

Developing the Adversity Quotient of Mathayomsuksa 3 Students using the Integrated Group Counseling Program

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Abstract

The purposes of this study were (1) to study the definitions, and components of the adversity quotient ; (2) to develop the integrated group counseling program ; and, (3) to compare the results of using the integrated group counseling program to develop the adversity quotient of students. The samples of study consisted of 16 students who enrolled in Mathayomsuksa 3 in an academic year 2015 at Maharakham University Demonstration School (secondary). They were randomly selected and divided into two groups: an experimental group and a control group, each of which contained 8 students. The instruments were the 5 rating scale adversity quotient test, integrated group counseling program, behavioral observation and recording form. The data were analyzed by using the Friedman Test, the Wilcoxon Match Pair Signed – Ranks Test and the Mann - Whitney U – Test, respectively. The results of this study indicated that the adversity quotient was defined as the expression of the students on understanding, embracing and responsibility to the adversity, planning and controlling to deal the adversity with patience, perseverance and overcoming the adversity.

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There were four components of the adversity quotient, that is, controlling, responsibility, adversity accessing and analyzing, and motivation and patience. These components were put in the integrated group counseling program to develop the adversity quotient of students.

This program was validated by the experts with known appropriate values of 4.00 to 4.80 and standard deviation values of 0.00 to 0.89. After this program was implemented, it was found that the mean scores of the adversity quotient in the experimental group after participating in the program were higher than those before participating in the program at the statistically significance level of .05. When considering the retention behaviors, it was found that the mean scores of the adversity quotient in the experimental group during the follow-up 1 month after the intervention were not different from those after participating in the intervention. In addition, the experimental group who participated in the integrated group counseling program had the mean scores of the adversity quotient after participating higher than the control group at the statistically significance level of .05.

Keywords: The adversity quotient, the integrated group counseling program

Introduction

Currently Thailand has rapid changes in the society, economy, environment, science, and technology. People also have higher competition in the job market. As a result, issues and circumstances are more complicated, whether a way of working or even a form of daily life (Kunakornviroon, 2013: 1). From the impact of this change, it makes Thai society to face with the risk in life and property, the rebellion, the increase of accidents and disasters, and the competitions of economic, social and cultural. Therefore, the human must develop their potentiality by increasing their capabilities to prepare for transition in the future (Therishrawichakorn, 2011: 1). Problem solving and facing with the obstacles are very important in their current life. People will live happily in society more or less ; it depends on their adversity quotient.

Adversity Quotient is a factor that makes people successful. It is one's ability to understand and accept the adversity, plan and a control to deal with the adversity with patience and confidence. It is taking responsibility for one's own actions and a response to an adversity or difficult situation (Stoltz, 1997: 6). Then, a person with the adversity quotient will have an encouragement, motivation, patience and power to overcome any obstacles (Nakwatchara, 2001: 91-94).

Adolescence is an age that have rapidly physical, mental, emotional changes, and they also face with more conflicts and problems than other ages do. Especially, Thai adolescences have not patience and strength. Their minds are weak, and they cannot overcome fear and difficulty. They also love convenience and object. When they face with a problem, they will solve quickly it without critical thinking (Panmanee, 2004: 102). Therefore, the adolescence is an age that needs to develop the adversity quotient. If the adolescent cannot face a problem effectively, it might be rather difficult to adjust themselves toward the circumstances. Moreover, they will become stressful, anxious, and they also get poor mental and physical health. That will cause the problems for living in the future. The development of adversity quotient in the adolescent will help them realize how to control, analyze, accept and take responsibility for the problem, and it also allows them to have patience and effort to solve the problem, which will make the adolescent become stable and successful adults in life.

There are many ways to develop the adversity quotient. However, in this study, we applied a group counseling to help Mathayomsuksa 3 students develop their adversity quotient. It is called an integrated group counseling program, which consists of the psychological theories and the Buddhist principles, the gestalt therapy, the rational emotive behavior therapy, the reality therapy, the four noble truths and the four paths of accomplishment.

The researchers studied the four compositions of the adversity quotient, then developed the integrated group counseling program and applied this program to develop the adversity quotient of Mathayomsuksa 3 students. This program will allow them to develop the adversity quotient skill and also make them have a readiness of lifestyle in the present and ready to become stable adults in the future.

Objectives

The purposes of this study were:

1. To study the definitions, and components of the adversity quotient
2. To develop the integrated group counseling program,
3. To compare the results of using the integrated group counseling program to develop the adversity quotient of students.

Hypotheses

The hypotheses of this study are as follow:

1. The adversity quotient of the students after participating in the integrated group counseling program is higher than that before participating.

2. There is no differences in the adversity quotient of the students after intervention and during the follow-up period after participating in the integrated group counseling program.

3. The students who participated in the integrated group counseling program have the adversity quotient after participated higher than that of students who did not participate in the integrated group counseling program.

Methodology

Identification of Subsections

The study was divided into four phases:

Phase 1 was to study the definitions, and components of the adversity quotient

Phase 2 was to develop the integrated group counseling program to develop the adversity quotient. This program covered 14 activities. The researchers designed this program as one hour and 30 minutes intervention. The content of the integrated group counseling program to develop the adversity quotient included the gestalt therapy, the rational emotive behavior therapy, the reality therapy and the Buddhist principles.

Phase 3 was to implement the integrated group counseling program.

Phase 4 was to evaluate and analyze the data after the experiment.

Population and Samples

The population included 264 students who studied in Mathayomsuksa 3 in the academic year 2015 at Mahasarakham University Demonstration School (Secondary).

The samples of the study were 16 students who had the lowest adversity quotient score, had similar problems and were voluntary to participate in the experiment. They were randomly selected into two groups: an experimental group and a control group. Each group consisted of 8 people. This study took 7 weeks long, and the researchers followed up the samples after the experiment for one month.

Instruments

The instruments used for this study are as follow:

1. The adversity quotient scale was a 5 Likert scale including 40 items. It had the discrimination power between 0.264 – 0.745 and overall reliability coefficient of 0.938.

2. The integrated group counseling program was validated by the experts with appropriate values of 4.00 to 4.80 and standard deviation values of 0.00 to 0.89 which could be practical application.

3. The behavioral observation form of the adversity quotient had the value of item objective congruence higher than 0.5.

4. The recording form of the adversity quotient had the value of item objective congruence higher than 0.5.

Data Collection

The data collection is divided into five steps:

Steps 1: the researchers reviewed the literatures about counseling techniques and theories, Buddhist principles and the adversity quotient. Then, five experts were interviewed about the definitions and components.

Steps 2: the researchers analyzed the data using content analysis and analytical induction.

Steps 3: the researchers developed the 5 scale adversity quotient test with 40 items, behavioral observation and recording form of the adversity quotient and the integrated group counseling program.

Steps 4: the researchers used all instruments with the try out group who did not participate in the real experiment but were similar to the samples.

Steps 5: the researchers revised all instruments before they were applied to the real experiment.

Data Analysis

The data was analyzed and reported by using the Friedman Test, Wilcoxon Signed Rank Test and Mann-Whitney U Test. The Friedman Test was used to compare overall mean scores and each component from the adversity quotient scale in different periods: before intervention, after intervention, and 1 month follow-up. Then, the researchers used the Wilcoxon Signed Rank Test to

compare mean scores for each pair of overall and each component from the adversity quotient scale in different periods: before intervention, after intervention, and 1 month follow-up. Finally, the Mann-Whitney U Test was used to compare mean scores from the adversity quotient scale between the experimental and control groups after intervention.

Results

The results of the study are:

1. According to the in-depth interview from five experts, it can be summarized that

the adversity quotient is considered as the expression of the students on understanding, embracing and responsibility to the adversity, planning and controlling to deal the adversity with patience, perseverance and overcoming the adversity. There are four components: controlling, responsibility, adversity accessing and analyzing, and motivation and patience. The behavioral indications of each component can be found as follows:

the controlling component, can be observed when students are able to control their own work, situations, emotion, feeling and thought, have consciousness, endurance, and courage to face the problem, and have a positive thinking and positive reaction.

the responsibility component, can be seen when students show responsibility to the problem and self-responsibility, are able to perceive problems and the following effect, accept the issue and the impact of the problems, are able to tell how to solve problem and to develop themselves, have courage to face the problems and obstacles, and adapt themselves and change viewpoint in a good way on the problem that occurred.

the adversity accessing and analyzing component, can be observed when students are able to analyze the causes of problems, analyze themselves and occurring situations, and can tell the source and impact of the problem.

the motivation and patience component, are shown when students have the patience to solve problem, have an effort to find a way to eliminate the problem, are optimistic even when they face the situation with the problem, and can create motivation by placing the target of solutions and planning to achieve their target.

2. The results of preliminary evaluation of the integrated group counseling program, that consisted of the contents, concepts, objectives, procedures,

incorporated techniques and psychological theories and assessments for group counseling were validated with known appropriate values of 4.00 to 4.80 and standard deviation values of 0.00 to 0.89. The researchers integrated this program that was appropriate for students and group counseling procedure, such as content, techniques and psychological theories. Therefore, the result of development program confirmed that this integrated group counseling program was very effective and specific with the student group. The data showed that students reported significantly higher mean scores after participating in the program at the level of .05.

3. The comparison of the results of using the integrated group counseling program to develop the adversity quotient of students is as follow:

3.1 The total mean score of 4 components of the adversity quotient in the experimental group before, after and during the follow-up that participated in the program was significantly different ($p < .05$) (Table 1).

Table 1: A comparison of the difference result of a total mean score of 4 components of the adversity quotient in the experimental group before, after participated and during the follow-up in the program

the experimental group	n	\bar{X}	S.D.	X ²	P
Before	8	3.28	0.13	12.000	.002*
After	8	4.65	0.22		
Follow-up	8	4.53	0.31		

3.2 The total mean score of the 4 components of the adversity quotient in the experimental group after participating in the intervention was higher than the mean score before participating in intervention ($p < 0.05$) (Table 2), and the total mean score of the 4 components of the adversity quotient in the experimental group during the follow-up in intervention was not different from after participating in intervention (Table 3).

Table 2: A comparison of the difference result of a total mean score of 4 components of the adversity quotient in the experimental group before and after participation in the program

Group	Before		After		Z	P
	\bar{X}	S.D.	\bar{X}	S.D.		
The experimental group	3.28	0.13	4.65	0.22	-2.524	.012*

Table 3: A comparison of the difference result of a total mean score of 4 components of the adversity quotient in the experimental group after the experiment and during follow-up in the program

Group	After		Follow-up		Z	P
	\bar{X}	S.D.	\bar{X}	S.D.		
The experimental group	4.65	0.22	4.53	0.31	-0.840	.401

3.3 The experimental group who participated in the integrated group counseling program had the total mean score of 4 components of the adversity quotient after participating higher than the control group which did not participate in the integrated group counseling program at the significance level of .05 (Table 4).

Table 4: A comparison of the difference result of a total mean score between the control group and experimental group after participating in the program

Participating	Mean Rank Control gr.	Mean Rank Experimental gr.	\bar{X}	Z	U	p
After	4.500	12.500	3.80	-3.363	0.000	0.0005*

Discussion

The researchers have studied the definitions and components for developing the adversity quotient of the students which are important to develop the scale and the integrated group counseling program. This process of study has been confirmed by experts. The researchers interviewed five experts and had

organized a focus group of five other experts who comes from various fields of education and psychology. Then the researchers analyzed and synthesized the findings and summarized them as definitions and components for developing the adversity quotient of the students. The result showed that the adversity quotient consists of four components: controlling, responsibility, adversity accessing and analyzing, and motivation and patience.

This result of study is consistent with Stoltz (1997: 13-15). He explained that the result of the adversity quotient was formed by four ties: the control of problems and obstacles occurrence, the ability to bring themselves into solving in a situation, regardless of the cause, the extent of impact on the life resulting from the way of thinking to solve problems, the ability to review problems or obstacles, and the ability to cope with the protracted problem. In addition, it is consistent with Pargudtong (2008: 9-10). She summarized that the components of the adversity quotient had 4 components: controlling, cause and responsibility, understanding, and patience.

In conclusion, by studying the components in the adversity quotient of Stoltz, Pargudtong and the researchers found that all studies were consistent and similar in terms of number and components of the adversity quotient. In each of the study found that the adversity quotient consists of four components: controlling, responsibility and understanding the problems, the ability to bring themselves into solving in a situation and patience. All components of the adversity quotient from this study can be applied in the development of the adversity quotient for students.

The development of the integrated group counseling program to develop the adversity quotient of students included three stages: the initial stage, the working stage, and the ending stage. This program covered 14 activities. Techniques and psychological theories and the Buddhist principles were included in the program.

This program supported the participants to explore themselves and their problems, self-awareness, and it also supported them to think and analyze the cause and result of their problem that occurred. Moreover, they could accept and be responsible for their problems. Besides they were also able to control and plan to solve their problems with the endurance and effort optimistically. In addition, they could create motivation or goal for their success which were characteristic of those with the adversity quotient (Stoltz, 1997: 6).

The result of a study indicated that the integrated group counseling program to develop the adversity quotient of students could promote the adversity quotient development after the students participated in the program because the mean score of the total component after the students participated in the program was higher than before they participated in the program.

Moreover, the mean scores of the adversity quotient in each component after participating in the program were higher than those before participating in the program.

The above mentioned results occurred because the integrated group counseling program which the researchers developed had content about the adversity quotient development and covered 4 components of the adversity quotient. The activities in program promoted students to learn to control, accept and be responsible for their problems. They also had the ability to analyze the problems, plan and create motivation to solve the issues. Moreover, they exactly practiced their patience to solve the issues, and had good viewpoint toward the problem. The students who participated in this program helped each other to suggest guidelines to the solution. They also exchanged their ideas, and encouraged each other to solve the problems. Therefore, the students who participated in the integrated group counseling program had learned and developed themselves in terms of the adversity quotient.

This result of study is consistent with Phongsopa (2000: 162). He claimed that the principle of counseling in general, mostly target aimed to help people to be themselves as much as possible (Autonomy). The essence of being themselves was to have the responsibility for their own and to be able to develop their responsibility in accordance with the actual situation to achieve success in life.

This result of study is consistent with Trotzer (1989: 1-3). He claimed about the aim of group counseling that was the process to help each of the customers to be able to face with the problems or dissatisfaction in their life and it helped them to understand the problem, and also find solutions as well as the guideline to the practice to solve problems or dissatisfaction.

According to a study of Trotzer and Phongsopa, it was consistent with the integrated group counseling process developed by the researchers. During the practice of those activities according to the integrated group counseling process developed by the researchers, the researchers emphasized the students to be themselves, to have the responsibility, to dare to face the problems, to understand the problem, to help each other to suggest guidelines to the solution, to plan to solve problems and to encourage each other to solve the problems. All of matters which the researchers emphasized were a part of the adversity quotient components that the researchers developed in the students.

As mentioned above, the result is consistent with the comments of the students who participated in the integrated group counseling program to develop the adversity quotient in all 14 activities. Most of them commented that the integrated group counseling program was useful. It helped them to dare to face

the problems and they could plan to solve problems which they could not solve and never thought to being able to solve.

They also commented that this program helped them to know the accountability, controlling and, problem analysis, and they could set goals and have motivation to solve problems. Besides, it helped them know how to practice patience, solve problems, exchange ideas, and encourage each other.

The above statements showed that the integrated group counseling program resulted in the development of the adversity quotient of the students.

Conclusion

The integrated group counseling program to develop the adversity quotient of the students included the contents, concepts, objectives and, procedures, and it incorporated techniques and psychological theories with clear and validated assessments for program. This program was modified upon the recommendations of experts and tried out before using in the real experiment.

The results of this program showed that the mean score of the adversity quotient in the experimental group after participating in the program was higher than the mean score before participating in the program and it was higher than the mean score of the control group at the significance level of .05. Also, the mean score of the adversity quotient in the experimental group during the follow-up 1 month after the intervention was not different from that after participating in the intervention. The mentioned statement showed that the integrated group counseling program to develop the adversity quotient of student was effective and it could be used to develop the adversity quotient.

Implications

This result of study showed that the integrated group counseling program could develop the adversity quotient of students because the adversity quotient of students increased after using this program. Therefore, the researchers foresee that this program will be one of the tools for teachers that will be used to develop behavioral or competency of the students to make the various skills of the students get better.

For the development of the integrated group counseling program, the researchers should select the suitable counseling theory for the development of ability or skill in various aspects of the students, and they should also have a wide variety of techniques and contents.

The integrated group counseling program should be developed for the various aged groups.

The integrated group counseling program should be studied to improve and develop to be more suitable for samples.

There should be a consistent and continuously follow-up after the experiment to find out the permanence of the adversity quotient development of the students after participating in the program.

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