Research Article

THE EFFECT OF GROUP COUNSELING PROGRAM TO PROMOTING SELF-ESTEEM AMONG UPPER SECONDARY SCHOOL STUDENTS

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Abstract

Adolescence is the age of many changes, it may have some behavior problems occur during this age, for example, fighting, substance abuse which is caused by low self-esteem. The purpose of this study is to develop and study the effect of group counseling program to promoting self-esteem among upper secondary school students. Two groups from Secondary school students (n=16), were selected with purposive sampling method. Students were divided in experimental group (n=8) and control group (n=8) with matched group method. The Quasi-Experimental research was applied in this study. The research instruments in this study were group counseling program and the revised version of Thai Rosenberg Self-Esteem Scale (r-Thai RSES) Cronbach's alpha was 0.86. The t-test dependent and independent statistic were used to analyze in this study. The result presented that after participating the group counseling program, the experiment group had a higher mean score of self-esteem ($\overline{x}$ = 31.38, SD = 3.58) before participating in group counseling program ($\overline{x}$ = 28.13, SD = 4.29) which is statistically significant ($p < 0.05$) compare to the control group before participating ($\overline{x}$ = 28.38, SD = 4.21) and the control group after participating ($\overline{x}$ = 27, SD = 3.85) which is no significant difference ($p > 0.05$).

Keywords: Self-esteem, Group Counseling Program, Adolescent

Introduction

Human development should be developed all of the period of age, starting from early pregnancy to old age. Especially, adolescents are period of relatively rapid biological development is accompanied by various changes in the family, school, peer group, community, government, and technology, culminating in a cascade of change (Newman & Newman, 2020). These changes have an impact on the thinking (Palawong, 2013). It has both good self-development and delusion. Currently, adolescent behavior problems are very serious including drug addiction and the behavior of hurting others or obscene behaviors such as rape behavior and stealing behavior (Department of children and youth, 2020). These problems are caused by adolescents when they want to feel that they are valuable

,want to be accepted by friends and family, have problems in life problem-solving skills, feeling hopeless and discouraged in life, seeing themselves as worthless or in a condition known as low self-esteem. (Palawong, 2013). According to William James's definition of self-esteem, it is commonly regarded as the evaluative part of self-knowledge that indicates how much people like themselves and believe they are competent (Zeigler-Hill, 2013). A study of Robins et al. (2002) found that self-esteem was related to age range. during childhood level of self-esteem will be quite high and dropping precipitously at the beginning of adolescence. The study in Thai students at an educational institution, 21% of students have low self-esteem (Jantaragrant, 2016; Pholphet & Tuntasood, 2016). According the Child and adolescent mental health Rajanagarindra institute (2013) describes a person with low self-esteem traits that the types of people tend to use psychic mechanisms to protect themselves. There is a need to prove their identity; for example, to suppress others to look lower than him, often criticizing and insulting others. Besides, they are not convinced that they are worthy and competent and have also found that individuals with these characteristics are prone to violence. Additionally, people with low self-esteem even though in a good family with high socioeconomic status might have problems in adapting schooling problems, trouble being a group of friends, being violent and aggressive, hurt others. However, those adolescents choose substance use is a solution, commit a crime and suicide because they felt that they was worthless. (Kounkroo, 2013)

As mentioned above, self-esteem is a significant construct that has been linked to a variety of life outcomes (Zeigler-Hill, 2013). A person with high self-esteem can face problems and obstacles in the past in life, be able to accept the disappointment, and discouragement, which can be passed with self-confidence and also able to live happily (Kounkroo, 2013). Methods for promoting higher self-esteem will help prevent problem behaviors from occurring of adolescents. Kongsankam (2011) explained that self-confidence or self-esteem is an important element in job development, human development, and development pursuing success in life. Therefore, it can refer that the lack of self-esteem and self-confidence is a very problem with personal development. Increasing self-esteem can be achieved through counseling. In addition, Group counseling, according to Ligkachai (2012), can assist members understand themselves by encouraging them to explore their feelings and tell various uncomfortable experiences about themselves while also exchanging solutions from the group to utilize in fixing their difficulties. Members will develop empathy for one another as a result of their conversations. This will result in a raise in Self-esteem. The basic principles of group counseling are group members must voluntarily to join the group, able reveal the identity, have responsibility, ready to improve and change their behavior for the better. (Bootrueang, 2013)

From the importance of the issues mentioned above, the researcher studied the self-esteem of the Upper Secondary school students from the student assistance system of the Demonstration School of Khon Kaen University (Suksasart). It was found that student with Grade 11 had lower average self-esteem scores than other grade levels. From the above information, the researcher is interested in studying. The effect of group counseling program to promoting self-esteem among upper secondary school students for students to have higher self-esteem and able to live happily.

Research Objectives

The objective of this study was to develop and evaluate the effectiveness of self-esteem related intervention with group counseling program among two groups, experimental group, and control group.

Research Methodology

The research hypothesis are; 1) The experimental group, the posttest had higher self-esteem scores than the pretest. 2) The experimental group had higher self-esteem scores than the control group.

This study is Quasi-Experimental Research and the matching-only Pretest-Posttest Control Group design that choose sample by the matched group to make the similarity of two groups. Then compare the mean score between the experimental group and the control group, and compare the mean score of pretest and posttest. The research instruments in this study were group counseling program to promoting self-esteem among upper secondary school students which has evaluated the psychometric properties by 3 experts in counseling and group activities. The content validity of group counseling program was 0.88 (IOC = 0.88) and Effectiveness Index (E.I.) = 0.27. The Revised version of Thai Rosenberg Self-Esteem Scale (r-Thai RSES; Wongpakaran & Wongpakaran, 2012) Cronbach's alpha was 0.86 which is reliable and is widely used. The researcher has requested permission from the owner of the research instrument.

Before using in experimental group, the research instruments were used to try out with students who are similar to the sample group. The results of the trial showed that the students had a good understanding and were able to perform activities according to the research instruments.

Population and Sample Group

The population of this study was the upper secondary school students which are located in the Demonstration School of Khon Kaen University (Suksasart) in the academic year 2020-2021. The sample group was two groups from Secondary school students (n=16). First, the researcher asked the students in Mattayomsuksa 5 to fill out an r-Thai RSES questionnaire and then report their self-esteem scores. After that let interested persons applied for the research project and selected by purposive sampling method. Inclusions criteria as the sample group was the upper secondary school students, the self-esteem questionnaire provided a result up to 16 participants with the lowest score, able to communicate and understand in Thai, not underlying disease or chronic illness affects participation in the group counseling program, not being deaf or blind, and never participated in group counseling program before. Students were divided in experimental group (n=8) and control group (n=8) with matched group method

Eight participants is based on a study by Corey (2016) that explains that a group should have 8 members, so this number is appropriate for members to interact with each other. and everyone had the opportunity to participate in the group process.

The personal information of the participants such as age, were mostly 17 years old, representing 75% (the experimental group 43.75 % and the control group 31.25 percent), followed by the age of 16 and 18 years old, representing 18.75% (the experimental group 6.25% and control group 12.5%) and 6.25% (divided into 0% of the experimental group and 6.25% of the control group).

Gender was all women 100% (50% of the experimental group and 50% of the control group). The participants currently live with their parent 100% (50% the experimental group and 50% control group).

In terms of family relationships, there was a good relationship at 50% (the experimental group 18.75% and the control group 31.25 %), and there was little conflict for 50% (the experimental group 31.25% and the control group 18.75 %).

The most family income was in range of an average income of 50,000 - 100,000 baht/month, for 56.25% (25% of the experimental group and 31.25% of the control group), followed by the average income of more than 100,000 baht/month, for 31.25% (18.75% of the experimental group and 12.5% of the control group) and 10,000 - 50,000 baht/month, or 12.5% (6.25% experimental group and 6.25% control group).

Regarding the study program, most of them studied science-mathematics program 81.25% (the experimental group 37.5% and the control group 43.75%), followed by the art-language program 18.75% (the experimental group 12.5% and the control group 6.25%).

The results of the latest semester grade point average (GPA), most participants had their grades at 3.00 - 3.49 or 68.75% (31.25% the experimental group and 37.5% control group). They had GPA above 3.5, representing 25% (the experimental group 18.75% and the control group 6.25%), and the GPA at 2.50 - 2.99, representing 6.25% (the control group 6.25%).

And in relationships with friends, almost all have close friends who can be trusted. It was 87.5% (43.75% experimental groups and 43.75% control groups), and the rest have friends who can talk about general topics 12.5% (the experimental group 6.25% and control group 6.25%)

Data Collection

The data collection of this study, the researcher was certified by the Human Research Ethics Committee Khon Kaen University No. HE633204. The data collection used by The Revised version of Thai Rosenberg Self-Esteem Scale with Upper Secondary school students (student with Grade 11), then choose the sample by describing the research project to the participants, and then ask the participants whether they are willing to participate in the group counseling program by selecting purposive sampling. There were 16 participants in total and divided into the experimental group for 8 people and the control group for 8 people by matched group method. Both groups are required to do the pretest. The experimental group received 8 sessions of counseling program. There are three steps in each session. The first stage is to establish relationships with members. The following step is the implementation stage, which involves putting the activity into practice in the group setting using two counseling theories: Client-Centered Consulting Theory and Transaction Analysis. The last step is the most essential. This is a summary of the activities. while the control groups did not participate in the program. but still received the school guidance as usual as well as the experimental group. After that, both experiment groups and control groups are required to do the posttest.

Data Analysis

The researcher computed mean and SD for personal information of participants and analyzed the difference in the mean score of self-esteem before- after experiment and between the experimental group and the control group by using t-test.

Results and Discussion

A study of the effects of a group counseling program to promoting self-esteem among upper secondary school students. The results presented as follows. It was found that:

Table 1 Comparison of pretest and posttest self-esteem mean scores in the experimental and control groups

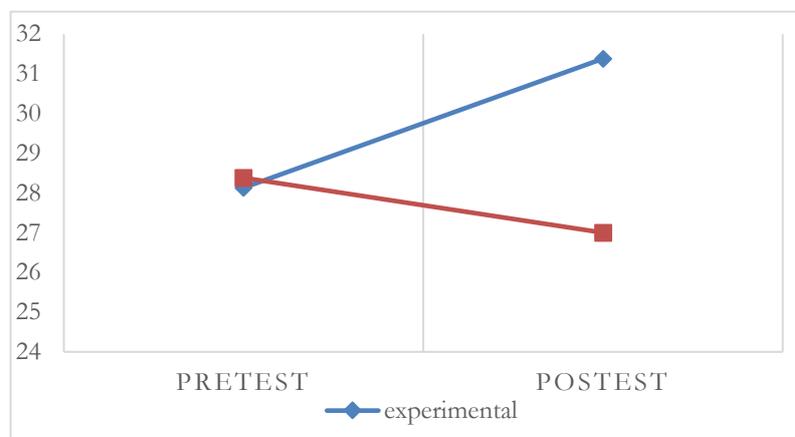| Self-esteem score	Pretest (n=8)		Posttest (n=8)		df	t	p-value
	$\bar{x}$	SD	$\bar{x}$	SD			
Experimental Group	28.13	4.29	31.38	3.58	7	-3.33*	0.01
Control Group	28.38	4.21	27	3.85	7	1.25	0.25

Figure 1 Comparison of pretest and posttest self-esteem mean scores in the experimental and control groups

Table 1 and Figure 1 showed that the self-esteem's mean score of the experimental group before the experiment ($\bar{x}$ = 28.13, SD = 4.29) and after the experiment ($\bar{x}$ = 31.38, SD = 3.58). It was statistically significant, compared with the Pair sample t-test. It was found statistically significant that the mean self-esteem score after the experiment was higher than before (t=3.33, p<0.05), therefore, the experimental group had a higher level of self-esteem.

In the control group, the mean score for self-esteem before the experiment ($\bar{x}$ = 28.38, SD = 4.21) and after the experiment ($\bar{x}$ = 27, SD = 3.85). It was statistically compared with the Pair sample t-test. It was found that the mean score of self-esteem after the experiment was lower than before. As a result, guidance activities in school may not be comprehensive. family relationship in which there are some parts that have some conflicts in the family. Over time, such conflicts may become more intense. In addition, in relation to some friends, they do not have close and reliable friends. causing no place to vent or have someone who understands to stand beside. There was no statistically significant difference (t = 1.25, p > 0.05), therefore, the control group had no difference in self-esteem between pretest and posttest.

Table 2 Comparison of mean self-esteem scores between the experimental and control groups

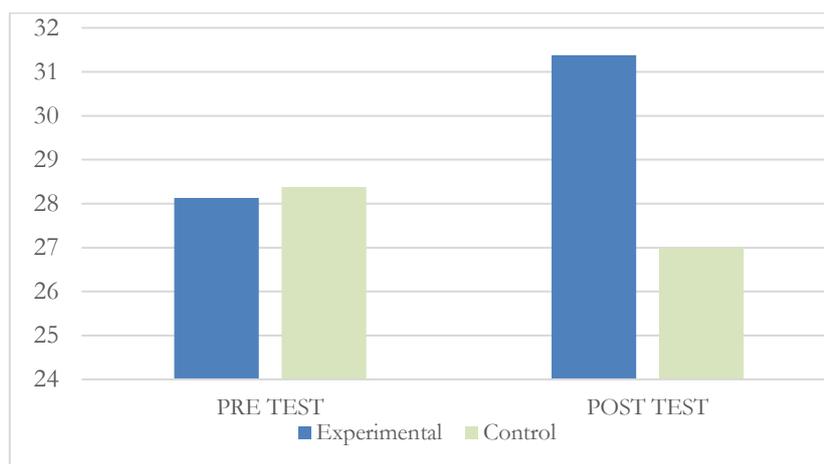| Self-esteem score	Experimental Group (n=8)		Control Group (n=8)		df	t	p-value
	$\bar{x}$	SD	$\bar{x}$	SD			
Pretest	28.13	4.29	28.38	4.21	14	-0.12	0.91
Posttest	31.38	3.58	27	3.85	14	2.35*	0.03

Figure 2 Comparison of mean self-esteem scores between the experimental and control groups

Table 2 and Figure 2 showed that in the experimental group, the mean score of self-esteem before the experiment was ($\bar{x}$ = 28.13, SD = 4.29). The mean score was ($\bar{x}$ = 28.38, SD = 4.21) compared to the statistical independent t-test, it was found that the mean self-esteem score before the experiment was no significant difference between the experimental and control groups (t = 0.12, p > 0.05).

In the experimental group, the mean post-test self-esteem score was ($\bar{x}$ = 31.38, SD = 3.58). In the control group, the mean post-test self-esteem score was ($\bar{x}$ = 27, SD = 3.85) comparing the statistical independent t-test, it was found that the mean post-test self-esteem score of the experimental group was higher than that the control group and it is statistically significant (t = 2.35, p < 0.05). Therefore, the upper secondary school students who participated in a group counseling program to promote self-esteem had a higher level of self-esteem than those who did not participate in the group counseling program.

The research results can be discussed and summarized as follows:

1. It is based on the first hypothesis. Students participating in a group counseling program to promoting self-esteem among upper secondary school students. The mean score of self-esteem after the experiment was higher than before the experiment with statistical significance at the level of 0.05. In conclusion, a group counseling program to promote self-esteem among upper secondary school students make a student's self-esteem score after joining the program higher than before joining the program. This is because of the researcher developed a group counseling program that promotes self-esteem based on the self-esteem component which integrated the concept of two theories of counseling including Client-Centered Consulting Theory and The Transaction Analysis Theory in

each activity will focus on the group members. Then talk to exchange of knowledge and experiences of each member to achieve acceptance, empathize, and encourage each other which will lead to increased self-esteem

2. It is based on the second hypothesis. Students in the experimental group who participated in a group counseling program to promote self-esteem among upper secondary school students.

The mean score of self-esteem after the experiment is higher than the control group statistically significant at the 0.05 level. In conclusion, students who participated in a group counseling program to promote self-esteem among upper secondary school students have a higher self-esteem score than a group of students who did not participate in group counseling to promote self-esteem. (Still receiving school guidance services) This is because of a group counseling program to promote self-esteem among upper secondary school students developed by the researcher by using the principles of counseling theory that integrated between the two theories Client-Centered Counseling Theory and Transactional Counseling Theory. "Client-Centered" has conceptualized the nature of humanity as a valuable person who can resolve problems on their own. The nature of this concept will help promote the appreciation of human beings. The counseling process resulting from the application of this theory will rely on the principle of a good relationship between group members and group leaders. Unconditional acceptance, it will cause trust and reveal the story of each person out. The theory of counseling "Transaction analysis" is a concept of understanding the personality structure of different types of people including communication in a variety of formats. If appropriate communication is used then based on an understanding of the personality structure of people, it will reduce conflict, have a good relationship, and is accepted and trusted with people around them, whether they are family group, group of people in school, and the social group of members. It also helps students understand the life position that I'm O.K. - You're O.K. to make a positive perspective on yourself and others.

From the observations of the researcher, it was found that students who participated in group counseling promote self-esteem are interested and attentive to the group process, react with group leaders and other members. There was an exchange of opinions. It reflects the feelings of oneself and the members of the group as well. As a result, students participating in the program understanding themselves and others, understanding their self-image, having a positive self-view, having goals in life, acceptance and trust in family, have self-esteem at school, acceptance, and trust in peers. Palawong (2013); Kounkroo (2013); Kongsankam (2011); Iswinarti and Wahyuningsih (2017) conducted a study of the effects of group counseling on self-esteem which able to promote self-esteem among children and youth. Each of them applied different concepts and theories of counseling. Whether it is the theory of Gestalt counseling, Existentialism counseling theory, Client-Centered theory, and Reality therapy counseling. But one theory was used as the basis for the group counseling program of their studies. In this study, the researcher used two theories that integrated between the client-centered consulting theory and the transaction analysis theory to promote self-esteem of the participants.

Conclusions

In this study, it can be concluded that a group counseling program to promoting self-esteem among upper secondary school students can promote self-esteem among students. A number of studies have shown that the effect of group counseling on self-esteem which able to promote self-esteem among children and youth.

The researcher had integrated two theories of counseling including Carl R. Roger's Client-Centered Theory and Transaction Analysis Theory by Eric Berne to develop into activities in each session of the program and to be consistent with the self-esteem component including internal elements (Understanding yourself and others, understanding your self-image, having a positive self-view, having goals in life) and external elements (acceptance and trust in family, having self-esteem at school, acceptance, and trust in peers).

Recommendations

1. Recommendations for further research

1.1   Follow-up should be followed after a group counseling program to promote self-esteem to the persistence of the level of self-esteem

1.2   Should be integrated other counseling techniques and theories to promote self-esteem because each technique and theory have different strengths by selecting several strengths to integrate. It can help to promote self-esteem more effectively.

2. Recommendations for utilizing the Group counseling program

2.1   In group counseling to promote self-esteem among upper secondary school students must have knowledge and understanding of the two counseling theories are client-centered counseling theory and transaction analysis counseling theory, as well as various components of self-esteem to be able to apply this knowledge effectively in the group consultation process.

2.2   Group counseling programs should be implemented in school guidance activities. And is used in a variety of grade levels more. To help encourage students with low self-esteem to have a higher level of self-esteem or even in students who already have high self-esteem Was able to promote self-esteem even more.

3. Limitation of this study

3.1   To measure the level of self-esteem, there may be other factors that affect self-esteem, such as stress or anxiety among high school students. which the researcher recognizes the importance of this factor in the beginning. Hamilton Rating Scale for Depression which is a standard measure and is medically accepted to measure student stress levels cannot be used in this study because the researcher is not the expertise in using the measurement.

3.2   A place to offer a group counseling program that the school provides a class room and does not keep sound. When other students walk past or talk loudly, it will distract the attention of the participants and waste time in getting the attention of the participants back to the group counseling.

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