Effectiveness of group counseling with problem solving approach on educational self-efficacy improving

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Abstract

The current study is aimed to consider the effectiveness level of group counseling with problem solving approach on educational self-efficacy improvement (including three subscales of talent, context and attempt) of girl student of secondary schools. To investigate the educational self-efficacy, we used educational self-efficacy questionnaire (Jinks and Morgan, 1990). In order that 150 girl students out of three education area of Tabriz city were selected by cluster sampling method and 40 people out of the students who possessed least score in the educational self-efficacy were chosen accidentally and divided into two groups of experimental and control, group counseling with the problem solving approach was performed within 10 educational sessions for experimental group, after 10 weeks again both of groups were participated in educational self-efficacy past test. The results showed that group counseling with problem solving approach enhances the educational self-efficacy.

Keywords: group counselling, problem solving, educational self-efficacy

1. Introduction

The popularity of the brief and short-term counseling method in 1990s is completely evident. The short-term problem-solving method is very important. This method related us to our goals; it is a quicker way of solving our problems as well as a straight direction to reach our goals (Lee, 1998). The problem-solving counseling method is based on applying authorities' talents and potentials in harmony with school-learning styles. According to the results, most of the students have poor educational self-efficacy; however, applying this method in group form especially in schools is very helpful (Dianis and Azborn, 1999). The brief and short-term counseling method helps us to reach our goal in a least time. It seems that it is the quicker method to solve a problem and access to suitable methods (Hoyt, 2000). The problem-solving counseling method encourages students to attempt with each other and make a decision on the basis of efficiency cases of past, present and future times. Because of high sensitivity and time-sharing of this method, it is based upon skillfulness and worthiness, its main purpose is applying students' talents, potentials, and improvements (Dianis and Azborn, 1999). The students with high self-efficacy use the most effort in doing their home work, they are sure about their capability and suitability (narrated by pajars, 2003). Berzonsky et al (2000) indicated that persons with distinct educational goals and skillfulness are more successful than their peers. In Bandura's point of view main factors of self-efficacy include aims and frameworks applied to compare self-operation. Therefore, it seems that self-efficacy

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is one of basic factors in educational progress. The students with high self-efficacy use the most effort in doing their home work, they don’t withdraw confronting failure and they confide their capability and suitability. Study on students' expectation to operate in a variable like self-efficacy (Pajars, 2003), mindfulness and information sources of self-efficacy (Hampton and Mason, 2003), are efficient (narrated by Kamali, 2005). The importance of self-efficacy is in training achievement goals; self-esteem, seeking energetic home works and perseverance (Gist and Mitchell, 2002). This study intended to present problem-solving counseling so that in order to influence students' educational self-efficacy. The results of the current study are applicable for school counselor's educational psychologists and so on.

Methodology
The method of this study is a quasi-experimental with pretest and post-test and control group.

Sampling
The statistical population of the current study includes all of the second grade girl students of high schools of Tabriz city in 2010-2011. The researcher chose 30 students (including 15 persons as experimental group and 15 persons as control group) by multiple-phase cluster accidental sampling), with low self-efficacy. They were in the 3rd term of high school with mean age of 16 years.

Instrument
The educational self-efficacy questionnaire is Morgan jinks student efficacy scale (MJSES). This questionnaire is invented by Morgan and, it has 30 items and jinks three subscales that are talent, context and effort. All of the items are designated by lickert scale in 4-option responses, it is scored as the following: (1 for 'completely disagree' to 4 for 'completely agree'). The high score in this scale denotes educational self-efficacy. Morgan and jinks reported the reliability of the test by cronbach's alpha for total test and each of the subscales of talent, context and effort 0/82, 0/78, 0/70 and 0/66, respectively. Karimzade (2001) performed this questionnaire on the students of 2nd grade high schools, validity coefficient was 0/76 for total test, 0/76 for talent factor, 0/65 for effort factor and 0/6 for context factor.

Results and discussion
On the basis of the results of this study, group-counseling with problem-solving approach is efficient on students' educational self-efficacy improvements and improving their talent context and effort. Because of the fact that counseling is a relational and emotional process, on the other hand talent is a cognitive capacity that is changeable on environmental educations and conditions. Therefore this counseling approach is able to influence significantly students' talent. Pintrich et al (1994) believed that students' self-efficacy have a high correlation with educational achievement. Students with high received capability, have more educational achievement, too. These beliefs indirectly affected increasing level of students' goals. Kalins (1986) says that the more capability the students have the more self-efficacy they will have (narrated by Pajars, 2003). Bandura in his research (2000) showed that activity of the creative learning environments leads to developing talent and self-efficacy cognitive skills. Students with low, average and high capabilities, regarding to their capability level have the same level of self-efficacy, too (narrated by Bandura, 2000). Students' Perceiving educational context and time and environmental conditions in educational self-efficacy beliefs change on the basis of counseling conditions, therefore it is said that a part of educational self-efficacy is affected by environmental context and situations; it is changed by environmental conditions and educations, so group counseling with problem-solving approach is able to increase the students' context. Pajars in his research (2003) found that providing a positive context in appearing a positive self-efficacy could lead to future educational achievement, especially personal and observational experiences as two major sources have a remarkable role in this sense. Lent et al (2004) showed that context dependence is one of the most important characteristics of educational self-efficacy. Context is not an abstract concept which expressing a general sense about a personal confidence that one can use in all conditions, but it is a particular concept encouraging one's attitude about his deservedness in relation to a certain activity, individuals or a certain situation. Phan and Walker (2000) found that the most leading learning techniques including educational context, social processes like patterns, feedback and social guidance, environmental perceiving of school and family perceiving. Joo et al (2000) found that only two sources of function experiences and physiological and emotional states are significantly correlated in predicting students' educational self-efficacy. Considering the studies on this area, they intended to study the conceptual structure of information resources. They found that there are probably less than four factors in information resources
of self-efficacy. They considered the 4-factor structure as the most complete pattern of data fitting for information resources of self-efficacy. The findings of Karimzade and Mohseni (2006) showed that educational self-efficacy could predict educational achievement. The more educational self-efficacy one has, the more educational achievement he will have, providing the better home and school context for students, the more educational achievement they will have. Khayyer (2001) considers lack of effort as the first, family problems as the second and lack of capability as the third important causes of educational failure in students' point of view. Students believed that if they attempted more, they will certainly gain better scores.

References


