

The Result of A Positive Thinking Program to The Adversity Quotient of Matthayomsuksa VI Students

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Abstract— The purposes of this research were to 1) study the result of using a Positive Thinking Program to the Adversity Quotient of Matthayomsuksa VI students and 2) compare the Adversity Quotient between students who participated in this program to other students. The Sample group for this research was 20 Matthayomsuksa VI students from Muangphonpittayakom School, Phon District, Khon Kaen Province during the first semester of 2010 academic year. They all had a low score in the Adversity Quotient and were divided into 2 groups: 10 persons for the experimental group and 10 persons for the controlled group.

The Experimental group was trained during 12 sessions in a Positive Thinking Program (3 sessions per week and about 50 minutes per session). The researcher was the group leader. The Controlled group was not trained during this program. The Research instruments consisted of the Adversity Quotient scale and the Positive Thinking Program. Data was analyzed by using the statistic of the Wilcoxon Signed -Rank Test and the Mann-Whitney U Test.

The results revealed that the scores of the Adversity Quotient of the experimental group were statistically higher before the experiment than those of the controlled group at the .05 level of significance.

Keywords : Positive thinking; Adversity quotient

I. INTRODUCTION

The Department of Mental Health, in association with ABAC Poll Research Center of Assumption University, conducted a survey entitled “The State of Mind of Youths Towards Admission and Examination”: A Case Study of Matthayomsuksa VI Students or an Equivalent Level Who Participated in an entrance examination in Bangkok and other renowned Cities.”The Result of this survey was significant; (firstly, most students who were serious think they were responsible for their successes themselves. Again, a group of students felt tired and disappointed while some of them were thinking of committing suicide if they could not pass the entrance examination to get a seat into the university (Anuthin Chanwirakun, B.E. 2549).

Based on the result mentioned above and according to Wanpen Bunprakob (B.E.2532) who said that “Thai youths who were studying in Matthayomsuksa VI was the group under pressure in terms of both studying and preparing themselves for further education”. They are sometimes serious, worried and confused about the role and

responsibility for their lives regarding: what to do; what to study; and what career to choose. So this group of youths encountered lots of problems and depression which could be the cause of discouragement, fatigue and pessimism in learning. Preparing youths to be problem solvers is an important issue. Those who have an effective ability to solving problems can manage any obstacle considering problems as challenges which have solutions. “Life immunity” should be used by youths in order to solve emerging problems as well as explore and experience life as a whole.

Kuekrit Pramote (B.E.2001) said that “the key factor for enhancing youths to the Adversity Quotient is Positive Thinking”. Pratheep Jinngee (B.E.2008) said that “a Positive Thinking Attitude could create motivation in thinking, doing and solving problems. It must be a fight rather than running away”. This is also related to the view of Stoltz (1997) who stated that “the abilities of overcoming obstacles could be learned, trained and developed as well”. Having a Positive Thinking Attitude could help youths to recognize the problems or obstacles they face, as the challenges matter and the chances in succeeding will consequently be greater.

In summary, it can be explained that a Positive Thinking Attitude is the most important factor for helping people engage in an effective Adversity Quotient. The researcher implemented the qualifications for a Positive Thinking Attitude to form the structure of a Positive Thinking Program, based on Psychological perceptions considering: reason, emotion and the behavior theory (REBT), as well as the Buddhist principle of “Yoniso manasikarn” or considering problems with mindfulness and consciousness. It is a method of thinking based on the stimulation of morality with group processes in order to form a Positive Thinking Program which could develop the Adversity Quotient with a strong mind. It could also prepare the youths with the readiness for the Adversity Quotient in their present and future studies as well as in their daily lives.

II. RESEARCH OBJECTIVES

- 1) To study the result of using a Positive Thinking Program towards the Adversity Quotient of Matthayomsuksa VI students of Muangphonpittayakom School in Phon District, Khon Kaen Province
- 2) To compare the Adversity Quotient between the students who participated in this program to other students who did not.

III. SAMPLES

The Sample group was Matthayomsuksa VI students from Muangphonpittayakom School, Phon District, Khon Kaen Province during the first semester of 2010 academic year. All 20 students had a low Adversity Quotient score and were divided into 2 groups: 10 persons in the experimental group and 10 persons in the controlled group.

IV. RESEARCH INSTRUMENTS

1) To find the mean and standard deviation for the Adversity Quotient Scale before and after the experiment of the sample group

2) To examine the research hypothesis by exploring the difference in the Adversity Quotient scores of the sample group before and after experimentation using the Wilcoxon Signed Rank Test

3) To examine the research hypothesis by comparing the Adversity Quotient scores between the sample group and the controlled group using the Mann-Whitney U Test.

V. RESEARCH METHODOLOGY

In conducting this research, the Quasi-Experimental Designs were used a pattern of non-equivalent controlled group with a "pretest-posttest" design. The two sample groups (the experimental group and the controlled group) were measured two times, before and after the experiment. The experimental group participated in the Positive Thinking Program while the controlled group attended only normal classes.

VI. RESEARCH FINDINGS

The results revealed that the scores of the Adversity Quotient of the experimental group were statistically higher before the experiment than those of the controlled group at the .05 level of significance.

VII. RECOMMENDATION

1) The Positive Thinking Program should be implemented in the curriculum so as to help students manage, tackle and overcome obstacles

2) The Positive Thinking Program should be implemented at grade 3, since this group is a potential and critical level in the selection process in education.

3) Before using the Positive Thinking Program with other educational leaders, a proper understanding of the detailed structure of the program should be made.

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