

## عنوان مقاله:

The Effectiveness of Mindfulness-Based Stress Reduction and Dialectical Behavior Therapy on Self-Determination Needs and Academic Burnout among Students Showing Depressive Symptoms

## محل انتشار:

مجله بین المللی مطالعات سلامت, دوره 8, شماره 3 (سال: 1401)

تعداد صفحات اصل مقاله: 6

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## خلاصه مقاله:

Background: The satisfaction of self-determination needs and alleviation of academic burnout help students reduce/adjust the stress and psychological pressure resulting from studies and the university entrance examinations. The present study aimed to investigate the effectiveness of mindfulness-based stress reduction (MBSR) and dialectical behavior therapy (DBT) on self-determination needs and academic burnout among students showing depressive symptoms in Dehloran (Iran). Methods: In this experimental study, the statistical population comprised all female twelfth-grade high-school students studying for the university entrance exam in Dehloran, Iran in the academic year ۲۰۲۰-۲۱. The sample consisted of ۴۵ students showing depressive symptoms who were selected by convenience sampling, and then randomly divided into two experimental (MBSR and DBT) and a control group (n=۱۵ each). Either MBSR or DBT intervention was administered to the experimental groups, but the control group received no intervention. The research instruments included the Self-Determination Needs Scale, Academic Burnout Scale, and Beck Depression Inventory-II (BDI-II). The data were analyzed via descriptive statistics and multivariate analysis of covariance (MANCOVA). Results: The results showed that MBSR and DBT both positively affected the self-determination needs ( $F=۹۲.۴۴$ ,  $Pvalue=۰.۰۰۱$ ) and academic burnout ( $F=۶۸.۵۴$ ,  $Pvalue=۰.۰۰۱$ ) of students studying for the university entrance exam and showing depressive symptoms. According to the results, MBSR was more effective in students' self-determination and academic burnout ( $Pvalue=۰.۰۱$ ). Conclusions: It was found that both MBSR and DBT can help improve the self-determination needs and academic burnout of female high-school students studying for the university entrance exam and showing depressive symptoms. Keywords: Mindfulness, Dialectical behavior therapy, Self-determination, Depression, Students

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