

The Effect of Group Counseling Program for Developing Self-Efficacy to Adversity Quotient in Real Time Company

Jitsupang Jutavitaya, Srinakharinwirot University, Thailand
Ungsinun Intarakamhang, Srinakharinwirot University, Thailand
Ujsara Prasertsin, Srinakharinwirot University, Thailand

The Asian Conference on Psychology & the Behavioral Sciences 2017 Official
Conference Proceedings

Abstract

The objectives of this research were to examine the effects of a group counseling program to develop self-efficacy and adversity quotient of employees in real time company. The Quasi - Experimental Research design was used in this research. The sample was a group of employees of Shop Global (Thailand) Co., Ltd., which is a 193 employee-real time company. It was divided into experimental group (n=8) and control group (n=8) which consisted of 4 women and 4 men in each group. They participated in the group counseling program for 10 sessions (1 hour 30 minutes to 2 hours per session) for 1 month and 1 week (total 20 hours). The developing self-efficacy and adversity quotient in real time company group counseling program and self-efficacy and adversity quotient test were used as research instruments and the Dependent – Sample t – test Independent - Sample t – test, the mean, the standard deviation were used as analytical instruments.

The result of this research showed that 1) the sample in experimental group who participated in the group counseling program could develop self-efficacy and adversity quotient more than those in the control group who did not participate in the program at a significance level of .01 2) after participating in the group counseling program, the sample could develop self-efficacy and adversity quotient more than before at a significance level of .01 3) the sample in experimental group could develop self-efficacy more after participating in the group counseling program for 5 weeks at a significance level of .01 4) the sample in experimental group who participated in the group counseling program for 5 weeks could develop self-efficacy more than those in control group who did not participate in the program at a significance level of .01

Keywords: self-efficacy, adversity quotient, group counseling program

iafor

The International Academic Forum
www.iafor.org

Introduction

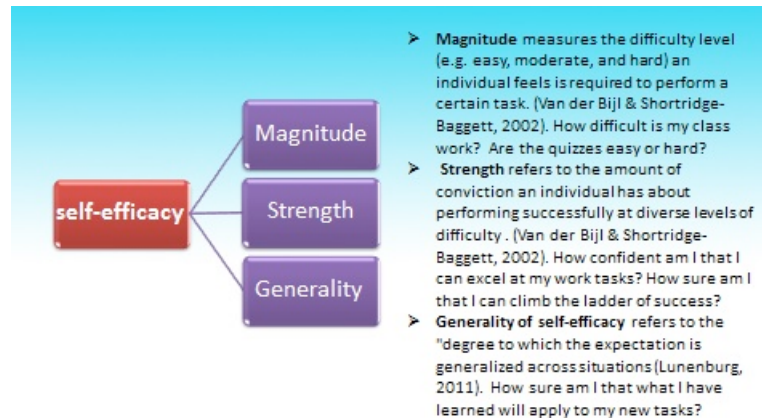
Nowadays, we cannot say that graduating from a college and getting a good job in a company can ensure that one can work efficiently and happily or one can improve his/her performance very well to fit with the organization. Due to the global rapid changes, any organizations need efficient employees whose productivity is what contributes to the growth of its organization. However, the faster the organization growing, the more problems, obstacles and adversities occur. Whether they are the solving immediate problems of managing department, achieving the sales target of the sales department, recruiting required candidates in determining the company's future growth of human resource department or growing the organization of the organization management team, they all have to face the obstacles, analyze and solve the problems. Each action can affect one's salary increase, which means that it also affects one's job stability. But the developing one's ability to solve problems or adversities is not easy. (Suparee Rodsin, 2006) Therefore, those who are successful in their lives must have the ability to solve problems or adversities. Especially workers, it is necessary for them to be able to deal with the adversities or increase the Adversity Quotient in order to be successful at their jobs and lives. Adversity Quotient can be used to predict job performance, explain how well one can deal with difficulties and foresees who will exceed their expectations. Individuals with high self-efficacy are more likely to turn obstacles into opportunities; they believe they can master challenging problems, obstacles, failures or bad situations. They believe in their own ability and capability of handling situations fast (Stoltz, 1997) which is similar to Hall's (Hall, 2000) theory, that is individuals with high self-efficacy are more likely to be successful in their jobs, they can master challenging problems and disappointments.

Self-efficacy is one of the factors that affect the success of one's life which is one of the Social Cognitive Theory (Bandura, 1997) which is similar to Wannakorn Mohyadee's (Wannakorn Mohyadee,2001) theory, that is self-efficacy is the behavioral factor of individual interact to determine one's behavior. One can estimate how well one can be successful in a certain situation. Thus, Self-efficacy is related to the ability to face and deal with adversity. Individuals with high self-efficacy are more likely to find the complicated works as challenging rather than risks or obstacles. They are more likely to be eager and motivated in their own work, have high expectation of success and they tend not to give up even in the bad situations. Individuals with low self-efficacy are more likely to find the complicated works as something that they should avoid, they tend to have less confident in their ability and they are not able to deal with the situation that they are facing. They tend to have low motivation and tend to give up quickly. (Bandura, 1997)

Literature Review

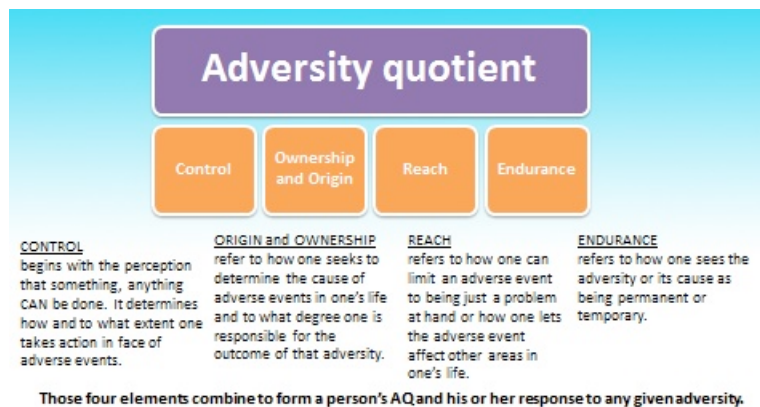
According to Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations". Individuals with high self-efficacy are more likely to believe they can master challenging problems and they can recover quickly from setbacks and disappointments. Individuals with low self-efficacy tend to be less confident and don't believe they can perform well, which leads them to avoid challenging tasks. Therefore, self-efficacy plays a central role in behavior performance.

Judgments of self-efficacy are generally measured along three basic scales: magnitude, strength and generality.

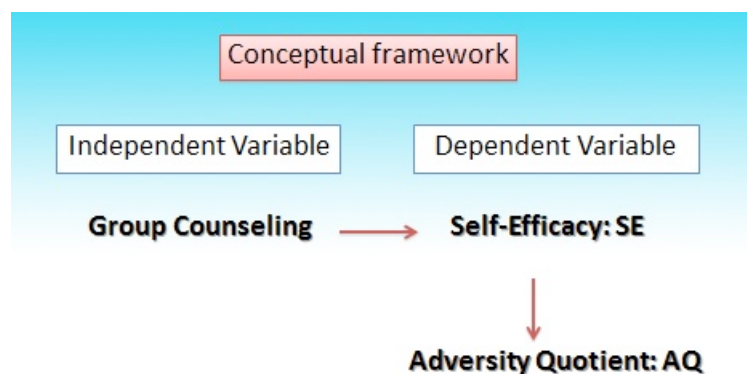


Adversity quotient (AQ) is a score that measures the ability of a person to deal with adversities in his or her life. The AQ is one of the probable indicators of a person's success in life and is also primarily useful to predict attitude, mental stress, perseverance, longevity, learning, and response to changes in environment.

According to Stoltz, one's Adversity Quotient (AQ) consists of four dimensions: CO2RE. This acronym includes Control; Ownership and Origin; Reach; and Endurance.



Conceptual Framework



Objectives

This research is to examine the effects of a group counseling program to develop self-efficacy and adversity quotient of employees in real time company.

Scope of the research

Population and Sample

Population

The total population in this research was 193 employees who worked in the real time company (use all electronic commerce for selling of goods and services) and they were selected by the total intrinsic Adversity Quotient scores at the 25th percentile and lower.

Sample

The sample in this research was the employees working in the real time company who got the total intrinsic Adversity Quotient scores at the 25th percentile and lower. They were selected from the population who got the intrinsic Adversity Quotient scores lower than the mean with the use of Purposive Selective and they took part in this research on their own accord. A Simple Random Sampling of 4 women and 4 men was chosen equally in both experimental group and control group. Each group consisted of 8 people and the total number of sample was 16 people. The participants in experimental group joined the group counseling program to develop self-efficacy and adversity quotient, yet the control group did not join any program.

Research instrument

1. Adversity Quotient Test
2. Self-Efficacy Test
3. Self-Efficacy and Adversity Quotient Group Counseling Program

Hypothesis

1. The sample in experimental group who participated in the group counseling program could develop self-efficacy and adversity quotient more than those in the control group who did not participate in the program.
2. The sample in group could develop self-efficacy and adversity quotient right after the group counseling program ended.
3. The sample in experimental group could develop self-efficacy more right after participated in the group counseling program for 5 weeks.
4. The sample in experimental group who participated in the group counseling program for 5 weeks could develop self-efficacy more than those in control group who did not participate in the program.

Data analysis

The sample in experimental group who participated in the group counseling program could develop self-efficacy and adversity quotient more than those in the control group who did not participate in the program.

Comparing the score adversity quotient between the experimental group and the control group who did not participate in the program. We found that the average of Control dimensions in the experimental group was (M= 3.90, SD = 0.76) higher than the control group was (M= 2.47, SD=0.26) at a significance level of .01($t=4.975, p<.01$) and the average of Endurance dimensions in the experimental group was (M= 3.87, SD = 0.83) higher than the control group was (M= 2.45, SD=0.23)) at a significance level of .01($t=4.645, p<.01$) and the average of Reach dimensions in the experimental group was (M= 3.75, SD =0.59) higher than the control group was (M= 2.48, SD=0.18)) at a significance level of .01($t=5.794, p<.01$) and the average of Ownership and Origin in the experimental group was (M=3.31, SD=0.40) higher than the control group was (M=2.40,SD=0.41) at a significance level of .01($t=4.408, p<.01$)

Table 1 Comparing the score of self-efficacy and adversity quotient between the experimental group and the control group who did not participate in the program.

Dimensions	Group	Mean (M)	Std. Deviation (SD)	t	p Value
Control	Experimental	3.9000	.76718	4.975**	.000
	Control	2.4750	.26049		
Ownership and Origin	Experimental	3.3125	.40642	4.408**	.001
	Control	2.4063	.41592		
Reach	Experimental	3.7500	.59025	5.794**	.000
	Control	2.4821	.18607		
Endurance	Experimental	3.8750	.83452	4.645**	.000
	Control	2.4531	.23085		

**** $p<0.01$, (n=16)**

The sample in group could develop self-efficacy and adversity quotient right after the group counseling program ended.

Comparing the score of adversity quotient in the experimental group Pre-test and Post-Test. We found that the average of post-test for Control dimensions was (M= 3.90, SD = 0.76) higher than the average of pre-test for Control dimensions was (M= 2.43, SD=0.21) at a significance level of .01($t=4.773, p<.01$) and the average of post-test Endurance dimensions was (M=3.31, SD=0.40) higher than the average of pre-test Endurance dimensions was (M=2.84,SD=0.33) at a significance level of .01($t=2.418, p<.05$) and the average of post-test Reach dimensions was (M= 3.74,SD =0.83) higher than the average of pre-test Reach dimensions was (M=2.57,SD=0.35) at a significance level of .01($t=4.545, p<.01$) and the average of post-test Ownership and Origin was (M=3.31, SD=0.40) higher than the average of pre-test Ownership and Origin was (M=2.84,SD=0.33) at a significance level of .01($t=2.418, p<.01$)

Table 2 Comparing the score of adversity quotient in the experimental group Pre-test and Post-Test.

Dimensions	Term	Mean (M)	Std. Deviation (SD)	t	p Value
Control	Pre	2.43	0.21	-4.773**	.002
	Post	3.90	0.76		
Ownership and Origin	Pre	2.84	0.33	-2.418*	.046
	Post	3.31	0.40		
Reach	Pre	2.57	0.35	-4.545**	.003
	Post	3.74	0.58		
Endurance	Pre	2.39	0.40	-4.280**	.004
	Post	3.87	0.83		

** $p < 0.01$, (n=16)

* $p < 0.05$, (n=16)

The sample in experimental group could develop self-efficacy more right after participated in the group counseling program for 5 weeks.

Comparing the score of before and after of self-efficacy in the experimental group participated in the group counseling program for 5 weeks. We found that the average of self-efficacy after participated in the group counseling program was (M= 2.9188, SD = .16771) higher than before participated in the group counseling program (M= 1.9938, SD = .18275) at a significance level of .01(t=-8.187, $p < .01$)

Table 3 Comparing the score of before and after of self-efficacy in experimental group participated in the group counseling program for 5 weeks.

Self-Efficacy Score	Mean (M)	Std. Deviation (SD)	t	p Value
Before	1.9938	.18275	-8.187**	.000
After	2.9188	.16771		

** $p < 0.01$, (n=16)

The sample in experimental group who participated in the group counseling program for 5 weeks could develop self-efficacy more than those in control group who did not participate in the program.

Comparing the score of self-efficacy in the experimental group participated in the group counseling program for 5 weeks between the control group. We found that the average of self-efficacy in the experimental group was (M= 2.9188, SD = .16771) higher than the control group (M= 1.9787, SD = .21676) at a significance level of .01(t=9.701, $p < .01$)

Table 4 Comparing the score of self-efficacy in the experimental group participated in the group counseling program for 5 weeks between the control group.

Self-Efficacy Score	Mean (M)	Std. Deviation (SD)	t	p Value
Experimental group	2.9188	.16771	9.701**	.000
Control group	1.9787	.21676		

** $p < 0.01$, (n=16)

Result

This research is based on the examination of the effects of a group counseling program to develop self-efficacy and adversity quotient of employees in real time company. The objective is to develop a group counseling program to develop self-efficacy and adversity quotient of employees in real time company and to study the effects before and after using the group counseling program to develop self-efficacy and adversity quotient of employees in real time company.

The total of number of counseling programs was 10 sessions (1 hour 30 minutes to 2 hours per session) for 1 month and 1 week (total 20 hours). The first session was the orientation to introduce every participants and get them to know each other. The second session was the self-efficacy session. The third to fifth sessions were the class to develop self-efficacy according to the objections e.g. the level of difficulty at work, confidence and Generality. The sixth to ninth was the class to develop Adversity Quotient e.g. situation control ability, the cause and responsibility and effect and endurance. The tenth session was the end of the counseling program. The result of the group counseling program to develop self-efficacy and adversity quotient of employees in real time company were as follows,

- 1) The sample in experimental group who participated in the group counseling program could develop self-efficacy and adversity quotient more than those in the control group who did not participate in the program at a significance level of .01
- 2) After participating in the group counseling program, the sample could develop self-efficacy and adversity quotient more than before at a significance level of .01
- 3) The sample in experimental group could develop self-efficacy more after participating in the group counseling program for 5 weeks at a significance level of .01
- 4) The sample in experimental group who participated in the group counseling program for 5 weeks could develop self-efficacy more than those in control group who did not participate in the program at a significance level of .01

Discussion and Conclusion

The company, which its employees have work difficulties or any companies which its employees have low self-efficacy and they cannot deal with bad situations or adversities, can apply this research in order to set organizational development procedures and to develop employees to raise their self-efficacy and AQ. This research is also can be used to apply in teenage samples who are planning and choosing programs in high schools or those who are planning to study in colleges.

References

Bandura, A. Social Learning Theory. A social Cognitive Theory. N.J. : Prentice-Hall, 1997.

Mills, K.D., Munroe, K.J. & Hall, C.R. (2000). The relationship between imagery and self efficacy in cotive athletics. *Imagination, Cognition, and Personality*, 20, 33-39.

PEAK Learning (n.d) . MP Water Resources: AQ and Performance.
http://www.peaklearning.com/aq-you_basics.php. Accessed January 12, 2017.

Stoltz, Paul G. Adversity Quotient Tuning Obstacles into Opportunities. United State of America: John Wiley & Scon Inc., 1997.

Suparee Rodsin. (2006). The relation between adversity quotient and burnout: a case study of personnel in the King Mongkut Institute of Technology North Bangkok.

Dissertation , Master. (Industrial and Organizational Psychology). Bangkok: Graduate School Thammasat University.

Wannakorn Mohyadee. (2001). Effects of cooperative learning using student teams-achievement divisions technique on self-efficacy and English learning achievement of prathom suksa five students. Dissertation , Master. (Educational Psychology). Bangkok: Graduate School Chulalongkorn University.

WikiSpaces. PSYCH 484: Work Attitudes and Job Motivation.
<https://wikispaces.psu.edu/display/PSYCH484/7.+Self-Efficacy+and+Social+Cognitive+Theories>. Accessed January 12, 2017.

Contact email: Jitsupang_J@hotmail.com