

FUTURE-DIRECTED THERAPY ON ACADEMIC RESILIENCE AMONG
ACADEMICALLY FRUSTRATED STUDENTS IN EXTRAMURAL CENTRES, OSOGBO,
NIGERIA

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Abstract: Academic resilience is a concept that has been considered as a pointer of how well students are adjusting to school but there appears to be gross decline in students' academic resilience in the recent times due to their performance in their external examinations in the last nine years which makes them academically frustrated. Reports have shown that many extramural students exhibit academic frustration in Osogbo, Nigeria. Previous studies focused more on causative factors than on intervention using Future-directed therapy (FDT). This study, therefore, was designed to determine the effects of FDT on academic resilience among academically frustrated students in extramural centres, Osogbo, Nigeria. The study also examined the moderating effects of perceived social support.

The study adopted the pretest-posttest control group quasi-experimental design with a 2x3 factorial matrix. The simple random sampling technique was employed to select two extramural centres (Accurate extramural centre and Baycom Institute). The students were screened using Basic Psychological Need Satisfaction and Frustration Scale ($\alpha = 0.76$). The instrument used were the social support survey ($\alpha = 0.89$) and academic resilience ($\alpha = 0.75$) scales and intervention guides. Forty-five participants in each centre scored below the norm and were trained for eight weeks with the help of the tutors and motivated with incentives. The data were analysed using Analysis of Covariance and Duncan post-hoc test 0.05 level of significance.

The participants' ages were between 15 and 25 and 52.2% were female. There was a significant main effect of treatment on academic resilience among the participants; ($F(2, 73) = 5.725$, partial $\eta^2 = .136$). There was a main effect of perceived social support on academic resilience of participants ($F(2, 73) = 3.925$, $p < .05$, $\eta^2 = .097$). No significant interaction effect of treatment and perceived social support on academic resilience of the participants was revealed.

Future-directed therapy have effect on academic resilience among academically frustrated students in Osogbo, Nigeria. Counselling psychologists should use this therapy in handling academically frustrated students in extramural centres.

Keywords: Goal-setting technique, academically frustrated students, extramural centres, academic resilience, Osogbo.

Introduction

The best legacy a country may bestow on its people is education, especially for the younger generation, who are seen as the future's leaders. In addition to being a tool for emancipation, it is also an investment in the advancement of humanity in the shape of a sector with the potential to generate enormous profits in the future (Ogumilugba, 2021). As a result of this, it becomes imperative that every individual becomes educated in order to shape, correct and restore their society. It is a perspective that makes an individual to be civilised, cultured and enlightened as a result of learning that has taken place in an educational environment. Schooling is also an essential part of education; without being taught in a conducive learning environment, knowledge might not be acquired. (National Policy on Education, 2014).

Schooling comprises of sets of activities in which students are trained and monitored by teachers in order to acquire formal education with a view to developing themselves. Teaching and learning is a process that makes students get engaged in academic activities. Learners work towards achieving their goals and seek new knowledge to add to the range of learning experiences while teachers engage students in learning activities, which can sometimes be stressful. Factors that are likely to cause stress among students are examinations, deadline for the submission of assignment, reading for test/assessment under pressure and poor time management. Academic activities such as going to school, note-taking, punctuality in school, assignments, tests, examinations, students' experience at school, participation in school sports, extracurricular activities and competitions can be very demanding because they involve high level of concentration, seriousness and resilience. There are some factors that could make students lose focus and get frustrated in the course of learning in the school when teachers compare students recording poor performances to students recording good performances: empty threats from the teachers and peers; condescending comments and yelling; and lack of appropriate academic resilience. This is the main reason why students should develop academic resilience to achieve their goal in life (Amuwa, 2015).

Academic resilience can be described as the capacity to deal constructively and proactively with stress, trauma, and other aspects of daily life (Skinner and Pitzer, 2012). It is the capacity to withstand a great deal of stressful situations, including trauma, death, financial loss, natural disasters, political unrest, and cultural shifts, while retaining psychic vigour and psychological well-being (Wilson, 2004; Cavazos, Johnson and Sparrow, 2010). Two essential components are included in every definition of academic resilience that has been provided: exposure to challenging or painful situations and effective recovery from such experiences (Luthar, 2006). These essential components may have explained why academic resilience is steadily rising to the top of scholars' research agendas (Walsh, 2002; Martin, 2002; Oxford and Morpeth, 2003). It suggests tenacity, power, mastery, and the ability to resume regular functioning following prolonged stress that tests a person's coping mechanisms (Richardson, 2002). Research suggests that students who are academically resilient are naturally driven, upbeat, flexible, and self-reliant. They also demonstrate agency by focusing on finding solutions, being tenacious, assertive, and having strong communication skills (Zolkoski and Bullock, 2012). According to Martin and Marsh (2006), there are five predictors that can be used to identify pupils who are academically resilient: self-efficacy, plan, control, tranquillity (low anxiety), commitment, or diligence.

However, there appears to be gross decline in students' academic resilience in recent times, as observed in the West African Examination Council (WAEC) reports in the last nine years. The WAEC recorded that the percentages of students who had five credits and above in SSCE including English Language and Mathematics from 2014 to 2022 were few in number. The results indicated that students' performance on the average was below 50% which shows decline in academic performance as shown in the table below:

S/N	YEAR	PERCENTAGE	POSITION
1.	2014	31.28%	22 nd
2.	2015	18.87%	30 th
3.	2016	45.78%	29 th
4.	2017	43.50%	25 th
5.	2018	40.85%	26 th
6.	2019	42.55%	27 th
7.	2020	49.98%	29 th
8.	2021	33%	35 th
9.	2022	32.6%	36 th

The table shown above indicated year, percentage and position observed by the researcher using Osogbo, a town in Osun State as the location of the research. The performance of candidates in the examination in the last nine years has been fluctuating and not consistent (WAEC, 2022).

In Nigeria, low scores in the West African School Certificate Examination have been connected to several factors, including learning disabilities, absenteeism, truancy, local languages usage in the classroom, and a lack of interest in the lessons taught by the teachers. Additional factors include low cognitive function, gender prematurity, health issues, and students' incapacity to comprehend test questions. In an attempt to boost students' academic

performance on both internal and external exams, efforts are being made to guarantee that all citizens have equal access to education and to other training facilities. According to Ajayi (1998), Owoeye (2000), and Adepoju (2002), there is a problem with the system because of the low performance of students in recent public examinations. Abia, Anambra, and Edo States are the three states in Nigeria that consistently had the best performance over the course of nine years, against all odds. The drop in Osun State students' academic performance on public examinations suggests that students are not resilient enough to face obstacles in the classroom and irregularities in the infrastructure. When students are unable to complete their papers after the SSCE, they frequently experience certain issues. They are lack of organization or feeling overburdened; squandering time or delaying things; missing lessons; having bad sleeping patterns; getting bad grades or not studying enough; improper eating; and feeling homesick.

Academically resilient students frequently work hard to maintain high grades in the classroom despite difficult circumstances like the education sector's limited funding, a lack of resources for teachers, and limited opportunities. Being academically resilient, however, might not ensure academic success if students become distracted and decide to place the blame elsewhere when they experience poor academic results at school, which then cause them to skip class and eventually drop out. Students that are academically dissatisfied are said to exhibit academic resilience when they are willing to work hard despite obstacles in order to improve their subpar academic performance. If students look like they might not make it through school, it is more likely that they would give up or not complete their education. Students are more likely to experience alienation, become teenage parents, and commit crimes as a result. "Academically frustrated" is a term more frequently used to describe students who don't show any dedication or emotional investment in their education. A thorough collection of risk factors across several domains has been discovered, and it has been determined that low resilience trait is linked to poor academic performance, low commitment to a demanding academic program, and low aspirations to graduate from secondary school (Henry, 2007).

Students who consistently score lower than the required passing grade set by the institution and who are dissatisfied and discouraged about their academic performance in the classroom are considered academically frustrated students. Risk factors for academic dissatisfaction and school failure in students include altered family dynamics, a rise in abuse and neglect, drug misuse, violence, and disabilities (Christiansen, 1997). Academically frustrated students encounter a variety of difficulties, such as finishing high school, acting out in class, failing courses, irregular attendance, and difficulty adjusting to the school setting (MacMath, 2009). Students who are academically frustrated struggle for a long time in a variety of ways; they do not improve quickly. As a result, it's critical to address the numerous issues that contribute to students' academic frustration.

Whatever category these academically dissatisfied students are placed in, it is clear that they address a range of personal and professional issues that may affect their capacity to succeed in learning environments. It was observed that students who were dissatisfied with their academic performance reported a number of unfavourable aspects, including that their classes did not suit their learning preferences and that the schools were dull. Additionally, they had tense relationships with their teachers and, for the most part, uninterested peers. Additionally, they had a lot of unstructured time and little parental supervision at home. Students who were dissatisfied with their academic performance experienced negative relationships with family members, including conflicting rivalry between siblings, inappropriate parental expectations, and role models (Reis, Colbert, and Hebert, 2005). It is the duty of higher education institutions to provide the necessary learning because underprivileged students, whether they be socially, economically, or educationally, experience academic frustration. It has been defined as a person's healing from poor performance and estrangement, particularly for students who are experiencing academic frustration.

Studies revealed that students who are found experiencing frequent academic failure, school refusal, and poor note-taking are characterised as academically frustrated (Okwo and Tartiyus, 2004). Many of the students find it difficult to advance in their education and are prone to dropout, jeopardising their academic aspiration. Studies have indicated that students who experience dissatisfaction with their academic achievement are much more likely to become dropouts or perform poorly in school (Ma'ayan, 2010). A student who is experiencing academic frustration needs to be resilient in order to overcome obstacles in life. It is discovered that resilient kids can cope with difficult situations and perform well in the face of obstacles or threats (Oyekola, Falaye and Oluwole, 2020).

The best in students must be brought out by providing them with positive reinforcement. By so doing, students would not be underachieving in their studies. When academically frustrated students are reinforced, they would be well adjusted (Adeyemi, 2014). Similarly, academically low achievers have less productive study habits than academically high achievers, according to Crow and Crow (cited in Okwo and Tartiyus, 2004). Rana and Kausar (2011) found that, in the same context, students who received more scholarships had better study habits than those who did not. Being smart is more crucial for academic success than intelligence and diligence; it entails being sensible, practical, and using better organisation and good study habits (Rana and Kausar, 2011).

Academically frustrated students could be easily identified when they exhibit a behaviour called truancy, it is an indication that they are frustrated to have stayed out of school without the permission of the school authorities and even without the consent of their parents. Studies have shown that absenteeism is one of the issues related to education, and both parents and school administrators are concerned about it. Students worldwide, and Nigeria specifically, have been found to struggle with truancy (Animashaun, 2002). Truants are characterized by their laziness, lack of enthusiasm for their schoolwork, and association with criminals. Among students, truancy includes arriving late for class and lectures, leaving early, hanging around, skipping lessons, and being absent from school (Brooks, 2001). Students use truancy as a way to gain freedom or to get away from an uncomfortable situation that makes them afraid. At the expense of their academics, truants would much rather hang out with their peers who aren't known to their instructors, parents, or guardians. When it is appropriate, parents who are the primary point of contact in the family should be able to watch over and supervise the students.

Aremu (2000) emphasised the fact that academic failure has serious repercussions on society, including a shortage of workers in all areas of the political and economic spheres, in addition to being upsetting for parents and students. Students are meant to be prepared for higher education through secondary education. Problems at college and university levels are unlikely to occur if a solid basis is established at this stage. However, various people have assigned blame for the subpar performance of the students in secondary school at different times on factors like low achievement, parental factors, low retention, and associations with inappropriate peers (Aremu, 2000; Aremu and Oluwole, 2001; Aremu and Sokan, 2003). This led to students' mass failure in their external examination and they would result going to extramural centres.

Extramural centre, also known as "private tutoring", is a widespread study that can be found in almost all countries of the world as observed by Bray and Kivok (2003). It is organised by teachers to train students who could not pass the external examination that takes place outside the walls or boundaries of the school at once. It can be devastating for students that found it difficult to make their papers at once which can hinder their successful life and even ruin everything if not handled properly. When their peers graduate from secondary school and enrol in universities, they may feel academically frustrated. Their actions, which accompany attempts to obtain something that is challenging or impossible to obtain, show signs of frustration. Jain and Kakkar (2015) looked into the connection between Indian secondary school students' emotional development and frustration. The study observed in India found that the students' frustration was the state of emotional tension resulting from the repeated failures or blocking in the attainment of the desired goal. In the simple way, it can be said that when the goal directed behaviour of the student's suffered interferences, frustration resulted in. The causes of frustration were present in both the individuals and the environment where they live. Common effects of frustration included restlessness, being easily tired, having trouble concentrating or losing one's mind, irritability, tense muscles, disturbed sleep, and weight gain. It was found that if the frustration had compelled some of them to improve their traits, opt for alternative means, and withdraw from the situation or submissiveness towards the situation, it had also led many of them to melancholy, feelings of incapability, anger and dissatisfaction. The youth had tried to come out of this situation by using liquor, tobacco, and cigarettes. They wanted to get relief from it through brawls and through the vandalism behaviour, and for some, the last resort was suicide. The appalling student's performance in public exams, especially at the secondary level of education, makes it clear that one of the main issues facing the Nigerian educational system is this. The low percentage of applicants who fulfil the requirements for university admission is a reflection of the high percentage of students who fail the WASSCE each year (Udoh, 2009).

A student experiencing academic frustration may display symptoms such as mental fragility, low self-esteem, depression, and self-abasing personality traits. Their physical and mental development could be severely harmed if these problems are not resolved right away. Some students may become even less courageous and interested in

learning if they have experienced academic disappointment and failure. Students feel lost when faced with success or failure because they are under a lot of psychological pressure. Some students experience intense psychological pressure from both school and home to enrol in a higher school, where the main factor used to determine a student's performance is their process score. In recent times, efforts have been made to investigate factors predisposing academic resilience without looking into experimental investigation especially among academically frustrated students. Academically frustrated students are dissatisfied and unhappy towards studying in the school due to increased class workload, language difficulties, unpreparedness towards studying for examinations, negative peer influence, teachers' inability to impart the information in clear terms, poor school climate, inability to pay school fees and educational materials and family issues. Promoting academic resilience is a crucial endeavour since it deals with how people can get through challenging situations and obstacles in their education. It can only be done in cooperation with a therapy that can bring a positive desired outcome. It is possible to develop treatment packages for the students to foster academic resilience (Waxman, Gray and Padron, 2003; Rojas, 2015). As much as past studies concentrate on academic performance of academically frustrated students, not much of these have investigated academic resilience of academically frustrated students. This study, therefore, utilised the effect of a psychological intervention: future-directed therapy on academic resilience among academically frustrated students in extramural centres in Osogbo, Nigeria.

Future-directed therapy (FDT) is a psychological intervention that was used in this study. The theory behind its development was the realization that the brain functions mainly through anticipatory, future-focused processes. Because most of what one does and feels in life stems from expectations of what will happen, one's outlook on the future shapes their entire existence. When someone does not have enough hope for the future, depression may result. Most individuals are functioning in default mode and frequently repeating past experiences without even realizing it, with little comprehension of how expectations shape the future. Future-directed therapy places more of an emphasis on teaching patients how to think strategically about their goals and, consequently, generate more positive experiences than it does on teaching them how to think optimistically (Vilhauer, 2010).

FDT provides people with advanced skills to take control of their destiny to build more of the life they desire to live in addition to teaching them about the fundamental psychological methods by which people shape their future through their thoughts and behaviours. Everyone wants to be happy and successful in life, but many people are unaware of the ways in which this can be achieved. Since people are able to advance ahead in time, they are only truly understood as beings who are constantly changing, according to FDT, a novel strategy to improve human functioning. A common misconception is that one's behaviour is determined by their past, and that the majority of their life's decisions are driven by their future. Only insofar as it is applied to forecast future events is the past relevant. One of the functional tenets of FDT is that everyone wants to survive. The definition of flourishing is an ever-changing phase of development and progressing toward better living conditions within one's current experiences. According to FDT, the insatiable need to prosper and advance is seen as a psychological need with a biological foundation. Anticipating rewards is critical to our emotional health. Losing the things in life is often the beginning of many psychiatric conditions because it is the rewarding things in life that give one the feeling that one is thriving, and the absence of those things causes negative emotions. People find fulfilment in their work and relationships, among other things. Regrettably, the brains of those suffering from a wide range of emotional disorders are impaired in their capacity to recognize or comprehend rewards (Vilhauer *et al.*, 2013).

According to FDT, the drive to succeed and seek rewards encourages humankind's evolutionary advancement. The desire to better our situation has motivated each individual innovation, from the first stone implement to the modern supercomputer. There always has to be a distinction between one's current situation and desired state of being in order for progress to be made and for thriving to persist. The gap between what are called needs and wants is closed by FDT. The future is where one's desires always reside. Time cannot be advanced without a will or desire. One reads a book to the end only out of personal desire. Every time a desire focused on the future is fulfilled, a new desire will surface. According to FDT, people feel more content when they possess the ability to achieve their goals. This is why making plans to achieve goals and taking the necessary steps to see those plans through to completion are important aspects of the process (Vilhauer, 2013).

FDT teaches individuals to acknowledge that their feelings are reflections of their thoughts. Essentially, this implies that any negative feelings are the result of thinking about something that you do not want in your life. Emotional distress results from focusing on what is undesirable and pulls one out of a state of thriving. FDT

teaches individuals how to recognize the real process through which they shape their future. Educating people about their values and helping them prioritize and clarify their wants is a major objective of FDT. People who participate in FDT learn that there are a variety of approaches to living a life filled with objectives that align with their moral principles. FDT assists individuals in identifying reasonable objectives that contribute to a sense of flourishing and are within their reach to achieve through their attitudes and actions. Additionally, FDT teaches individuals how to effectively handle situational elements that are out of their control. According to FDT, people learn from their experiences to grow and become more self-aware, and they are encouraged to take advantage of possibilities for growth and self-actualization when they do not achieve their goals. According to Vilhaeur *et al.* (2010), it imparts the knowledge and abilities required to greatly improve one's chances of successfully building a more fulfilling life. In this study, academically frustrated students will have their academic resilience moderated by perceived social support.

The degree to which students believe they have access to social relationships is known as perceived social support. It alludes to the emotional and physical solace offered by friends as well as important individuals like parents, aunts, uncles, and so forth. The idea that one is respected and loved, cherished and cared for, and a part of a community consisting of duties and mutual support is known as perceived social support (Wills, 1991). Social support can take many different forms, as evidenced by taxonomies of social support. These consist of emotional support (which is reassuring someone that they are a valued individual who is cared for by showing warmth and nurturing), instrumental support (such as helping with work, providing information, or money), and affective support (love, liking, and respect) (Edwards, 2004). With the help of social support, people can manage a variety of life's stresses and feel less stressed and burned out (Taylor, 2003; Onyishi *et al.*, 2012). It was also discovered that social support positively correlated with psychological well-being and life satisfaction. A moderate level of perceived social support was reported by Jordanian university students nationwide (Zaitawi 1999). Students felt that their families provide them with more social support than friends or significant others do, in particular. This is not surprising given that Jordanian culture values family life, where families serve as students' primary support systems and offer them closeness, counsel, love, and guidance (Hamdan-mansour and Dewani, 2008).

Students could lack academically resilient if they do not feel they have the necessary social support, as they may not be as open to new ideas and skills as they should be to address any potential issues. Efforts have been made to study the factors (personality, home, school, environment) predisposing academic resilience without looking into experimental investigation especially among academically frustrated students. Thus, there is very little research to support suggestions for enhancing academic resilience using future-directed therapy especially in Nigeria. Therefore, it is imperative to efficiently employ this intervention on academic resilience among academically frustrated extramural students in Osogbo, Nigeria.

Purpose of the Study

The general purpose of this study was to investigate the effect of Future-directed therapy on academic resilience among academically frustrated students in extramural centres, Osogbo, Nigeria. The specific objectives of this study were to:

- i. Investigate the main effect of treatment on academic resilience among academically frustrated students;
- ii. Determine the main effect of perceived social support (moderating variable) on academic resilience among academically frustrated students and
- iii. Examine the interactive effect of treatment and perceived social support on academic resilience among academically frustrated students.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant main effect of treatment on academic resilience among academically frustrated students.
2. There is no significant main effect of perceived social support on academic resilience among academically frustrated students.

3. There is no significant interactive effect of treatment and perceived social support on academic resilience among academically frustrated students.

Design

This study adopted the pretest-posttest control group quasi-experimental design with 2x3 factorial matrix. The treatment was of two levels (One experimental group and a control group), while perceived social support of the participants varied at three levels (high, moderate and low).

Population

All extramural students in Osogbo made up the population. The target population for this study consisted of extramural students who wrote WAEC but could not pass in one sitting and who scored less than 30 on the Bartholomew et. Al. (2011) Basic psychological need satisfaction and frustration scale.

Sample and Sampling Techniques

Ninety (90) individuals were chosen for this investigation using a multistage sampling method, which was used in this study. Out of five recognised extramural centres in Osogbo, two extramural centres were chosen at random in the first stage.

At the second stage, two extramural centres that were chosen at random were Accurate extramural centre and Baycom Institute. Accurate extramural centre was the experimental group and Baycom Institute was the control group.

At the third stage, fifty students from two extramural centres were screened using Basic psychological need satisfaction and frustration scale for academic resilience. After the scale was administered, the students that scored below 30 (norm) were chosen for the study. Thirty students in each centre scored below the norm and were trained with the help of the extramural tutors who encouraged them to participate in the training and they were motivated with incentives.

At the end of the study, 90 participants completed the study: goal-setting technique group (45 participants) and control group (45 participants).

Instrumentation

The following instruments were adapted and revalidated for this study:

Basic Psychological need satisfaction and frustration scale was used to screen the participants. Bartholomew, Ntoumanis, Ryan, and Thorgersen-Ntoumani (2011) developed the BPNSFS. It has twenty-four items that represent the satisfaction and dissatisfaction of the three psychological needs in a person's life. The instrument was adapted for the study. However, the adapted version of the instrument was re-validated by the researcher and Cronbach alpha of .76 was obtained in a pilot study which involved an administration of the instrument to a selected sample of fifty (50) students in extramural classes in Osogbo, Nigeria.

Simon Cassidy (2016) developed the multidimensional Academic Resilience Scale (ARS-30). Students' unique adaptive cognitive-affective and behavioural responses to academic adversity are the basis for the ARS-30 component of resilience, which measures academic resilience. This is a relatively new metric that assesses resilience in relation to academic achievement. The instrument was adapted for the study. However, the adapted version of the instrument was re-validated by the researcher and Cronbach alpha of .75 was obtained in a pilot study which involved an administration of the instrument to a selected sample of fifty (50) students in extramural classes in Osogbo, Nigeria.

Social Support Survey Scale (MOS-SSS) was created by Sherbourne and Stewart (1991), and Griep modified it for the Brazilian population in the Pró Saúde no Rio de Janeiro (Pro Health research) in Rio de Janeiro (Griep *et al.*, 2005). The exam consists of 19 questions, each of which the respondent must answer by choosing one of five

choices on a Likert scale with five points, ranging from 1 (never) to 5 (always). The instrument was adapted for the study. However, the adapted version of the instrument was re-validated by the researcher and Cronbach alpha of .89 was obtained in a pilot study which involved an administration of the instrument to a selected sample of fifty (50) students in extramural classes in Osogbo, Nigeria.

Procedure for Administration of the Instruments

An introductory letter was gotten from the University of Ibadan's Counselling and Human Department Studies and was sent to the proper organisations. The UI/UCH Ethics Committee granted their approval. After receiving permission to start working, the researcher went to the Osun State Ministry of Education and gave a letter granting authorization to the Permanent Secretary. The researcher received approval, which was taken to the centres used for the study.

The trainees were screened to get some baseline data. In order to decide on a weekday and time for the therapeutic sessions to take place at the chosen location, the researcher met with the trainees. The control group only had three meetings. 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 eight weeks during the treatment phase, the researcher met with each member of the experimental group for an hour. The sole intervention offered to the control group was a brief lecture on proper dieting. To guarantee that the conclusions drawn from the treatment were accurate, the identical pre-test and post-test were given to the two groups using the same scale.

Outline of Future-directed Therapy Package

Session I: General orientation and administration of instrument to obtain pre-test scores.

Session II: -Reflection on the previous study and few questions.

-Meaning of academic resilience in Future directed therapy.

Session III: Concept of Future directed therapy

Session IV: Tips for thriving

Session V: Making use of mindfulness and meditation to recreate one's future

Session VI: Visualising one's future

Session VII: Planning in FDT

Session VIII: Revision of all activities in the previous sessions; administration of post treatment measures; exchange of contact and conclusion.

Control Group

Students in this group received the pre-test assessment, after which they were taught proper dieting by the researcher. Eight weeks after, a post-test was administered. No special psychological enhancement therapy was administered to them throughout the eight weeks.

Control of Extraneous Variables

In order to prevent the likely variations that arose among the trainees, the extraneous factors were controlled by the use of the experimental design, 2x2 factorial matrix, and statistical technique called Analysis of Covariance (ANCOVA) correctly and impartially randomising trainees into the treatment and control groups.

Method of 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. Moreover, Duncan Post host test was used to determine the directions of differences of significance identified.

Results

The statistical results of this study are presented and interpreted, revealing the outcome of the study.

Hypothesis One: There will be no significant main effect of treatment on academic resilience among the participants. The summary of the analysis is presented in Table 1 below.

Table 1: Demographic Characteristics of Respondents

Perceived Social Support	Frequency	Percentage
Low Perceived Social Support	27	30
Moderate Perceived Social Support	40	44.4
High Perceived Social Support	23	25.6
Total	90	100

Table 1 revealed that the total number of participants used are 90 and out of these participants 43 (47.8%) are male and rest 47 (52.2%) are female. Also goes for perceived social support, 27 (30%) students fall under the low perceived social support, 40 (44.4%) students fall under the moderate perceived social support and 23 (25.6%) students falls under the high perceived social support.

Table 2: Summary of 2x3 Analysis of Covariance (ANCOVA) Showing the Significant Main Effects of Treatment Groups, Perceived Social-Support of Participants on Academic Resilience.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	3522.161 ^a	16	220.135	2.305	.008	.336	
Intercept	15366.729	1	15366.729	160.886	.000	.688	
Pre2	149.061	1	149.061	1.561	.216	.021	
Treat	1093.69143	2	546.845	5.725	.005	.136	
Social_Support	749.869	2	374.935	3.925	.024	.097	
Treat * Social_Support	175.323	4	43.831	.459	.766	.025	
Error	6972.461	73	95.513				
Total	270564.000	90					
Corrected Total	10494.622	89					

a. R Squared = .336 (Adjusted R Squared = .190)

Table 2 shows that there was significant main effect of treatment on academic resilience among the participants; ($F(2,73) = 5.725, p < .05, \eta^2 = .136$). This implies that there was a significant impact of the treatment in the groups test scores on academic resilience among the participants. Therefore, the null hypothesis which stated that there is no significant main effect of treatment on academic resilience among the participants was rejected; the table also shows the contributing effect size of 13.6% indicating the treatments alone. The analysis covered hypotheses testing and while the second aspect focused on the discussion of findings.

Hypothesis Two: There will be no significant main effect of perceived social support on academic resilience of participants.

Table 2 demonstrated that there was main effect of perceived social support on academic resilience of participants in the third hypothesis ($F(2, 73) = 3.925, p < .05, \eta^2 = .097$). Therefore, the null hypothesis was rejected; the Table 2 also shows the contributing effect size of 9.76%. For further clarification on the margin of differences among the perceived social support levels, Duncan Post hoc test which shows the comparison of the adjusted mean was computed and the result is as shown in the Table 3 below. The table below show the significant differences among Perceived social support and academic resilience.

Table 3: Scheffe Post-hoc Test Showing the Significant Differences among Perceived Social Support on Academic Resilience of Participants

Perceived Social Support	N	Subset for alpha = 0.05		
		1	2	3
Low Perceived Social Support	27	36.5789		
Moderate Perceived Social Support	40		45.1875	
High Perceived Social Support	23			55.5333
Sig.		1.000	1.000	1.000

From Table 3, the following observations were made:

- i. The mean score of low Perceived Social Support was statistically different in enhancing academic resilience of participants had mean score of 36.5789, moderate Perceived Social Support had mean score of 45.1875 and high Perceived Social Support had mean score of 55.5333 respectively.
- ii. The mean score of moderate Perceived Social Support was statistically different in enhancing academic resilience of participants compared with high Perceived Social Support Moderate Perceived Social Support had mean score of 45.1875 and high had mean score of 55.5333.
- iii. Similarly, significant difference was noticed in the mean score of participants that were high Perceived Social Support (55.5333), moderate Perceived Social Support had mean score of 45.1875 and low Perceived Social Support had mean score of 36.5789. According to this result, Perceived Social Support is germane to enhancement of academic resilience of participants. Therefore, participants from high Perceived Social Support benefited most, followed by participants in moderate Perceived Social Support and finally followed by low Perceived Social Support in that order in the treatment applied in the study.

Hypothesis Three: There will be no significant interaction effect of treatment and perceived social support on academic resilience of the participants.

Table 2 revealed that there was no significant interaction effect of treatment and perceived social support on academic resilience of the participants ($F(4, 73) = .459, p > .05, \eta^2 = .025$) in the fifth hypothesis. Hence, the null hypothesis was not rejected. This denotes that there was no significant difference on academic resilience of participants based on the interaction of treatment and perceived social support.

Discussion

The first hypothesis examined the significant main effect of treatments on academic resilience among the participants. The result revealed that there was a significant main effect of treatment on academic resilience. This implies that there is a significant difference in the mean scores among the students that participated in the future-directed therapy and the control group. Based on this, the hypothesis was rejected. The implication of this is that future-directed therapy was effective on academic resilience of students who participated in the training. The treatment was significant on academic resilience among the participants which has been thoroughly researched and backed up with relevant citations as discussed in subsequent paragraphs.

Future-directed therapy explains, investigates, and instructs students on goal-setting, thought-rerouting, mindfulness, and problem-solving techniques, with the aim of assisting them in creating their own futures. For mental and physical well-being, optimism about the future is essential. Nevertheless, a lot of people feel fear, anxiety, depression, and self-doubt when they consider their future. Most people are stuck in a cycle of repeating their past because they don't know how to change the future. According to FDT, a person feels happy when they believe they have the ability to achieve their goals. Create plans to achieve your goals and instil the behaviours necessary to see your plans through to completion (Vilhaur, 2013).

The second hypothesis stated that there was significant main effect of perceived social support on academic resilience among the participants which was evident in the literature review and discussed in the following paragraphs.

Perceived social support is known to be a significant factor in maintaining healthy behaviour and has an impact on participants' academic resilience (Celikel and Erkorkmaz, 2008). According to research by Barrera, Fleming, and Khan (2004), students who have strong social support networks are better able to handle stressful life events, overcome psychological issues, and exhibit fewer anxiety, behavioural issues, and depressive symptoms. Although social support and resilience have been defined in a variety of ways in the past, a number of studies have directly examined the relationship between support and resilience, with a particular focus on how parental warmth, encouragement, and assistance aid in the development of resilience in adolescents (Smith, 1999) as well as how school experiences, including the support of friends and teachers, contribute to the resilience of young adults (Werner, 1995). Furthermore, according to Zaleski, Levey-Thors, and Schiaffino (1998), social support from others helps students adjust to college life in a productive way; this kind of adjustment can be attributed to resilience.

Prior studies have examined how social support can support people in developing resilience in the face of hardship and crisis. According to Wilks and Spivey (2010), social support is a protective factor that is crucial for both adults dealing with familial issues and children in stressful situations. Furthermore, Rutter (1987) clarified that a high degree of resilience is linked to marital support; Afifi and MacMillan (2011) further suggested that spousal support, as well as support from family and non-family members, influences resilience. Numerous studies have shown that participation in supportive and caring relationships, both inside and outside the family, is the primary factor influencing resilience. These kinds of relationships give people love, trust, and encouragement, which helps them become more resilient (Newman, 2003).

However, the relationship between social support and resilience in the communication field has not been extensively studied, and the studies that have been conducted have referred to one form of social support as the totality of possible social supports (e.g., emotional support). A large portion of earlier research merely classified the various forms of social support while elucidating their purposes and importance. As a result, this study examined the impact of five different forms of social support on resilience. This research contributes to the development of a more comprehensive understanding of the diverse effects on resilience of perceived social support.

The third hypothesis revealed that there was no significant interaction effect of treatment and perceived social support on academic resilience of the participants. This is in contrast to studies by Taylor (2003) and Onyishi *et al.* (2012), which found that people who have social support are better able to manage a variety of stressors in life and experience less strain and burnout. According to Jenkins *et al.* (2013), university students' perceptions of the social support they received from friends, family, and important people were mediocre. Additionally, a positive correlation was found between psychological well-being and life satisfaction and social support. Jordanian university students reported moderate levels of perceived social support on a national level (Zaitawi 1999). Since families serve as students' primary support systems and give them closeness, counsel, affection, and direction, it seems sense that families would be anticipated to provide the highest levels of perceived social support in Jordanian society (Hamdan-mansour & Dewani, 2008). In particular, people felt more support from their families in terms of social support than from their friends or significant others.

Sagone and Caroli (2013) investigated how thinking styles, self-efficacy, and resilience related to 130 Italian adolescents. Adolescents with high resilience thought they were very successful at both academic and general tasks, according to research on resilience. Studies indicate that people who receive strong environmental support are more adept at handling difficult circumstances in life. Not only does resilience facilitate coping, but it may also play a key role in mitigating the negative consequences of unfavourable circumstances. Social support, according to Stroebe (2000), Wills and Fegan (2001), aids in decision-making and helps people cope with traumatic and stressful situations. The American Psychological Association's report on resilience states that "Numerous studies indicate that having supportive and caring relationships both inside and outside of the family is a critical component of resilience. Relationships that build a person's resilience by fostering love and trust, serving as role models, and providing comfort (Sutti, 2017).

According to research by Malkoc and Yalcin (2015), social support from friends, family, and a significant other mediates the relationship between psychological well-being and resilience among university students. Their researches suggests that social support increases university students' resilience, which in turn boosts their

psychological well-being. Friendships have a positive impact on resilience by lowering academic stress levels, according to Wilks and Spivey's (2010) study on the relationship between academic stress and resilience in undergraduate students. Additionally, Zaleski, Levey-Thors, and Schiaffino (1998) discovered that social support from others aids students in effectively adjusting to college life and making adjustments, which is thought of as a result of resilience. Studies show that receiving social support from a variety of sources improves a person's resilience, which in turn helps them handle stress better. Based on the literature review, a research gap has been identified regarding the relationship between resilience and perceived social support among Indian college students, particularly those attending Gandhinagar colleges and universities. Thus, the purpose of the current study was to investigate the relationship between extramural students perceived social support (from friends, family, and significant others) and resilience.

Bernardon, Babb, Hakim-Larson, and Gragg (2011) discovered a favourable relationship between academic achievement, resilience, self-reliance, social and school connectedness, psychological well-being, and self-esteem. Wilks and Spivey's (2010) research indicate that social support networks have a noteworthy favourable impact on resilience. According to the study's findings, friendships with supportive people mediated the unfavourable relationship between academic stress and resilience. The association between friend support and academic stress has a positive effect on students' resilience (Wilks and Spivey, 2010). According to Dziegielewski, Turnage, and Roest-Marti (2004) and Greenberger et al. (2000), social support has been suggested as a tool to help social work students cope with stress and manage their time well. This relationship is based on many empirical measures, including those on stress, anxiety, and self-efficacy. Family and friends, as well as coworkers or superiors, are the two primary sources of social support (Taylor and Friedman, 2007). Increased levels of educational resilience were therefore directly correlated with supportive relationships with peers, teachers, and other family members. For the different studied groups, these conclusions have been shown to be accurate. Youth who were resilient showed signs of belonging and connectedness to people, groups, and institutions more often than their non-resilient counterparts, according to research conducted by Dent and Cameron in 2003. When discussing their lives, these resilient youths also displayed stronger feelings of independence and personal involvement. In addition, they were very clear and optimistic about their future plans, in contrast to the non-resilient youths.

On the other hand, the current study aims to ascertain whether resilience is predicted by perceived social support or not. Though little study has been done to characterize the relationship in terms of resilience, the association between perceived social support and resilience has long been known (Armstrong, Bernie-Leftkovich, and Ungar, 2005). A follow-up study (Li, Ji, and Chen, 2014) echoed a similar viewpoint by stating that although perceived social support is a known protective factor that enhances well-being, its various forms have not been thoroughly examined in research, let alone its connection to resilience. However, students without adequate perceived social support with goal-setting technique and future-directed therapy may not have enough openness to accept new ideas and required skills to solve their potential problems; they may not be academically resilient.

Conclusion

The study examined the effectiveness of Future-Directed Therapy on academic resilience among academically frustrated students in extramural centres, Osogbo, Nigeria. Perceived social support was the moderating variable in the study. The study found that there was significant main effect of the treatment on academic resilience among academically frustrated students. This implies that Future-Directed Therapy was effective on academic resilience among academically frustrated students. The outcome of the present study showed that perceived social support has significant effect on academic resilience among academically frustrated students in extramural centres and the study found out that there was no significant interaction effect of treatment (future-directed therapy) and perceived social support on academic resilience among academically frustrated students.

Recommendations

Based on the findings of this study, the following recommendations are highlighted for consideration:

Counselling psychologists and other related professionals could utilise future-directed therapy as effective intervention in enhancing academic resilience among academically frustrated students. Participants should, therefore, utilise the skills acquired during the course of this intervention and continue to apply them all through

their university programme.

Parents, teachers and other stakeholders should show concern in giving physical and emotional support. This is very important so that the affected students would feel loved and be able to adjust considerably.

Students should seek the help of professional counselling psychologists in resolving some of the emotional and psychosocial challenges such as academic frustration, lackadaisical attitude, procrastination and anxiety which might have negative impacts on their lives.

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