946	2.815	.066	.066
Self-esteem * Gender	296.561	1	296.561	12.659	.001	.137
Treatment * Self-esteem * Gender	44.734	1	44.734	1.910	.171	.023
Error	1874.081	80	23.426			
Total	182846.000	95				
Corrected Total	21589.200	94				

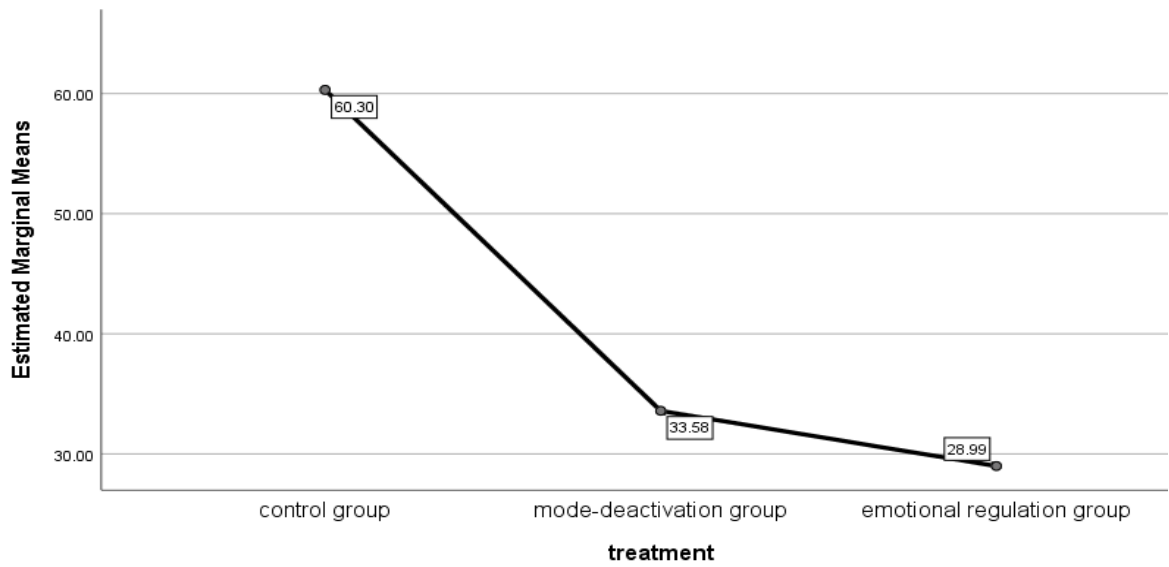
R Squared = .913 (Adjusted R Squared = .898)

Table 4.2 reveals that there is a significant main effect of treatment on the negative academic emotion of the students;  $F(2,80) = 320.049$ ,  $p < 0.01$ ,  $\eta^2 = 0.889$ . As a result, the null hypothesis was rejected. Negative academic emotion was greatly affected by the treatment. The effect size reveals that treatment accounts for a 97.6 percent ( $\eta^2 = 0.889$ ) shift in students' negative academic emotion for further justification on the margin of difference between the treatment groups and the control group, the bonferonni pair-wise comparison was computed and the result is shown in in Table 4.3.

**Table 4.3: Bonferonni pair-wise comparison showing the significant differences among various treatment groups and control group.**

(I) treatment	(J) treatment	Mean Difference (I-J)	Std. Error	Sig. <sup>d</sup>
Control group (Mean= 60.30)	Mode-deactivation group	26.722	1.359	.000
	Emotional regulation group	31.314	1.443	.000
Mode-deactivation group (mean= 33.58)	Control group	-26.722	1.359	.000
	Emotional regulation group	4.592	1.491	.009
Emotional regulation group (mean= 28.99)	Control group	-31.314	1.443	.000
	Mode-deactivation group	-4.592	1.491	.009

The experimental group II (ERT) ( $\bar{x} = 28.99$ ) displayed the lowest negative academic emotion, followed by experimental group I (MDT) ( $\bar{x} = 33.58$ ) and control group ( $\bar{x} = 60.30$ ). By implication, ERT is more potent in reducing negative academic emotion than mode-deactivation therapy. A graphical representation of the result is shown at Fig. 4.1



**Fig. 4.1** The main effect of treatment on negative academic emotion of students.

The principal hypothesis analyzed the huge fundamental impact of treatment on negative academic emotion among underachieving secondary school students in Ibadan. The outcome uncovers that there was a huge fundamental impact of treatment in the reduction of negative academic emotion among underachieving secondary school students. This implies that there is a significant difference in the mean scores among the underachieving secondary school students that participated in the MDT, ERT and the control group. In light of this, the hypothesis was rejected. The implication of this is that MDT and ERT were successful in the decrease of NAE among underachieving secondary school students who partook in the training. Utilizing post-hoc test, the outcomes show that ERT was more potent in reducing negative academic emotion than MDT.

Finding the level of significance between the groups is crucial for providing additional support for the difference between the treatment groups (MDT, ERT, and Control) and the control group. The bonferonni pair-wise was registered and the outcome shows that there were tremendous contrasts between the post-hoc tests mean scores in decrease of NAE among the participants in the three groups. The ERT was best in the decrease of NAE among the participants than the MDT and the control groups. This suggests that those in the ERT group benefited more from the training than those in the MDT group, and that the members in the ERT and MDT groups had better post-treatment scores than those in the control group. These differences are explained in terms of the efficacy of the different interventions and their respective delivery methods.

It is essential to take note that the best knowledge of the researcher, not many studies have been conducted to investigate MDT and ERT in the reduction of negative academic emotion among underachieving secondary school students in Ibadan, Nigeria. In any case, there are comparable studies connected with the factors that can be utilized to prove the discoveries of this research. The discoveries of this study reaffirmed the investigations of Ghaleb (2016) who researched the effect of mental feeling guideline procedures on scholastic accomplishment of college understudies in Jordan. Nine cognitive emotion regulation strategies were recognized inside the Cognitive Emotion Regulation Questionnaire (CERQ) on hypothetical and experimental bases and each alludes to somebody's thought process after the experience of compromising or distressing occasions. The consequences of the review uncovered that mental feeling guideline techniques affect scholastic inspiration of college understudies; that is, self-fault; accusing others;

acknowledgment; good pulling together; pull together on arranging; placing into viewpoint; rumination; good reappraisal and placing into viewpoint have the ability to anticipate scholarly accomplishment of college understudies. The discoveries of the review showed that versatile procedures (acknowledgment, positive pulling together, pull together on arranging, placing into point of view, positive reappraisal, and placing into viewpoint) affect academic achievement.

Kara and Gok (2020), likewise detailed the mediator role of emotional regulation strategies in connection with pessimistic and positive affect during the pandemic and the outcome uncovered that emotional regulation strategies have a full mediator role in the relationship between negative and positive affect. Similarly, Berking, Ebert, Cuijpers and Hofmann (2013), carried out a study on how Emotion Regulation Skills Training Enhances the Efficacy of Inpatient Cognitive Behavioral Therapy for Major Depressive Disorder: A Randomized Controlled Trial completed a concentrate on Feeling Guideline Abilities Preparing Upgrades the Viability of Long Term Mental Social Treatment for Significant Burdensome Problem: A Randomized Controlled Preliminary. The viability of CBT-ERT was tried in a sample of 432 MDD inpatients from a routine psychological well-being care medical clinic in Germany. Results show that patients taking part in CBT enhanced with ERT revealed about a 10% higher reaction rate and a 14% higher reduction rate than did members in the routine CBT condition. Furthermore, the advanced adaptation of CBT seems, by all accounts, to be altogether more successful as to improving patients' prosperity and diminishing negative effect. Besides, proof for the prevalence of CBT-ERT was found with respect to reinforcing emergency room abilities considered especially significant for psychological wellness, like empathetic self-backing, flexibility, and capacities to acknowledge and alter gloomy feelings. Likewise, Azizi<sup>1</sup>, Mohammadkhani, Pourshahbaz, Doulatshahi and Moghaddam (2016) completed a review on the Role of Emotion Regulation in Psychopathology. The targets of the review is to find the relationship between emotional skills encompassed in emotion regulation. A sum of 465 understudies were chosen utilizing proposition testing technique. A significant negative correlation was established between emotional skills and psychopathology.

A comparative report by Ofole (2017) researched the viability of MDT in changing the mentality of students' psychological help seeking in Idemili North, Nigeria. The exploration plainly settled the viability of MDT in changing mentality towards



psychological help-seeking for conduct of teenagers in secondary schools. Moreover, Alexander and Christopher (2011) looked at the adequacy of two treatment approaches for adolescent males in residential treatment with conduct disorders and personality dysfunctions with physically or sexually aggressive behaviors over one year. The outcomes demonstrated MDT to be more viable than Treatment as Usual (TAU) in lessening both physical aggression and therapeutic restraints.

Given the torrential slide of review alluded to the above to validate or generally the discoveries of this review, pessimistic scholastic feeling of underachieving secondary school students could be decreased assuming fitting mental intercessions like MDT and feeling ERT are used. Subsequently, the two mediations are extremely remedial.

**Hypothesis Two: There is no significant main effect of gender on negative academic emotion among underachieving secondary school students.**

Table 4.4 further shows that there is significant main effect of gender on students' negative academic emotion;  $\{F_{(1,80)}= 6.752, p<0.05, \eta^2= 0.078\}$ . Consequently, the null hypothesis is dismissed. This suggests that there is a huge contrast in negative academic emotion of male and female members. The table further reveals that participants' gender accounted for 7.8% change in their academic emotion; that is, gender had moderate effect in the variation of their academic emotion score. To further clarify where the difference lies, a pair-wise comparison using bonferonni was computed. The result is shown in table 4.6.

**Table 4.4: Bonferonni pair-wise comparison showing the significant difference in male and female academic emotion.**

<b>(I) Gender</b>	<b>(J) Gender</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b>Sig.<sup>c</sup></b>
Male (mean= 40.47)	Female	-2.378	1.346	.081
Female (mean=42.85)	Male	2.378	1.346	.081

The males ( $\bar{x} = 40.47$ ) recorded lower negative academic emotion than their female counterparts ( $\bar{x} = 42.85$ ). By implication treatments were more effective on male than females.

The second hypothesis stated that there was no significant main effect of gender on negative academic emotion among underachieving secondary school students in the Ibadan metropolis, Oyo State, Nigeria. The result showed that there was a significant main effect of gender on students' negative academic emotion. Hence, the null hypothesis is rejected. This suggests that there is a tremendous distinction in the NAE feeling of male and female members. The table further revealed that participants' gender accounted for 7.8% change in their academic emotion; that is the variation in their negative academic emotion score was moderately influenced by gender. After controlling for the effect of pretest score of academic emotion, male participants (mean=40.47) recorded lower academic emotion than their female counterparts (mean= 42.85). By suggestion, treatments were more effective on male than female members. This is in accordance with the review directed by Pelch (2018) that gender differences in academic emotions and their implications for student success in Science Technology Engineering Mathematics (STEM) exist.

Member determination was directed by the need to have adequate orientation portrayal, as well as understudies who self-revealed issues with cognitive test anxiety. Male students offered more expressions lined up with general course attributes or remarked explicitly on the course's accentuation on dynamic learning and gathering considering. Male members additionally offered more explanations communicating fulfilment with their course execution. Male and female students were similarly as liable to offer expressions lined up with classifications, for example, college confusions, unfortunate review propensities, and dread. Many of the categories dominated by statements from female students are found within the theme of negative academic emotions. Female students were likewise bound to offer expressions depicting provokes coming to the college (i.e., change to college) and to portray the utilization of unfortunate self-controlled systems. Female students predominantly offered more expressions illustrative of high students' uneasiness in spite of a few male members in the review revealing a high Mental Cognitive Test Assessment Scale (CTAS) score. Articulations about the significance of social and expert associations (i.e., individual communications classification) came solely from females.

Moreover, Deng, Chang, Yang, Huo and Zhuo (2016) likewise, conducted a study on distinctions in sexual orientation in profound reaction and expressivity. The outcomes uncovered distinctions in sexual orientation in profound experience and close to home expressivity. While watching recordings that actuated displeasure, entertainment and delight, men showed bigger declines in pulse though ladies announced more elevated levels of excitement

Given the variety of review alluded to above to prove or generally the discoveries of this review, gender meaningfully the negative academic emotion of underachieving secondary school students. Subsequently, while concentrating on NAE of underachieving secondary school students, gender ought to be placed into thought

**Hypothesis Three: There is no significant main effect of self-esteem on negative academic emotion among secondary school students.**

Table 4.5 further shows that there is a significant main effect of self-esteem on students' academic emotion;  $\{F_{(2,80)} = 7.461, p < 0.01, \eta^2 = 0.157\}$ . Hence the null hypothesis is rejected. The students' self-esteem level accounted for 15.7% of the change in their negative academic emotion.

**Table 4.5: Bonferonni pair-wise comparison showing the significant difference in negative academic emotion based on levels of self-esteem.**

(I) self esteem	(J) self esteem	Mean Difference (I-J)	Std. Error	Sig. <sup>c</sup>
High self-esteem (mean= 39.63)	Moderate self-esteem	-2.310 <sup>a</sup>	1.295	.235
	Low self-esteem	1.095 <sup>a,b</sup>	1.956	1.000
Moderate self-esteem (mean= 40.73)	High self-esteem	2.310 <sup>b</sup>	1.295	.235
	Low self-esteem	3.405 <sup>b</sup>	1.767	.173
Low self-esteem (mean= 43.04)	High self-esteem	-1.095 <sup>a,b</sup>	1.956	1.000
	Moderate self-esteem	-3.405 <sup>a</sup>	1.767	.173

The trainees with high self-esteem ( $\bar{x} = 39.63$ ) had the lower NAE than those with moderate self-esteem ( $\bar{x} = 40.73$ ) and low self-esteem ( $\bar{x} = 41.32$ ). By implication higher self-esteem reduces the likelihood of NAE among trainees.

The third hypothesis expressed that there is no significant main effect of self-esteem on the negative academic emotion of underachieving secondary school students in Ibadan, Nigeria. The outcome showed that self-esteem essentially affected negative academic emotion among underachieving secondary school students. This truly intends that there was a critical primary impact of self-esteem on underachieving secondary school students' negative academic emotion. The hypothesis was in this way rejected. The outcome is consistent with that of Zhao, Zheng, Dish and Zhou (2021) who investigated the relationship among juvenile self-esteem and academic engagement, the intervening impact perceived social support. The study recommended that juvenile self-esteem, academic self-esteem and perceived social support are key elements to be thought of as together to work on adolescent academic engagement.

Likewise, Kim, Kim, and Lee (2021) highlighted the influence of self-esteem of middle school students for mental care on academic achievement. The influence of self-esteem on GRIT and the influence of GRIT on academic enthusiasm were significantly positive. Given the variety of review alluded to the above to prove or generally the discoveries of this review, self-esteem significantly affects negative academic emotion of underachieving secondary school students. In this manner, while concentrating on negative academic emotion feeling of underachieving secondary school students, self-esteem ought to be given a priority.

**Hypothesis Four: There is no significant interaction effect of treatment and gender on negative academic emotion among secondary school students.**

Table 4.7 further shows that there is no significant interaction effect of treatment and gender on students' academic emotion;  $F_{(2,80)} = 2.815$ ,  $p > 0.05$ ,  $\eta^2 = 0.066$ . Hence the null hypothesis is accepted. This implies that gender did not significantly moderate the effect of treatment on negative academic emotion.

Hypothesis four stated that there was no significant interaction effect of treatment and gender on negative academic emotion among secondary school students. The result showed

that there was no significant interaction effect of treatment and gender on students' academic emotion; hence, the null hypothesis is accepted.

This goes against the review led by Fida, Ghaffar, Zaman and Sati (2018) on gender comparison of emotional intelligence on orientation examination of the capacity to appreciate individuals on a profound level. The participants likewise thought to be the error of the profound perception of the male and female students at the college. The study also considered the discrepancy of the emotional cognizance of the male and female learners at the university. The study concluded that emotional intelligence contributes to a great extent in the learning of individuals. It was found that females were more dominant over male on emotional intelligence of university students.

In addition, Chen (2017) explored the association of affective experience of life events on hopelessness and depression among undergraduates. The results indicate affective experience is an underlying mechanism influencing the longitudinal link between life events with negative affective experience directly promoted the development of hopelessness and depression. Positive life events with clear positive affective experience impeded the development of hopelessness and depression. Neutral life events with mixed affective experience directly interacted with negative cognitive style promoted the development of hopelessness depression.

Considering the assortment of studies referred to above to substantiate or otherwise the findings of this study, negative academic emotion of underachieving secondary school students could be reduced if appropriate psychological interventions like mode deactivation and emotion regulation therapies are utilized, while moderating for gender. Thus, the two interventions are very therapeutic and cannot be influenced by the gender of the participants.

**Hypothesis Five: There is no significant interaction effect of treatment and self-esteem on negative academic emotion among secondary school students.**

Figure 4.2 further demonstrates that there is a significant interaction effect of treatment and self-esteem on students' negative academic emotion;  $\{F_{(3,80)} = 2.676, p < 0.05, \eta^2 = 0.347\}$ . Hence the null hypothesis is rejected. The effect of self-esteem on treatment accounted for

34.7% change in trainees' academic emotion. This is the interaction of treatment and self-esteem had a significant effect in varying the trainees' negative academic emotion scores.



**Table 4.6: Bonferonni Pair-wise Comparison showing interaction effect of treatment and self-esteem on negative academic emotion.**

<b>Treatment</b>	<b>Self-esteem</b>	<b>Mean</b>	<b>Std. Error</b>
Control group	High self-esteem participants	57.819 <sup>a</sup>	.794
	Low self-esteem participants	61.973 <sup>a,b</sup>	.829
Mode-deactivation therapy group	High self-esteem participants	28.715 <sup>a,b</sup>	.991
	Low self-esteem participants	33.422 <sup>a,b</sup>	.986
Emotion-regulation therapy group	High self-esteem participants	28.631 <sup>a</sup>	.888
	Low self-esteem participants	25.818 <sup>a,b</sup>	.728

Table 4.6 reveals that after controlling for the effect of pretest academic emotion, experimental group II (emotional regulatory therapy) was more moderated by self-esteem than experimental group I (mode-deactivation therapy) and control group. Participants in experimental group II (ERT) displayed varying level of academic emotion based on the self-esteem. It was found to be more effective in reducing academic emotion among participants with low self-esteem (mean=22.79) than those with moderate (mean=27.92) and high self-esteem (mean=33.45). While mode-deactivation therapy intervention was more effective in reducing the academic emotion of participants with high self-esteem (mean=26.55) than those with moderate self-esteem (mean= 31.65).

The fifth hypothesis stated that there is no significant interaction effect of treatment and self-esteem on negative academic emotion among secondary school students. The result showed that there is a significant interaction effect of treatment and self-esteem on students' negative academic emotion; this means that there was a significant interaction effect of treatment and self-esteem on underachieving secondary students' academic emotion. Hence the null hypothesis was rejected. This is upheld by Weindi and Leuger-Schuster (2020) who carried out a study on emotion regulation strategies, self-esteem, and anger in adult survivors of childhood maltreatment in foster care settings, the mediating role of self-esteem in the relation between emotion regulation strategies and anger. The study concluded that self-esteem supports adaptive emotion regulation strategies through its beneficial effects on distressing emotional state.

In like manner, Gome, Quionones-Camecho and Davis (2018) concentrated on the connection between feeling guideline and confidence in youthful adolescents' emotion regulation and self-esteem. The result showed that self-esteem was negatively associated with nonacceptance, therefore indicating that having a stronger negative reaction to one's distress and emotions was associated with lower self-esteem.

In addition, Moyano, Quilez-Robres and Pascual (2020) also, investigated self-esteem and motivation for learning in academic achievement. The results indicated the

relevance of intrinsic motivation together with self-esteem as predictors of academic achievement mediated by the cognitive abilities, verbal fluency and reasoning.

From the assortment of review alluded to the above to prove or generally the discoveries of this review, negative academic emotion of underachieving secondary school students could be decreased assuming proper mental mediations like MDT and ERT used, while moderating for self-esteem. In this manner, the two mediations are extremely helpful and can be affected by the members' confidence.

**Hypothesis 6: There is no significant interaction effect of self-esteem and gender on negative academic emotion among secondary school students.**

Table 4.6 further shows that there is a significant interaction effect of self-esteem and gender on academic emotion;  $\{F_{(1,80)} = 12.659, p < 0.01, \eta^2 = 0.137\}$ . Hence the null hypothesis is rejected. The effect of self-esteem on gender was responsible for a 13.7% change in trainees' negative academic emotion; It is the interaction between self-esteem and gender that had a significant effect on the trainees' varying negative academic emotion scores.

**Table 4.7: Bonferonni pair-wise comparison showing interaction effect of gender and self-esteem on negative academic emotion.**

Self-esteem	Gender	Mean	Std. Error
Low self-esteem	Male	37.269 <sup>a,b</sup>	1.724
	Female	43.038 <sup>a</sup>	.986
Moderate self-esteem	Male	43.429 <sup>a</sup>	1.482
	Female	42.652 <sup>a</sup>	1.054
High self-esteem	Male	39.636 <sup>a</sup>	1.640
	Female		

The academic emotion score of those with different levels of self-esteem varies across gender. Trainees with high self-esteem recorded the lowest academic emotion score, followed by those with moderate and low self-esteem. Males with high self-esteem recorded the lowest NAE ( $\bar{x} = 39.63$ ), followed by low self-esteem ( $\bar{x} = 37.27$ ) and moderate self-esteem ( $\bar{x} = 43.43$ ). While, females with moderate self-esteem recorded the lowest academic emotion score (42.65) and those with high self-esteem ( $\bar{x} = 43.04$ ).

Hypothesis six stated there is no significant interaction effect of self-esteem and gender on negative academic emotion among secondary school students. The result shows that there is a significant interaction effect of self-esteem and gender on negative academic emotion among secondary school students in the Ibadan Metropolis. Hence the null hypothesis is rejected. This suggests that the effect of gender on academic emotion was strongly mitigated by self-esteem. The outcome also demonstrates that the gender-based impact of self-esteem accounted for 50.5% of the change in participants' negative academic emotion; that is the interaction of self-esteem and that in the variance of the participants' score for negative academic emotion, gender had a significant impact. This is in consonance with the investigation of Herrera, Al-Lal and Mohammad (2020), who studied academic achievement, self-concept, personality and emotional intelligence in primary education, analysis by gender and cultural group. The outcome showed that the examination of fluctuation proceeded as a gathering capability of orientation and social gathering showed that there were contrasts as indicated by orientation.

Moreover, Subon, Unin and Harfisah and Sulaiman (2020) investigated the impact of self-esteem on academic achievement: the relationship and gender differences of Malaysian undergraduates. A positive correlation between self-esteem and academic achievement occurred. A significant difference in academic between male and female students was established. However, the independent t-test result revealed an absence of significant difference in self-esteem between male and female students.

To additionally validate this review, Onwubiko (2020) studied the relationship between self-esteem and emotional intelligence among Nigerian Librarians in Nigerian universities. No gender differences were noted in the variables. Self-esteem correlated positively and strongly with emotional intelligence.

From the assortment of review alluded to the above to validate or generally the discoveries of this review, negative academic emotion of underachieving secondary school students could be impacted by understudies' gender and self-esteem.

**Hypothesis 7: There is no significant three-way interaction effect of treatment, self-esteem and gender on negative academic emotion among secondary school students.**

Table 4.4 further shows that there is no significant three-way interaction effect of treatment, self-esteem and gender on students' academic emotion;  $F_{(1,80)} = 1.910$ ,  $p > 0.05$ ,  $\eta^2 = 0.02$ . Hence the null hypothesis is accepted. This implies that gender and self-esteem could not significantly moderate the effect of treatment on academic emotion.

The result further showed that there is no significant three-way interaction effect of treatment, self-esteem and gender on students' academic emotion. Hence the null hypothesis is accepted. This implies that gender and self-esteem could not significantly moderate the effect of treatment on academic emotion. This is conversely, with the investigation of Onuigbo, Anyanwu, Adimora, Aaneme, Oforka, Obigo and Ezenwayi (2019) in which the study examined emotional self-regulation as a predictor of self-esteem and academic self-efficacy of children with visual impairment. The results of the study showed that an increase in the ability to self-regulate emotions results in increased self-esteem. This is expected in individuals who used cognitive reappraisal which is an integral part of emotion regulation engage in cognitive reframing, reinterpreting situations, and circumstances in order to decrease their negative emotional reactions and reduce their negative emotional responses.

In one more finding that goes against the discoveries of the current review, Fernandes, Newton, and Essau (2021) likewise analyzed the interceding impacts of confidence on nervousness and feeling guideline. Youthful grown-ups matured between 18-26 took part in the review. They finished a bunch of self-reports estimating feeling guideline, confidence, uneasiness and good and pessimistic traits. The finding showed that low confidence, altogether interceded the connection between expanded uneasiness and concealment.

Given the assortment of review alluded to the above to validate or generally the discoveries of this review, negative academic emotion of underachieving secondary school students

could be not impacted by the association MDT, ERT, and underachieving students' gender and self-esteem.

### **4.3 Summary of the findings**

The results of the findings revealed that out of the seven tested hypotheses, five were significant while two were not significant. Mode deactivation and emotion regulation therapies effectively reduced negative academic emotion. Gender and self-esteem also moderated for the negative academic emotion of underachieving secondary school students in Ibadan, Nigeria.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of the study.

Conclusion is made based on the result of the findings. The limitations and recommendations were highlighted; the study finally proffered suggestions for further studies and made contribution to knowledge.

#### 5.1 Summary of the study

1. There was a significant main effect of treatments on negative academic emotion of secondary school students;  $\{F_{(2,80)}= 320.049, p< 0.01, \eta^2= .889\}$ .
2. There was a significant main effect of gender on students' negative academic emotion;  $\{F_{(1,80)}= 6.752, p<0.05, \eta^2= 0.078\}$ .
3. There is a significant main effect of self-esteem on students' academic emotion;  $\{F_{(2,80)}= 7.461, p<0.01, \eta^2= 0.157\}$ .
4. There was no significant interaction effect of treatments and gender on students negative academic emotion;  $\{ F_{(2,80)}= 2.815, p<0.05, \eta^2= 0.066\}$ .
5. There was a significant interaction effect of treatments and self-esteem on students' negative academic emotion;  $\{F_{(3,80)}= 2.676, p<0.05, \eta^2= 0.347\}$ .
6. There was a significant interaction effect of self-esteem and gender on students' negative academic emotion;  $\{F_{(1,80)}= 12.659, p<0.01, \eta^2= 0.137\}$ .
7. There was no significant three-way interaction effect of treatments, self-esteem and gender on students' negative academic emotion;  $\{F_{(1,80)}= 1.910, p>0.05, \eta^2= 0.02\}$ .

In conclusion, ERT was more successful in reducing trainees' NAE. Those who felt good about themselves also showed less NAE than trainees who felt bad about themselves.

#### 5.2 Conclusion

The study investigated the efficacy of MDT and ERT in reducing negative academic emotion among underachieving secondary school students in Ibadan, Oyo State, Nigeria. The moderating variables for the study were gender and self-esteem. According to the research, there was a major impact of treatment in reducing negative academic emotion



among underachieving secondary school students. This suggests that MDT and ERT were successful in reducing negative academic emotion in students who were underachieving. According to the findings, ERT was superior to Mode-Deactivation Treatment in lowering trainees' negative academic emotion.

The results of the current study also indicated that gender has a substantial impact on trainees' negative academic emotion. In a similar vein, underachieving secondary school students' negative academic emotion are significantly influenced by their sense of self-esteem. The training was more beneficial to the male students than the female students. Participants with high self-esteem showed less negative academic emotion than trainees low self-esteem. Based on the findings of the study, it can be concluded that the two therapies used were successful in helping students who were underachieving lower their negative academic emotion.

### **5.3 Implications of the findings**

The findings have implications for how gender affects negative academic emotion. They also show that students' levels of self-esteem have a positive effect on reducing negative academic emotion, whereas low self-esteem may make it worse. Negative academic emotion in students have been found to respond well to MDT and ERT. This shows that other psychological, emotional, and psychosocial difficulties that students may have could potentially be helped by these therapies. Counselling psychologists are to be aware of the various negative academic emotions that adolescents may encounter at school, which may make learning challenging. In order to reduce the negative academic emotion and other psychological issues linked to students' underachievement, proactive solutions are encouraged to be developed.

### **5.4 Limitations of the study**

The researcher encountered some limitations throughout the process of conducting this research:

In this study, underachieving students in Ibadan were tested to see how well mode deactivation and emotion regulation therapies reduced their negative academic emotion. Only three (3) schools in Ibadan, Nigeria were able to benefit from the training programme; the study was only conducted there. Ninety-five (95) trainees in the study seemed

insufficient given the number of students in Oyo State. As a result, the degree to which the conclusion can be generalised is constrained by the limited sample size.

Due to scheduling restrictions, the interventions were only available for eight (8) sessions. Future interventions could be delivered extensively to enhance the therapeutic outcome. Finance was also a major constraint because some of the students feel hopeless about the future due to parents' socio-economic status. There was a limit to what the researcher could do to help in that aspect.

Another limitation of this study is the insufficiency of researches on the subject matter which affects the robustness of the empirical literature.

Gender and self-esteem were the moderating variables employed in this study, leaving out other organismic and environmental factors including self-efficacy, socioeconomic status, age, religion, self-regulation, and school environment, among others. These restrictions, however, do not undermine the quality and validity of the research.

## **5.5 Recommendations**

The following recommendations are made in light of the findings of this study:

1. There is a need for greater sensitization, education, and knowledge on the need of students' screening for negative academic emotion. Students and teachers will become more aware of the importance of making informed decisions in order to prevent academic failure in the classroom.
2. Mode-Deactivation and emotion regulation therapies should be used by counselling psychologists and other associated professionals as efficient interventions to lessen students' negative academic emotion.
3. Many students are struggling academically, which has decreased their motivation in learning and caused them to perform below average in class. Therefore, trainees should utilize the skills they learned from the therapy sessions to lessen the issues related to negative academic emotion.
4. The provision of both physical and emotional assistance should be prioritised by parents, educators, and other stakeholders. This is so crucial that the impacted students can feel supported and make significant adjustments.
5. In order to address some of the emotional and psychosocial difficulties that students experience, including negative emotion, hopelessness, anxiety, and suicidal ideation, which

negatively affect the students' lives, the guardians should seek the assistance of professional counselling psychologists.

6. It is encouraged for non-governmental organisations (NGOs) and religious institutions to incorporate behavioural changes into their teachings. This would aid in lowering students' indulgence in behavioural traits that can result in underachievement.

7. Secondary school administration should use the services of qualified counselling psychologists who can assist students in diagnosing and treating potentially hazardous behaviour that may appear in the classroom (via psychotherapies).

8. The therapies could be included into the regular counselling sessions for secondary school students in Nigeria who exhibit high levels of NAE, while considering a larger sample size.

9. Further efforts should be made in developing psychosocial interventions for students, so as to ensure that students with psychosocial needs are met.

## **5.6 Contributions to knowledge**

The study has contributed to knowledge in the following ways:

1. The study has been able to support the efficacy of ERT and MDT in reducing negative academic emotion among students who are underachieving. The study has thereby increased counselling psychologists' understanding of the difficulties associated with negative academic emotion.
2. The trainees' negative academic emotion was reduced more successfully using ERT. This unquestionably would open researchers' eyes to the efficacy of sub-components of ERT, including psychoeducation, imaginal exposure, cue detection, among others.
3. The study would raise awareness among counselling psychologists, religious institutions, and non-governmental agencies (NGOs) that children are facing a major problem with negative academic emotion that requires immediate care.
4. This study has established that self-esteem and gender are significant variables to take into account while analysing negative academic emotion. Students need the help of important persons in their lives in order to improve their academic performance.
5. The results of this study would act as a resource for other researchers who might desire to carry out same or comparable studies across the nation. Also, it would give counselling psychologists and other stakeholders in the school sector empirical data to use.

6. The results of this study have demonstrated the significance of counselling psychologists and the need for their integration into the educational system in order to meet students' psychological and emotional requirements.

### **5.7 Suggestions for further studies**

In order to determine whether MDT and ERT might effectively help underachieving students in Ibadan, Oyo State, Nigeria, reduce their negative academic emotion, a study was conducted in Ibadan. Given this, the study might be repeated in other parts of Nigeria and other regions of the state. The researcher therefore advises an extensive scope to include other parts of the state in order to extend the generalisations of this study because it was restricted to three schools in the Ibadan, Oyo State, Nigeria.

To offer students more time to internalise the lessons from the psychotherapeutic strategies, a comparable study might possibly be carried out over a longer period of time. Other moderating factors like the educational environment, self-efficacy, religiosity, and parents' socioeconomic position could also be examined in a longitudinal study.

Moreover, MDT and ERT may be used to lessen additional emotional and behavioural issues associated with underachievement among students.

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## APPENDIX I

### SECTION A

**Dear Respondent,**

This questionnaire is designed to elicit information on the level of academic emotion. You are implored to fill the questionnaire with all sincerity. Your responses will be used for research purpose only and high level of confidentiality is guaranteed.

#### **SECTION A (Personal Data)**

Gender: Male ( ) Female ( )

Age:

Religion: Christian ( ) Muslim ( ) Others ( )

#### **SECTION B**

##### **Academic Emotion Questionnaire**

**INSTRUCTION:** Please tick ( ) in the appropriate column

**NOTE: 1=Strongly agree 2= Agree 3= Undecided 4= Disagree 5= Strongy disagree**

Academic Emotion Scale (Pekrun et. al 2011)

Directions: For each of the items below, please indicate the extent to which you more or less AGREE (1) or DISAGREE (5) with the statement. Read each statement carefully; remember,

there are no right or wrong answers

S/N	ITEMS	1	2	3	4	5
1	I want to go out during classes because it's too stressful.					
2	I got exhausted while using class examples					
3	The ratings got me.					
4	Anyway, there is no point in planning classes because I don't understand education.					
5	In fact, even before entering the class, I definitely realize that I will not understand the material.					

6	Anyway, I prefer not to go to the class because there is no opportunity to understand the example.					
7	I have lost all desire to understand most subjects.					
8	I feel anger developing inside me during the classes.					
9	Since I'm angry, I get anxious in class.					
10	Thinking of all the useless things I need to learn in class makes me feel bad					
11	After classes, I'm angry.					
12	I stress the problem of things I might be approached to do in class.					
13	I feel anxious in class					
14	I'm terrified that I might say something wrong in class, I'd rather not say anything.					
15	The moment I don't understand something in class, I feel anxious					

### SECTION C

#### Academic Emotion Scale (AES; Govaerts and Grégoire, 2008)

**INSTRUCTION:** Please tick ( ) in the appropriate column

**NOTE:** 1-Always 2-Frequently 3-Sometimes 4-Infrequently 5-Never

S/N	ITEMS	1	2	3	4	5
1	I handle class exercises					
2	I'm exhausted at school					
3	I feel sad when I think about it					
4	I'm tired of the subject matter					
5	I feel like I can't take this course					
6	I'm starting to think that no matter how hard I try I'm not going to win my test.					

7	I am embarrassed for not arranging better for my exams					
	I get angry trying educational exercises in class.					
9	When I think about the different topics, I get anxious					
10	I feel uncomfortable when I get my work done					
11	Learning exercises are not intriguing					
12	I'm offended when I can't add learning exercises					
13	Adding to the conversations in class makes me anxious					
14	Assuming I'm asking a class query that others understand so far, I'm offended					
15	The moment I misunderstand an idea in class, I feel offended					
16	I had lost all confidence that I could do well in my exams					

## SECTION C

### Rosenberg (1965) Self-esteem Scale

Please tick ( ) in the appropriate column

**SA=Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree.** Read each statement carefully; remember, there are no right or wrong answers

Which of these describe the way you feel about yourself recently?

S/N	ITEMS	SA	A	D	SD
1	In general, I am satisfied with myself.				
2	I don't see myself being good at anything				
3	I have some good characteristics				
4	I am as ready to get things done as most other things.				

5	I don't have much to be happy about.				
6	No doubt I feel so pointless at times.				
7	I am a valuable individual, more or less on an equal level with others.				
8	I want to have more respect for myself.				
9	All things considered, I tend to feel like a let down.				
10	I take a classy view of myself.				

**APPENDIX II**  
**THERAPEUTIC PACKAGE AND PROCEDURES**

**Summary of Treatment Packages**

**Group 1 of the experiment: Mode Deactivation Therapy (MDT)**

Treatment Objective: Adolescents with a history of abuse, neglect, and multiple axial diagnoses are the focus of Mode Deactivation Therapy (MDT). Many of these teenagers suffer from neglect as well as sexual, physical, and/or emotional abuse. They have cultivated personality traits as coping mechanisms for survival. These personality disorders and/or traits are cluster-bound, meaning that they are translated into beliefs and schemas that include beliefs from all three personality disorder clusters. This means that they are not true to their cluster.

**SESSION 1:**

General programme orientation  
A description of the programme  
Developing a relationship  
The students and the therapist introducing themselves  
A pre-test is administered

**SESSION 2:**

Review of the prior research and a few queries  
Debate of underachievement and its significance  
Causes and consequences of underperformance

**SESSION 3:**

Questions and discussion about the first session  
Mode Deactivation Treatment Concept

**SESSION 4:**

Questions and discussion about the first session  
Mode Deactivation Treatment Procedures  
Review of session 4 and questions from session 5

**SESSION 5:**

Meditation in MDT

## **SESSION 6:**

Review of the prior session and questions

Acceptance and Defusion in MDT

## **SESSION 7:**

Review and inquiries regarding the earlier conversation

Clarity, confirmation, and reorientation

Review of all past sessions and discussion among students about effective approaches to deal with negative academic emotion

## **SESSION 8:**

General review, administration of the post-experimental test, contact exchange, and conclusion.

## **Experimental Group 1: Mode Deactivation Treatment (MDT)**

### **SESSION ONE**

**Objectives:** The researcher ought to be able to:

- (a) Provide a general overview of the programme, including its goal, duration, timeframe, and location for the training.
- (b) Assure the program's confidentiality and set the ground rules for the training sessions.
- (c) Pre-test instrument administration
- (d) Make sure the trainees can briefly outline the program's goals and the principles that will govern the sessions.

**Activities:** What the researcher will do is:

**Step 1:** establish a rapport

Introductions are made by the researcher, her fellow research assistants, and the trainees.

**Step 2:** Warmly welcome the attendees and go over the specifics of the programme with them. The curriculum has eight one-hour sessions spread over eight weeks.

**Step 3:** Describe the program's purpose and advantages to the trainees, including ways to improve their academic self-efficacy and obtain new perspectives and awareness through meditation.

**Step 4:** Lists the guidelines that the trainees must follow while completing the programme.

**Step 5:** With the assistance of a research assistant, distribute the questionnaires to the trainees. The researcher will provide the essential instructions on how to complete the surveys. The trainees will be urged to complete the questionnaires honestly.

**Step 6:** The researcher will consider comments and queries from the trainees while providing appropriate answers.

**Step 7: Assessment and Assignment:** The researcher assesses the session by posing the following queries to the students:

- (1) Describe the goals of this training.
- (2) List five advantages of taking this training.

**Step 8: Take home assignment**

List the top five reasons why students feel hopeless.

**Step 9:** closing remarks: the researcher will:

- Gratitude for the trainees' time and work is due.
- Remind the trainees to complete their homework.
- Notify the attendees of the next session's schedule and location.

## **SESSION TWO**

**Topic: The idea of underachievement, its causes, and effects**

**Objectives:** The following should be possible for trainees to do:

- What does the term "underachievement" mean?
- Address the causes and effects of underperformance.

### **Activities**

**Step 1:** A hearty greeting will be extended to the trainees.

**Step 2:** After asking the trainees to share what was covered in the last session, the researcher will review the assignment with them.

**Step 3:** the researcher defines underachievement and discusses the causes of underachievement in secondary school students.

### **Underachievement**

Underachievement, often known as unrealized potential, is the inability or failure to perform to one's age or abilities (Barbara, 2005). This definition of underachievement makes it obvious that it can be quite difficult to recognise underachievers and to recognise when underachievement is occurring. A wider and more diverse range of measures should



be used to identify underachievement. They should take into account a variety of factors, including teachers' personal judgement, particularly if staff members have undergone training in identifying and assessing pupils' skills. Education experts have, however, struggled to offer a general definition of underachievement that has endured through time.

According to Klinge (1997), describing the traits of the child who has been given the label of an underachiever has been a challenging issue for psychologists and educators for a sizable amount of time. Notwithstanding all the evaluation tools that are available to educators now and the upkeep of current research, Barbara (2005) argued that there is not a simple description of underachievement. Several definitions of underachievement, in the opinion of Whitmore (1980) and Colangelo (1982), highlight the discrepancy between potential (capacity) and performance (achievement). In other words, a commonality among these concepts is the capacity to maximise potential. According to Sousa's observations from 2002, underachievement is a behaviour and not an outlook or a set of working practises. As opposed to attitude, behaviour can be more directly changed over time. According to Delisle and Berger (1992), underachievement is context- and content-specific; people who may not be successful in school are frequently successful in extracurricular activities like athletics, music, or after-school work.

### **Types of Underachievers**

Education experts and psychologists agree that categorising underachievers and pupils with special needs could help us learn more about their situations and provide a more complete understanding of them (Smith, 2005). Six primary categories of underachievers were identified by Mandel and Marcus (1988), and they are as follows:-

**i. Nervous Underachievers:** They can experience issues at any age and typically exhibit a 10–20% performance shortfall. They frequently have trouble unwinding, avoid going to school, are overly anxious, and have exaggerated expectations of their abilities and errors. As a result, they require constant affirmation and acceptance.

**ii. Underachievers who refuse to give up:** These people make everything into a power battle. They disagree with authority, lose their temper easily, and think that rejecting authority is the way to obtain freedom and independence. Before adolescence, boys predominate over girls.

**iii. Underachievers who engage in wheeler-dealing** may be gregarious and friendly (Mandel and Marcus, 1988). They frequently seek out short-term gains like stealing or cheating in order to live in the moment.

**iv. Sad or depressed underachievers:** They lack the motivation to focus on their studies, have low self-esteem, and have trouble making decisions.

**v. The ultimate procrastinators,** known as coasting underachievers, are typically laid-back and disinterested. They are thought to appear at around 9 or 10 years old.

**vi. Underachievers in identity searches:** are so preoccupied with figuring out who they are becoming sidetracked from their work. Marcus (2007) outlined the following traits of underachievers:

i. Anxious and concerned

ii. acting and being deceptive

iii. simple and unassuming

iv. sluggish and uninspired

v. Opposing and reflective Sousa (2003) noted that a confluence of elements from the home and the classroom can result in underachievement.

### **Reasons for Underachievement**

**i.** a lack of drive;

**ii.** negative peer pressure;

**iii.** insufficient family support;

**iv.** insufficient scholarly and spiritual support;

**v.** failed models and systems of education

**vi.** the bias against particular student groupings;

**vii.** inadequate learning techniques;

**viii.** Hyperactive Attention Deficit Disorder (ADHD).

### **Step 4: The effects of underperformance**

- a low sense of self
- Depression
- Failure
- school abandonment
- abusing drugs

**Step 5:** To assess, the researcher will pose the following inquiries:

(a) Describe underperformance.

(a) Identify five consequences of underperformance.

**Step 6:** Closing Remarks

- The trainees will receive praise from the researcher for their cooperation.
- Reminding the trainees to complete their homework

### **SESSION THREE**

**Topic: The meaning of negative academic emotion**

Goal: the trainees ought to be able to:

- Understand the meaning of negative academic emotion.
- Indicate the effects of negative academic emotion.

#### **Activities**

**Step 1:** The attendees will be warmly welcomed as step one.

**Step 2:** The researcher and trainees will go over the assignment.

Step 3: The researcher will describe the significance of unfavourable academic emotion and how they affect students.

A negative academic emotion is a bad mood or undesirable behavioural tendencies shown while teaching and learning. Negative feelings in the classroom are unpleasant and can either activate or deactivate (Pekrun, 2002, 2006). For instance, the emotion of anger, which is activating, prompts the person to either engage in the situation or avoid it (Ortony and Turner, 1990). On the other hand, boredom, a deactivating emotion, lowers stimulus and results in the student disengaging from the learning process (Carver and Harmon-Jones, 2009). In contrast to students who were less bored, those who were bored exhibited a tendency to avoid participating in classwork, according to research by Pekrun et al. (2010). According to studies, pupils' levels of good and negative emotions vary depending on how well they perform in math (Frenzel, Pekrun, Goetz, 2007).

Pessimistic emotions including anger, fatigue, and stress ended up being more common in the students with the most outrageous achievement scores. The students who performed well, however, had significantly more ball possession (Klein, Goetz, Beckron, & Corridor, 2005). Pessimistic feelings, such as sadness and fatigue, are often (but not

consistently) associated with evasion and, therefore, can reduce achievement inspiration due to poorly controlled assessments (sadness) or a feeling of not being motivated enough to engage in scientific exercises (fatigue). Depending on the baseline assessments, pessimistic initial feelings can cause one or another methodical or aversion to behaviour. For example, while both resentment and stress are a pessimistic source of emotion initiation, neuroticism is associated with avoidance from risky circumstances, although anger is associated with approach and induced by evaluations of hindrances and injustices.

How the individual views what is happening is where the tendency begins (Fredrickson, 2011). It begins when data is manipulated on both the perceptual and anonym levels of the individual (Andrie, 2011). Deep encounters can affect an individual's work in both positive and terrible ways. Great feelings have the ability to expand information, while pessimistic feelings act as limits to learning (Fredrickson, 2011). (Andres, 2011).

**Step 4:** involves the researcher letting the trainees ask questions.

**Evaluation:** The trainees are asked to define what they mean when they say that students are experiencing negative academic emotion.

**Step 5:** Assignment

The participant's meaning, types, and effects of negative academic emotion will be noted by the researcher.

**Step 6: Closing Remarks**

- The trainees will receive praise from the researcher for their cooperation.
- Doing their assignments will be emphasised to the trainees.

## **SESSION FOUR**

**Topic: Mode Deactivation Treatment Therapy**

**Objectives:** After the workshop, the trainees ought to be able to:

- Provide an explanation of how Mode Deactivation Treatment works.

**Activities**

**Step 1:** To review the last session, the researcher will first ask the trainees to talk about what they took away from it.

**Step 2:** The researcher will outline the MDT procedures.

## **Mindfulness**

The strength of the behavioural symptoms of fear and anxiety is lessened by this MDT component. This is shown by Apsche (2010) in a mediation analysis/meta-analysis publication as adolescents in this study had a notable decrease in fear as shown by the Strength of Fears Assessment.

### **Acceptance/Defusion:**

These elements of MDT lower the adolescents' avoidance and anxiety levels. Control Questionnaire (ACQ). Together, acceptance and defusion are used in MDT to help young people feel and accept their pain as a normal part of life. By doing this, they cognitively and emotionally weaken the avoidance response.

### **Verify-Clarify-Redirect the functional alternative beliefs:**

The adolescents can talk about their personality beliefs through this MDT component. The Compound Core Beliefs Questionnaire assesses these beliefs (CCBQ). The person's reaction to trauma is reflected in some of their personality beliefs. It has been demonstrated that these MDT components lessen the particular mediators of anxieties, avoidances, and personalities ideas about young people engaging in aggressive behaviours like verbal and physical violence, sexual reaction, and self-harm.

### **Step 5: Assignment**

The trainees will be prompted to describe how Mode Deactivation Treatment works (MDT)

### **Step 6: Closing Remarks**

- The volunteers will receive praise from the researcher.
- The trainees will receive a reminder to complete their homework.

## **SESSION FIVE**

### **Topic: Mindfulness**

**Objective:** The trainees ought to be able to carry out the mindfulness activities by the end of the programme.

### **Activities**

**Step 1:** The researcher greets the trainees.

**Step 2:** The researcher looks over the trainees' homework.

**Step 3:** The researcher describes of mindfulness practises.

According to Buddhist traditions and drawing from the works of Greco and Hayes (2008) and Apsche and Bass (2010), MDT incorporates a number of mindfulness exercises that are especially tailored for adolescent clients. When their mindfulness abilities are strengthened, the adolescents put these strategies into practise to help ensure trust, lower anxiety, and increase commitment to treatment. To help the young person become more aware of where he is with his emotions and feelings, these activities are then converted into brief, safe relaxation exercises. Here is an illustration of a mindfulness script that MDT clinicians might use: Living a happy, successful life requires awareness—of your ideas, feelings, and even physical sensations. Being self-aware is the first step in developing awareness and empathy for the feelings and emotions of others. But before you can understand the emotions and sentiments of others, you must first understand your own. You can help yourself achieve this self-awareness by taking the three steps listed below;

### **1. Awareness**

Consider and pay attention to your surroundings, thoughts, feelings, and other physical sensations. Do you have visions of lying on the beach right now? Do you have a beach-like sense of relaxation? Or perhaps you are feeling tight because you are thinking about a friend who is picking on you. Your actual body is responding as a result of how what you are thinking is influencing how you feel.

### **2. Describe**

Put your feelings and insights into words. Start by describing the scene that is playing out in your head to yourself as you perceive it. What, where, and/or whom are you contemplating? Do you feel happy or sad, scared or excited when you see this "scene"? Write it down if you do not want to say it out.

### **3. Redirect Yourself**

Bring your focus back to your breathing gradually. As you breathe in and out, pay attention. Inhale, then count to one. Develop yourself Slowly...

Increase your awareness of your entire body... Look for any tension, discomfort, or resistance. Simply feel your feelings and breathe in and out. Give yourself permission to feel whatever comes up.

Become conscious of your emotions.

You have gained some awareness and mindfulness.

## What Is Therapeutic Mindfulness?

being aware of current events

Embracing oneself

That is also straightforward to accept. You accept who you are right now. Given your life and experience, you are who you should be. Your entire existence has shaped who you are and where you are today. This acceptance is crucial because it shows that you have already experienced acceptance if you have arrived here and are comfortable with who and where you are.

## **SESSION SEVEN**

Topic: Acceptance and Defusion

Objectives: Trainees ought to be able to accept and defuse.

### **Activities**

**Step 1:** The researcher greets the trainees.

**Step 2:** The researcher and trainees will go over the assignment.

**Step 3:** The researcher lists and defines acceptance and defusion.

### **Defusion**

#### **Cognitive defusion**

The term "defusion" refers to the reversal of the fusion between human conduct and instincts. With the awareness and understanding necessary to release its grip on self-identity and experience avoidance, the process of cognitive defusion enables the thoughts that imprisoned the teenager and his family to occur without opposition. Without condemnation or attachment, thoughts are merely noticed, categorised, and experienced as they arise and pass.

#### **Emotional defusion**

Emotions lose their intense meaning and power when the precise location in the body and the sensation of pain, numbness, or nothingness that it is associated with are identified and described. As a result, even though they are not actively avoided, negative thoughts and feelings fade. It is a type of psychological well-being that is related to experiential acceptance.

### **Cognitive redirection**

MDT gently moves away from a dichotomous thinking process to the acceptance that alternate beliefs are possible after identifying and validating problematic beliefs. A state of mindful awareness or more positive, realistic alternatives are focused on when one becomes aware of instinctive mental fixations.

The methodology incorporates the fundamental MDT skills of mindfulness, validation, emotional and cognitive defusion, and cognitive redirection. These skills are then practised with the adolescent alone or with his family and taught to help the adolescent manage his or her emotions outside of the therapeutic setting. The strategies are typically used in a natural order that benefits the client, typically: awareness, acceptance, clarification, redirection, and reinforcement, while there are no rigid rules or formulae provided.

**Step 4:** involves the therapist letting the trainees ask questions.

**Step 5:** Evaluation: Describe how you interpret defusion in the MDT.

**Assignment:** Practice expressing your feelings and practising acceptance and defusion.

## **SESSION EIGHT**

### **Topic: General Assessment and Post-Test Administration**

**Objectives:** Trainees ought to be able to at the conclusion of the session:

- Summarise everything they have learned throughout the programme.
- Answer the post-test questionnaire.

### **Activities**

**Step 1:** Will be a warm welcome for the trainees.

**Step 2:** Review of the assignment with the researcher.

**Step 3:** To determine the impact of the therapeutic programme, the researcher will engage in an interactive session with the trainees.

**Step 4:** The posttest will be conducted using the research instruments.

**Step 5:** In order to show the trainees how much the researcher appreciates their cooperation and effort, they will be thanked and given presents.

**Step 6:** Group pictures will be taken.

**Step 7:** Final Words

- The volunteers will receive praise from the researcher.



- The trainees will be urged to put the skills they have learned during the programme to good use.

## **Experimental Group II: Emotion Regulation Therapy (ERT)**

**Treatment Goal:** The objective of ERT is to assist clients in creating alternatives to the reactive

cognitive processes that have characterised their lives, such as worry, rumination, and self-criticism. Clients are taught to approach their life "counteractively" by using these abilities as soon as they become aware of the emerging of emotional and motivational cues, as opposed to reacting impulsively to difficult emotional events.

### **SESSION 1:**

General programme orientation  
Introduction to the programme  
Developing a relationship  
The students and the therapist introducing themselves  
A pre-test is administered

### **SESSION 2:**

Review of the prior research and a few queries  
Underdevelopment of meaning and discourse.  
Effects of students' hopelessness

### **SESSION 3:**

Questions and discussion about the first session  
Emotion regulation therapy concept (ERT)

### **SESSION 4:**

Questions and discussion about the first session  
Psychoeducational Therapy for Emotions (ERT)  
Review of session 4 and questions from session 5  
Skills for Conscious Emotion Control

### **SESSION 6:**

Review of the prior session and questions  
Exposure to new contexts through experiential learning

### **SESSION 7:**

Review and inquiries regarding the earlier conversation  
Values identification, action, and dissemination of the constructive approaches to overcoming hopelessness through emotion control.

## **SESSION 8:**

General review, administration of the post-experimental test, contact exchange, and conclusion.

## **SESSION ONE: General Program Introduction, Building Relationships with Trainees, and Pre-Test Administration.**

**Objectives:** The researcher should be able to:

- (a) Provide a general overview of the programme, including its goal, duration, timeframe, and location for the training.
- (b) Assure the program's secrecy and set the ground rules for the training sessions.
- (c) Pre-test instrument administration
- (d) Make sure the trainees can briefly outline the program's goals and the principles that will govern the sessions.

**Activities:** What the researcher will do is

### **Step 1: Establishing Rapport**

Introductions are made by the researcher, her fellow research assistants, and the trainees.

**Step 2:** the researcher extends a cordial welcome to everyone and go over the specifics of the programme with them. The curriculum has eight one-hour sessions spread over eight weeks.

**Step 3:** Explain to the trainees the purpose and advantages of the programme, including the control of emotions through mindfulness, psycho-education, and increasing their academic self-efficacy, which will lessen despondency.

**Step 4:** Lists the guidelines that the trainees must follow while completing the programme.

**Step 5:** With the assistance of a research assistant, distribute the questionnaires to the trainees. The researcher will provide the essential instructions on how to complete the surveys. The trainees will be urged to complete the questionnaires honestly.

**Step 6:** The researcher will consider comments and queries from the trainees while providing appropriate answers.

**Step 7: Assessment and Assignment:** The researcher assesses the session by posing the following queries to the students:

- (1) Describe the goals of this training.
- (2) List five advantages of taking this training.

### **Step 8: Take Home Assignment**

Name the top five reasons why students feel hopeless.

**Step 9:** Closing Remarks: the researcher will:

- Applaud the trainees for their time and effort.
- Remind the trainees to complete their homework.
- Notify the attendees of the next session's schedule and location.

## **SESSION TWO**

### **Topic: Causes of and Effects of Underachievement**

Objectives: The following should be possible for trainees to do:

- Explain what academic emotion means?
- Address the causes and effects of procrastination in academic work.

### **Activities**

**Step 1:** A hearty greeting will be extended to the trainees.

**Step 2:** After asking the trainees to share what was covered in the last session, the researcher will review the assignment with them.

**Step 3:** the researcher defines underachievement and discusses the causes of underachievement in secondary school students.

### **Underachievement**

Underachievement, often known as unrealized potential, is the inability or failure to perform to one's age or abilities (Barbara, 2005). This definition of underachievement makes it obvious that it can be quite difficult to recognise underachievers and to recognise when underachievement is occurring. A wider and more diverse range of measures should be used to identify underachievement. They should take into account a variety of factors, including teachers' personal judgement, particularly if staff members have undergone training in identifying and assessing pupils' skills. Education experts have, however, struggled to offer a general definition of underachievement that has endured through time.

According to Klinge (1997), describing the traits of the child who has been given the label of an underachiever has been a challenging issue for psychologists and educators for a sizable amount of time. Notwithstanding all the evaluation tools that are available to

educators now and the upkeep of current research, Barbara (2005) argued that there is not a simple description of underachievement. Several definitions of underachievement, in the opinion of Whitmore (1980) and Colangelo (1982), highlight the discrepancy between potential (capacity) and performance (achievement). In other words, a commonality among these concepts is the capacity to maximise potential. According to Sousa's observations from 2002, underachievement is a behaviour and not an outlook or a set of working practises. As opposed to attitude, behaviour can be more directly changed over time. According to Delisle and Berger (1992), underachievement is context- and content-specific; people who may not be successful in school are frequently successful in extracurricular activities like athletics, music, or after-school work.

### **Types Underachievers**

Education experts and psychologists agree that categorising underachievers and pupils with special needs could help us learn more about their situations and provide a more complete understanding of them (Smith, 2005). Six primary categories of underachievers were identified by Mandel and Marcus (1988), and they are as follows: -

**i. Nervous Underachievers:** They can experience issues at any age and typically exhibit a 10–20% performance shortfall. They frequently have trouble unwinding, avoid going to school, are overly anxious, and have exaggerated expectations of their abilities and errors. As a result, they require constant affirmation and acceptance.

**ii. Underachievers who refuse to give up:** These people make everything into a power battle. They disagree with authority, lose their temper easily, and think that rejecting authority is the way to obtain freedom and independence. Before adolescence, boys predominate over girls.

**iii. Underachievers who engage in wheeler-dealing** may be gregarious and friendly (Mandel and Marcus, 1988). They frequently seek out short-term gains like stealing or cheating in order to live in the moment.

**iv. Sad or depressed underachievers:** They lack the motivation to focus on their studies, have low self-esteem, and have trouble making decisions.

**v. The ultimate procrastinators,** known as coasting underachievers, are typically laid-back and disinterested. They are thought to appear at around 9 or 10 years old.

**vi. Underachievers in identity searches:** are so preoccupied with figuring out who they becoming sidetracked from their work. Marcus (2007) outlined the following traits of underachievers:

- i. Anxious and concerned
- ii. acting and being deceptive
- iii. simple and unassuming
- iv. sluggish and uninspired
- v. Opposing and reflective Sousa (2003) noted that a confluence of elements from the home and the classroom can result in underachievement.

### **Reasons of Underachievement**

- i. a lack of drive;
- ii. negative peer pressure;
- iii. insufficient family support;
- iv. insufficient scholarly and spiritual support;
- v. failed models and systems of education
- vi. the bias against particular student groupings;
- vii. inadequate learning techniques;
- viii. Attention Deficit Hyperactive Disorder (ADHD).

### **Step 4: The effects of underachievement**

- a low sense of self
- Depression
- Failure
- school abandonment
- abusing drugs

**Step 5:** To assess, the researcher will pose the following inquiries:

- (a) Describe underachievement
- (b) Identify five consequences of underachievement.

### **Step 6: Closing Remarks**

The trainees will receive praise from the researcher for their cooperation.  
Reminding the trainees to complete their homework

## **SESSION THREE**

### **Topic: The meaning of negative academic emotion**

Objectives: the trainees ought to be able to:

- Recognize the significance of bad academic emotion.

- Indicate the effects of unfavourable academic emotion.

### **Activities**

**Step 1:** The attendees will be warmly welcomed as step one.

**Step 2:** The researcher and trainees will go over the assignment.

**Step 3:** The researcher will describe the significance of unfavourable academic emotion and how they affect students.

### **Negative Academic Emotion**

A negative academic emotion is a bad mood or undesirable behavioural tendencies shown while teaching and learning. Negative feelings in the classroom are unpleasant and can either activate or deactivate (Pekrun, 2002, 2006). For instance, the emotion of anger, which is activating, prompts the person to either engage in the situation or avoid it (Ortony and Turner, 1990). On the other hand, boredom, a deactivating emotion, lowers stimulus and results in the student disengaging from the learning process (Carver and Harmon-Jones, 2009). In contrast to students who were less bored, those who were bored exhibited a tendency to avoid participating in classwork, according to research by Pekrun et al. (2010). According to studies, pupils' levels of good and negative emotions vary depending on how well they perform in math (Frenzel, Pekrun, Goetz, 2007).

Negative feelings including anger, boredom, and anxiety proved to be more prevalent in pupils who had worse accomplishment results. Students who performed well, however, enjoyed themselves more generally (Kleine, Goetz, Pekrun, and Hall, 2005). Negative activating emotions, such as hopelessness and boredom, are frequently (though not always) linked to avoidance, and as a result, they can reduce motivation for achievement due to low-control appraisals (hopelessness) or a sense that there are not enough incentives to engage in academic activities (boredom). Depending on the underlying assessments, negative activating emotions can cause behaviours of either approach or avoidance. For instance, while both anger and worry are negative activating emotions, anxiety is linked to avoiding circumstances that feel dangerous, whereas anger is approach-related and is provoked by evaluations of obstruction and unfairness. How a person sees a situation is where an emotion starts (Fredrickson, 2011). It begins when information is processed at both the conscious and unconscious levels of an individual (Andrie, 2011). Emotional

experiences can affect a person's functioning in both positive and bad ways. Good emotions have the power to broaden knowledge, whilst negative emotions serve as a barrier to learning (Fredrickson, 2011). (Andries, 2011).

**Step 4:** the researcher will let the trainees ask questions.

**Evaluation:** The trainees are asked to define what they mean when they say that kids are experiencing bad academic emotion.

**Step 5: Assignment**

The participant's meaning, types, and effects of negative academic emotion will be noted by the researcher.

**Step 7: Closing Remarks:**

- The trainees will receive praise from the researcher for their cooperation.
- Doing their assignments will be emphasised to the trainees.

**SESSION FOUR**

**TOPIC: PSYCHOEDUCATION IN ERT**

**Activities:** the researcher will:

**Step 1:** Welcome the trainees

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

**Step 3:** Psychoeducation in ERT.

**Phase I: Emotion Regulation Skills**

**Psychoeducation**

The main part of the first phase focuses on psychoeducation, which includes pain difficulties associated, in short, with unease and depression. At first, the organization of work associated with the ERT's three thematic systems differs from the qualities of constant tension and repetitive misery. Clients are asked to submit relevant models that depict their fights as a way for them to begin to see past and current examples from an ERT perspective. Clients are urged to keep an open mind during this initial phase of therapy and to begin recognising how emotions and motivations affect them. Also, clients are taught about the function of reflexive self-referential reactions and contextualise these cognitive processes as inadequate means of controlling strong emotions like grief, worry, or fear as well as the motivational catalysts they produce. The therapist talks about how the client's feelings may



cause him or her to get motivational signals that push them in the direction of security and/or reward. In the motivational model's introduction, security is defined as the ways in which a person feels drawn towards emotional safety, which frequently leads to avoidance, escape, or inaction completely. A person is said to be drawn towards approaching things by the reward system, with an emphasis on thriving rather than just surviving.

### **Detecting cues and monitoring oneself**

Using instant detection, also called find yourself an answer (CYR), as a way to become aware of seeing a person close to home and its various parts, is a pivotal part of ERT. This movement is practically identical to instrumental inquiry, chain examination, and self-examination (eg, Linehan, 1993). (eg, Verster, 1973). Clients quit CYR constructs when they experience a strong emotion or test. With evidence of CYR structures, clients can understand feelings, persuasive motives, self-referential reactions (such as anxiety, rumination, and self-analysis), and "receptive" social reactions (such as actual avoidance, impulsive ways) of behaving, eating or eating. drinking "deep") in a given circumstance.

Clients also learn about subtle inclination control techniques they used in the present and the choice or "neutralization" of social responses they envisioned or used that would be more valuable for achieving their goals in subsequent meetings than in the first stage. To support signal spotting after meetings, clients are contacted to terminate CYR structures on several occasions each week. After implementing a CYR, each subsequent ERT meeting typically begins with a cleanup of the blending loop with the integument. Specialists guide clients through a cycle known as "Second Chance," which involves a startling rethinking of the occasion and their answer close to home, and CYR results in the time inside the treatment room, when the client isn't. Their CYR structures have not been finalized over the past week or when a particular CYR occasion has not been well defined.

**Step 5:** Describe what psychoeducation is.

**Step 6:** Assignment: Describe how to identify emotional reaction triggers

### **Step 7: Closing Remarks**

- The trainees will receive praise from the researcher for their cooperation.
- Doing their assignments will be emphasised to the trainees.

## **SESSION FIVE**

### **Topic: Emotional Regulation techniques**

**Goals:** By the end of the workshop, trainees should be able to practise their meditation techniques.

**Activities:** What the researcher will do is

**Step 1:** Salute the attendees

**Step 2:** go over the given task with the students.

**Step 3:** Describe the technique of meditation.

It is critical to examine the therapeutic process in more detail in order to comprehend how REBT functions.

### **Emotional Regulation Skills**

Training and benefiting from a reflection of care serves as an establishment of a feel for the board's strategies used in ERT. Clients get guided reflection accounts that showcase ERT capabilities listed below. To help clients reinforce the important experience, their individual therapist records these meditation strategies so they can practice them "offline" at a predetermined time each day. Each experience likewise includes limited practice "on the spot" so that the customer can act under troublesome or upsetting circumstances. Customers are given a total ERT tool inventory, which characterizes four core management capabilities and related exercises, at the final Phase 1 meeting. Clients turn to the various components of treatment they have been treated up to this point, and clinicians stress the importance of utilizing ERT's capabilities to relate to their experience from an alternative persuasive setting to responding to their emotions reflexively rather than responsively.

The client learns about the board techniques at the beginning of the first stage to enhance his ability to cope with his deep encounters and allow or keep up his focus on the encounters close to home. The goal of these two abilities is to assist the client in recognizing and coping with attention to their feelings as well as subsequent compelling withdrawals that support the development of those feelings. To reliably answer guttural sensations and their deepest experiences, the client is instructed to think reliably regarding their breath and body while noting feelings of stress versus relaxation during the arrangement. By working on allowing, the client discovers how to recognize areas of strength that are key to them as a distinct piece of their developing experience rather than stifling them. Allowing practices help

clients maintain their attention on what arises without relying on internal or external cues as an anchor for training, such as one's breath or various sounds.

Methods of metacognitive guidance are shown to clients after they become capable of mind control actions of attitude identification and permitting. These actions are intended to help clients recognize basic persuasive emotions and withdrawals as well as maintain strong separation to produce deep clarity rather than responsive and restrictive action. The first of these capabilities is decentralization or segregation as it is portrayed to clients. Decentering helps clients gain a spatial distance (eg, seeing inner encounters as actual, self-isolated articles) as well as mundane distance and perspective from truly invoking promotions.

The ability to shift one's assessment of an occasion to change its significance close to home is known as rethinking, and is another heuristic metacognitive ability in ERT. With respect to ERT, Reexamination is moved beyond a planned meditation practice to help clients create courageous and empathetic self-reports, in which clients are educated to revisit what is happening in a way that appreciates the complexity of what is happening.

### **Taking Action**

Clients are encouraged to imagine how their thoughts and actions would look if they were to act in a way that is opposite to their current feelings and motivational pulls as part of the taking counteraction concept, which is consistent with the notion of opposite action, as a way of restoring motivational balance, and with a "outside-in" approach discussed in behavioural activation treatments.

**Step 4:** the trainees are given the opportunity to ask questions from the therapist.

**Step 5:** Evaluation: List the abilities required for practising mindful meditation.

**Step 6:** Assignment: Describe how you can use your ability to control your emotions.

### **Step 7: Closing Remarks:**

- The trainees will receive praise from the researcher for their cooperation.
- Doing their assignments will be emphasised to the trainees.

## **SESSION SIX**

### **Topic: Experiential Exposure to Promote Contextual Learning**

Objective: The trainees ought to be able to react to challenging situations that may emerge after the end of treatment.

Activities: What the researcher will do is

**Step 1:** Salute the attendees

**Step 2:** is to go over the task with the students.

**Step 3:** Describe how to be proactive in order to diversify one's behavioural repertoire.

#### **Exposure to new contexts through experiential learning**

The last part of the ERT welcomes clients to shift to "proactive" to support the expansion of one's behaviour combinations, with the main half of the ERT dealing with the evolution from being "receptive" to "balancing" in light of deeper states. Along these lines, taking a proactive stance involves an openness to ultimately please, but too much tension incites confrontations (especially dread). In any case, hypothetical shifts and belated observation of events have strove for a more comprehensive methodology than just feeling low. Indeed, according to the contemporary learning hypothesis, openness works because it reinforces new, close-to-home effects rather than forgetting or eliminating more recently related, profound effects.

Past implementations of openness therapy evolved supported awe reduction and excisional adaptation speculations to enhance dominant inhibitory learning and recovery from exclusion, informed by critical fundamental discoveries regarding the notion of conventional termination and inhibitory learning. These fundamental discoveries and translations were also aided by late creative medicines of misery, which used openness to deliberately induce and release original negative material such as misfortune, so they may be investigated more closely by conflicting data and help expand change in maladaptive emotional. Make substantial examples.

Feeling counseling therapy uses different experiential procedures (eg, imaginative openness and experiential discourse) to prepare clients for genuine openness, which can be relied upon with these hypothetical records of inhibitory learning. In support of proactive accommodation, ERT explicitly frames three parts of openness: (1) the symbolism

associated with taking action; (2) experiential discourse tasks to investigate apparent subsurface conflicts associated with persuasive stimuli that may inhibit proactive actions; and (3) arranged practices between meetings where clients participate in the procedures in their usual routine. In conclusion, the contribution of expertise continues in recent meetings, where treatment victories are supported and the patient is prepared to complete the program. Clients and counselors discuss how clients can utilize their recently acquired ERT capabilities to deal with testing conditions that may arise after treatment ends. Experiential openness practices that focus on paying attention to artifacts associated with focal subjects that could emerge in the future are used to explore life situations that may be upsetting and upsetting.

**Step 4:** is the trainees' opportunity to ask questions of the therapists.

**Step 5:** Evaluation: Describe how to be proactive in order to diversify one's repertoire of behaviours.

**Step 6:** The assignment is to mention the ERT approaches.

**Step 7: Closing Remarks**

- The trainees will receive praise from the researcher for their cooperation.
- Doing their assignments will be emphasised to the trainees.

**SESSION SEVEN**

**Topic: Values identification, proactivity, and sharing of effective methods for overcoming negative academic emotion.**

Objectives: By the end of the workshop, trainees ought to list five ways to keep students from negative academic emotion.

Activities: What the researcher will do is

**Step 1:** Salute the attendees

**Step 2:** is to go over the task with the students.

**Step 3:** Describe value identification and proaction in ERT in step three.

**Identification and Action of Values**

By the onset of the second stage, the client has mastered the capabilities that enable the subject to move into existence in a more forward-looking or "proactive" direction rather than responding passively through stress and rumination due to their extreme feelings. This treatment period is planned to help the patient establish fine-tuning abilities of feeling that will make it easier for him to perform movements that reflect a satisfying and beneficial

way of life. By working with clients to discern individual traits, which represent an individual's first interests and most popular criteria, important activities can be discerned. It takes determination, a "hierarchical" approach to individual importance, and objective preparation to make moves according to a respected point of view. Over time, an individual's persuasive cosmetics at some random times may cause clashes and trigger them into an incompatible address. Thus, ERT extends value-based processing to consider "hierarchical" decisions that have not been recently made according to an individual's attributes. Using safety's "norm" effects and disguised prize impulses, she intends to strike a balance.

Practices are terminated by clients to explain their qualities. Clients are asked to rate importance from different life spaces (such as family, relational associations, domesticity, and self-care) on a scale from 0 to 10, as well as how reliably they adhere to these traits, on a similar scale to identify these traits. The best candidates for Stage 2 activities are spaces of respect where there is a critical gap between the significance of the value and the reliability of the customer proposing the value (ie where the customer demonstrates that the value is vital to them and yet they do not evaluate each case with the stated values).

### **Imaginal Exposure**

In particular, imaginative openness tasks that focus on engaging in explicit proactive actions are directed at (1) giving the client an empirically rich practice of means that might be important for proactive action, and (2) confronting personal difficulties that are likely to be brought up when they perceive The customer takes action. During this symbolic opening-up task, called "make it happen" in the meeting, counselors help clients visualize each step in carrying out the activity while noting changes in compelling motivations and leveraging abilities to address emerging problems and barriers. Customers initially envision a sheltered climate where they feel no areas of strength to start this activity. Clients typically experience a pull towards the need for greater security during the activity as they envision taking the step and begin to react to any discomfort that may be associated with it.

### **Themes of Struggle in Obstacles to Work: An Investigation**

The client's struggle below the surface, which may prevent him from making a move, is reflected in the conversation of the second part of the experiential openness about visual barriers. In ERT, deterrents are overcome with the use of "struggle themes", which are

mainly disguised conflict (eg, wishful thinking that prevents or impedes reward attempts) and basic subjective reactions to emotional acceptance (ie critical pessimistic convictions about one's own reactions close to home). and related inspirations). A trial exchange procedure is used to address these conflicting ideas during the meeting. In ERT, the persuasive clash is addressed by enabling clients to have a discussion with the constrained parts of their inspiration—the part being pushed intensely towards security and the persuasive part toward a more activity-optimized inspirational attitude. Clients genuinely move between two seats in the treatment room throughout the discussion and, with the guidance of the counselor, change the conversation from the side of themselves that is at the moment keeping them low - the security side - and the proactive side - the side that needs to be involved in the activity and sees the importance of doing so. The end goal of this commitment is to create an understanding between groups and, in an ideal world, to enable the client to show a more noteworthy impulse in making a move. There are two primary goals for this exchange work. It initially reflects openness to topics of contention, which can foster a more solid border regarding flexibility close to home.

Second, the goal seeks to create new understandings of the difficulties that prevent proactive commitment. Clients are prompted to reflect on their stated convictions and increase their commitments to take a step to develop them using expanding home resistance and new perspectives.

**Step 4:** is the trainees' opportunity to ask questions of the therapists.

**Step 5:** Description of value identification and probation in ERT

**Step 6:** The assignment is to list other strategies for keeping pupils from feeling despondent.

#### **Step 7: Closing Remarks**

- The trainees will receive praise from the researcher for their cooperation.
- Doing their assignments will be emphasised to the trainees.

### **SESSION EIGHT**

#### **Topic: General Review and Post-Test Administration**

**Objectives:** Trainees ought to the conclusion of the session:

- Summarise everything they have learned throughout the training.

- Answer the post-test questionnaire.

### **Activities**

**Step 1:** The trainees will be warmly welcomed

**Step 2:** Review of the assignment with the researcher.

**Step 3:** To determine the impact of the treatment programme, the researcher will engage in an interactive session with the trainees.

**Step 4:** The post-test will be conducted using the research tools.

**Step 5:** In order to show the trainees how much the researcher appreciates their cooperation and effort, they will be thanked and given presents.

**Step 6:** Group pictures will be taken.

### **Step 7: Closing Remarks**

- The researcher thanked the students for their cooperation.



## **CONTROL GROUP**

### **SESSION ONE**

#### **Topic: Introduction and administering the pre-test**

Objectives: The researcher should be able to:

1. Together with the trainees, develop a strong therapeutic alliance.
2. Inform the trainees about the study's framework and methodology.
3. To get the pre-test scores, administer the pre-test instruments.

#### **Activities**

##### **Step 1:** Establishing a rapport

Introductions are made by the researcher, her fellow research assistants, and the trainees.

**Step 2:** Warmly welcome the attendees and provide them with a description of the programme.

trainees. The curriculum has eight one-hour sessions spread over eight weeks.

**Step 3:** Lists the guidelines and laws governing the trainees during the programme.

**Step 4:** With a research assistant's assistance, distribute the questionnaires to the trainees.

The researcher will provide trainees all the information they need to complete the questions.

The trainees will be urged to complete the questionnaires honestly.

**Step 5:** The researcher will welcome participant comments and questions, while the the researcher answers suitably.

**Step 6: Closing Remarks:** The researcher thanked the students for their cooperation.

### **SESSION TWO**

#### **Topic: The Importance of Fruits and Vegetables**

Objectives: The trainees ought to be able to:

1. Provide some fruit examples.
2. Describe the significance of eating fruit.

#### **Activities**

**Step 1:** The researcher requests examples of fruits from the students.

**Step 2** The researcher stresses the value of eating fruits.

Obesity rates are on the rise to record levels, mostly due to sedentary lifestyles combined with overeating and undernutrition. Many of us choose to eat nutrient-deficient, calorically

rich "sub-foods" that are packed with fat, sugar, calories, and chemicals rather than choosing low-calorie, low-fat, and high-quality foods. We acquire weight quickly from these foods while receiving little nourishment or assistance. What is the remedy? a diet rich in nutrients, centred on whole foods and plants, and include good sources of protein.

**Your health is also protected by fruits and vegetables.**

These nutritious meals are full of fibre, vitamins, and minerals that help guard against chronic illnesses, which may often be painful, crippling, and even fatal. A number of diseases, including heart disease, stroke, some types of cancer, gastrointestinal problems, high blood pressure, and eye illness, have been linked to eating fruits and vegetables.

**Your immune system is strengthened by eating fruit and vegetables.**

Your immune system functions similarly to an internal army. When it is powerful, it defends its boundary from invasion. It is as if the army were sound sleeping when it is weak. The likelihood of bacterial and viral invasion, as well as conditions including skin problems, slow wound healing, upper respiratory infections, ageing, and chronic sickness, are all increased by a compromised immune system. Increased consumption of fruits and vegetables as part of a balanced diet is a crucial factor in improving immune function.

**Vegetables and fruits help you stay fuller longer.**

Several fruits and vegetables contain fibre, which helps us feel full without becoming overly stuffed. Also, we prefer to see a full plate, and when a platter is filled with unhealthy options, the calories quickly mount up. A salad, cooked vegetables, and other items that add bulk to our plates allow us to feel satiated and eat more without experiencing the negative effects of consuming an excessive number of foods that do not provide us with the nutrients we require.

**Vegetables and fruits increase your self-confidence.**

How? Our appetite and desire for foods high in sugar rise when we consume empty calories from refined carbohydrates. These desires can be so intense for many of us that we may feel helpless as we battle binge, emotional, and disordered eating for years, if not decades. Our mental and emotional health are also negatively impacted by this cycle, in addition to our physical health and weight.

### **one of the therapeutic options.**

Regular consumption of fruits and vegetables can complement the treatment for ailments, diseases, and other problems. Imagine receiving the therapeutic benefits from some fruits and vegetables' essential elements without having to deal with their unpleasant and painful side effects!

### **More power**

A balanced diet, regular exercise, and a healthy lifestyle all contribute to long-lasting energy. Everything you do and everything you set out to accomplish can be done in a bigger, better, and braver way if you have sustained energy.

**Step 3:** The trainees will be urged to develop the habit of regularly consuming fruits.

**Step 4:** The trainees will have the chance to ask questions in Step 4.

### **Step 5: Closing Remarks**

- The researcher appreciated the students for their participation and collaboration.

## **SESSION THREE**

### **Topic: Conclusion and Administration of Post-test**

**Objectives:** Trainees should be able to

- i. Discuss the activities of the previous session
- ii. Complete the post-test instruments.

**Step 1:** The researcher will greet trainees when they arrive for the program's last session.

**Step 2:** The question of what they must have learned from the previous session will be posed.

**Step 3:** With the assistance of the research assistant, administer and complete the post-test instrument.

**Closing Remarks:** In this step, the researcher will:

- Congratulate the trainees for investing their time and effort in the research.

## **ETHICAL CONSIDERATIONS**

### **Data confidentiality:**

No names will be recorded, and all data gathered for this project will be given code numbers. Your name or any other form of identification will not be used in any publications or study reports in any way that could connect this to you.

### **Beneficence:**

This study aims to improve your academic performance. Trainees would be better able to control their emotions in a classroom situation after the research, which would lead to better academic success.

### **Non-maleficence:**

The trainees will not be at any danger or injury as a result of the study.

### **Voluntariness:**

It is totally up to you whether or not to take part in this study.

## **FORM OF INFORMED CONSENT**

**This study's title** is "Mode Deactivation and Emotion Regulation Therapies in the Reduction of Negative Academic Emotion Among Underachieving Secondary School Students in Ibadan."

**Name(s) and organization(s) of researcher(s) of applicant(s):** The University of Ibadan's Department of Counselling and Human Development Studies is conducting this study.

**Sponsor(s) of the study:** The researcher is funding her own work.

**Purpose of Research:** The goal of this study is to determine whether mode deactivation and emotion regulation therapies are effective at lowering negative academic emotion in underachieving secondary school students.

### **Estimated length of the study and the participation of the participant(s):**

You will be required to participate in this study for a total of 8 weeks. Spend no more than an hour for each weekly session.

**Risk(s):** The study will not put the volunteers at any danger or cause any harm.

**Expenses, if any, associated with participation in the study:** You will not incur any costs as a result of taking part in this study.

**Benefit(s):**

This study aims to improve your academic performance.

**Confidentiality:** No names will be recorded and all data collected for this study will be assigned code numbers. Your name or any other form of identification will not be used in any publications or study reports in any way that could connect this to you.

**Voluntariness:** You are not required to take part in this study.

**Other options besides participation**

It will not have any impact on your academic endeavours if you decide not to participate.

**Financial inducement(s):** You will receive compensation for lost wages as well as transportation costs to and from the research site; however, there are no fees associated with participating in this study.

**Implications of trainees' choice to leave the study:** You have the option to leave the study at any moment. Please be aware that some of the data collected about you prior to your decision to withdraw may have been altered or utilised in publications. They are now irremovable. The researchers do commit to work as hard as they reasonably can to accommodate your requests, though.

**Declaration regarding benefit sharing among researchers and whether research trainees are included or not:**

There is no intention to speak with any participant now or in the future on such commercial benefits, for instance, the University of Ibadan shall own any commercial goods that result from this research.

**Obtaining informed consent's own statement:**

I clearly presented this research to \_\_\_\_\_ and provided enough details, including risks and advantages, for them to make an educated choice.

**DATE:** \_\_\_\_\_ **SIGNATURE:**

**NAME:** \_\_\_\_\_

**Person's Declaration of Consent:**

I understand that my participation in this study is voluntary; I have read the research description and translated it into a language I can understand. I also had a satisfactory discussion with the doctor.

**DATE:** \_\_\_\_\_ **SIGNATURE:**

**NAME:** \_\_\_\_\_

**SIGNATURE OF WITNESS (if any):** \_\_\_\_\_

**IF APPLICABLE, THE NAME OF THE WITNESS IS:** \_\_\_\_\_



**INSTITUTE FOR ADVANCED MEDICAL RESEARCH AND TRAINING (IAMRAT)**  
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UI/UCH EC Registration Number: **NHREC/05/01/2008a**

**NOTICE OF FULL APPROVAL AFTER FULL COMMITTEE REVIEW**

**Re: Mode Deactivation and Emotion Regulation Therapies in the Reduction of Negative Academic Emotion among Underachieving Secondary School Students in Oyo State, Nigeria**

UI/UCH Ethics Committee assigned number: UI/EC/21/0151

Name of Principal Investigator: **Oyetola A. Adebajo**  
Address of Principal Investigator: Department of Counselling and Human Development Studies  
Faculty of Education  
University of Ibadan, Ibadan

Date of receipt of valid application: 21/04/2021

Date of meeting when final determination on ethical approval was made: N/A

This is to inform you that the research described in the submitted protocol, the consent forms, and other participant information materials have been reviewed and *given full approval by the UI/UCH Ethics Committee.*

This approval dates from **08/07/2021 to 07/07/2022**. If there is delay in starting the research, please inform the UI/UCH Ethics Committee so that the dates of approval can be adjusted accordingly. Note that no participant accrual or activity related to this research may be conducted outside of these dates. *All informed consent forms used in this study must carry the UI/UCH EC assigned number and duration of UI/UCH EC approval of the study.* It is expected that you submit your annual report as well as an annual request for the project renewal to the UI/UCH EC at least four weeks before the expiration of this approval in order to avoid disruption of your research.

*The National Code for Health Research Ethics requires you to comply with all institutional guidelines, rules and regulations and with the tenets of the Code including ensuring that all adverse events are reported promptly to the UI/UCH EC. No changes are permitted in the research without prior approval by the UI/UCH EC except in circumstances outlined in the Code. The UI/UCH EC reserves the right to conduct compliance visit to your research site without previous notification.*



**Professor Catherine O. Falade**  
Director, IAMRAT  
Chairperson, UI/UCH Research Ethics Committee  
E-mail: [uiuchec@gmail.com](mailto:uiuchec@gmail.com)

Research Units • Genetics & Bioethics • Malaria • Environmental Sciences • Epidemiology Research & Service  
• Behavioural & Social Sciences • Pharmaceutical Sciences • Cancer Research & Services • HIV/AIDS



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**UNIVERSITY OF IBADAN, IBADAN, NIGERIA**

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 Dr. A. M. Jimoh  
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 Dr. A. A. Owodunni  
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- Tests and Measurement**  
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 Dr. J. O. Fehintola  
 B.Sc., PGDE, M.Ed., Ph.D.  
 Dr. A. K. Jarwo  
 B.Sc., M.Ed., Ph.D.

Date: 24/5/2021

The Head of Service  
 Office of the Head of Service  
 Secretariat  
 Ibadan



**LETTER OF INTRODUCTION**

This is to certify that Adebajo Oyetok Abiola  
 with Matriculation No. 178545 is one of our M.Phil/Ph.D./Ph.D.

students in the Department of Guidance and Counselling, University of  
 Ibadan. He/She would like to collect data for his/her thesis

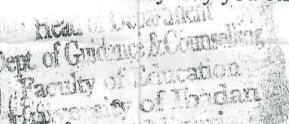
titled: Mode - Deactivation and Emotion  
 Regulation Therapies in the Reduction of  
 Negative Academic Emotion among  
 Under-achieving Secondary School students  
 in Oyo State

Kindly assist him/her in any way you can.

Thank you.

*Chioma C. Asuzu*

Prof. Chioma C. Asuzu,  
 Head of Department.





Department of Counselling  
and Human Development  
Faculty of Education  
University of Ibadan  
26th May, 2021

**The Head of Service**  
Office of the head of Service  
Secretariat  
Ibadan

**LETTER OF REQUEST FOR PERMISSION TO CARRY OUT  
RESEARCH**

I, Oyetola Abiola, ADEBAJO, a Ph.D student of the Department of Counselling and Human Development Studies, University of Ibadan humbly wish to seek Your Honour's kind permission to carry out my research. I will be using the Secondary Schools from three (3 nos.) Local Government Areas in Ibadan

2. I shall be grateful if my request is graciously approved by Your Honour.
3. I thank you, Ma.



**Adebajo, Oyetola Abiola**  
Post-graduate student  
University of Ibadan  
08065076843

15<sup>th</sup> June 2021

**HS.302/103**

15<sup>th</sup> June, 2021

Honourable Commissioner,  
Ministry of Education, Science & Technology,  
Secretariat,  
Ibadan.

Attention: Mr. I. E. Tijani

**RE: PERMISSION TO COLLECT DATA**

I have instruction to refer to the above subject and inform you that Her Honour, the Head of Service has graciously approved the request of Adebajo Oyetola Abiola, a postgraduate student in the Department of Counselling and Human Development, Faculty of Education, University of Ibadan, to access relevant data for his thesis titled "Mode-Deactivation and Emotion Regulation Therapies in the Reduction of Negative Academic Emotion among under achieving Secondary School Students in Oyo State.

2. Kindly assist him.
3. I thank you.



**B. T. Ayeni (Mrs.)**  
for: Head of Service

MINISTRY OF EDUCATION,



SCIENCE AND TECHNOLOGY

**PLANNING, RESEARCH AND STATISTICS DEPARTMENT**  
IBADAN, OYO STATE OF NIGERIA

Your Ref. No \_\_\_\_\_

All correspondence should be  
addressed to the Hon. Commissioner

Quoting. Ref No TBU 815VOL1/136

Our Ref. No \_\_\_\_\_

Date..... 19<sup>th</sup> July, 2021 .....

Adebanjo Oyetola Abiola  
Department of Counselling and Human Development,  
Faculty of Education,  
University of Ibadan,  
Ibadan.

**RE: REQUEST FOR RESEARCH DATA**

I am directed to acknowledge the receipt of your letter dated 13<sup>th</sup> July, 2021 in respect of the above subject and to convey the approval of the Permanent Secretary to your request for collection of data on (3) selected secondary schools in Ibadan North Ido and Akinyele Local Government Areas.

- (i) Community High School, Sango – Ibadan North
- (ii) Ayegun Grammar School, Apete – Ido
- (iii) Sasa Community Grammar school, Sasa - Akinyele

3. You are requested to liaise with the Local Inspectors of Education, Ibadan North, Ido and Akinyele for necessary assistance and to introduce you formally to the Schools.

4. Please note that after the completion of the research work, a copy must be submitted to the Ministry of Education Science and Technology for information and record purposes.

5. Thank you.

  
Akinyanju, O. A  
For: Permanent Secretary

MINISTRY OF EDUCATION,



SCIENCE AND TECHNOLOGY

**PLANNING, RESEARCH AND STATISTICS DEPARTMENT**  
IBADAN, OYO STATE OF NIGERIA

Your Ref. No \_\_\_\_\_

All correspondence should be  
addressed to the Hon. Commissioner

Quoting. Ref No TBU 815VOL1/135

Our Ref. No \_\_\_\_\_

Date.....<sup>14th</sup> July, 2021

The Local Inspector of Education,  
Ibadan North LGA,  
Oyo State.

**RE: LETTER OF INTRODUCTION**

I am directed to refer to the above subject and inform you that the Permanent Secretary for Education, Science and Technology has graciously approved the request of Adebajo Oyetola Abiola to conduct Socio – Demographics Questionnaire on “ Mode-Deactivation and Emotion Regulation Therapies in the Reduction of Negative Academic Emotion ” among Students of Community High School, Sango.

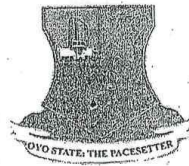
2. You are kindly requested to assist him on the successful conduct of the research work.

3. Thank you.

  
Akinyanju, O.A.

For: Permanent Secretary

MINISTRY OF EDUCATION,



SCIENCE AND TECHNOLOGY

**PLANNING, RESEARCH AND STATISTICS DEPARTMENT**  
IBADAN, OYO STATE OF NIGERIA

Your Ref. No \_\_\_\_\_

All correspondence should be  
addressed to the Hon. Commissioner

Quoting. Ref No TBU 815VOL1/133

Our Ref. No \_\_\_\_\_

Date..... 19<sup>th</sup> July, 2021 .....

The Local Inspector of Education,  
IDO LGA,  
Oyo State.

RE: LETTER OF INTRODUCTION

I am directed to refer to the above subject and inform you that the Permanent Secretary for Education, Science and Technology has graciously approved the request of Adebajo Oyetola Ajiola to conduct Socio – Demographics Questionnaire on “ Mode-Deactivation and Emotion Regulation Therapies in the Reduction of Negative Academic Emotion ” among Students of Ayegun Grammar School, Apete.

2. You are kindly requested to assist him on the successful conduct of the research work.

3. Thank you.

  
Akinyanju, O.A.

For: Permanent Secretary











