



EFFECTIVENESS OF COUNSELING PROGRAM ON PROBLEM SOLVING WITH 6TH AND 7TH GRADE STUDENTS IN ANKARA

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Abstract

The study aims to determine the effectiveness of counseling program for problem solving with 6th and 7th grade students. The experimental research has been used by researcher. The sample of study was selected randomly from students of grade 6th and 7th. The study results found that the mean of pre test (1.7) less than the mean of post test (3.1). It's been shown that the students after participation gained new skills to know how to deal with the problem solving.

Key words: Problem solving skills, counseling program

Introduction

Social problem solving or how people solve their real-life problems has been of great relevance to a broad range of helping practitioners. From the ages philosophers, educators, and psychologists have long recognized that humans are problem solvers and there are individual differences in their problem-solving ability. These observers of human nature have generally assumed that successful problem solving reduces maladjustment and enhances positive adjustment as everyday life is replete with problems that must be solved in order to function effectively (D'Zurilla & Nezu, 2007). It has been suggested that ineffective problem solving results in stressful outcomes and psychological maladjustment. Problem solving can be understood as the self-directed cognitive-behavioural process by which a person attempts to identify for discovering effective or adaptor solutions for particular problems encountered in day to day life. This cognitive-behavioural



process makes available a variety of potentially effective solution for a particular problem, and it increases the probability of selecting the most effective solution from among the various alternatives (D'Zurilla & Nezu, 1999). Problem solving is conceived here as a conscious, rational, effortful, and purposeful activity (D'Zurilla & Nezu, 2007).

Findings in educational psychology show that expert problem solvers master a large body of easily accessible domain-specific knowledge (Brown, 1992; De Corte, 1991). This skill can serve as learning tool because students can use it in diverse subject areas and for tasks of different scope and specificity. Mastering and applying problem solving is essential critical for successful performance (Alexander, Graham, & Harris, 1998; Pressley & Hilden, 2006; Rodro Aguez-Fornells, & Maydeu-Olivares, 2000; Weinstein, Husman, & Dierking, 2000). Problem-solving is considered a coping strategy that increases general competence and adaptation (D'Zurilla & Nezu, 1990) in real world settings. In order to improve problem solving to enhance effective coping skills, psychological adjustment, and prevent severe stress symptoms among students; effective problem-solving programs should be implemented.

In recent years, Psychologists' studies are moving towards a new approach aims building education system on new scientific and rational bases, in addition to the development of science and the advent of the age of technology. Therefore, the importance of problem solving skills and the place of learning on the student's life is highlighted as the top of the learning pyramid. It is an effort in the information processing model to consider the individual's behavior in the light of the information he receives. Thinking strategies enable students to adjust their thinking processes It remains to them what has been tried for the problem, so learning and learning the colors of problem-solving behavior is easy to happen moving to new positions (Melhem, 2001).



In the last century psychological and emotional status of many students in primary and secondary schools has been vastly affected by various aspects. This condition has caused many students feeling psychologically and emotionally disturbed. The consequences of this distress are serious and far-reaching effects which include school dropouts, students behaving in ways that are deemed inappropriate, failure in exams and even suicide in extreme cases. This is supported by a body of evidence that demonstrate increasing levels of mental, emotional and physiological distress among students (Wambui, 2015). Different strategies have been discussed and enacted by the education sector in an attempt to address issues that affect students. On top of these strategies featured the strengthening and streamlining guidance and counseling services in schools as a potent panacea for the problems being faced by students (Tan and Goh, 2002). Guidance and counseling services are essential elements in various discipline specially which includes management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behavior patterns in the interests of the group (Natesan, Hutagalung, Lau Poh, Rushdan ,2016).

Definitions

Counseling Program provides students with the opportunity to learn more about themselves and others before they have problems learn interpersonal skills before they have they can draw on their skills to address development in the four major areas are central to the program: academic, personal/ social, career, and community involvement (Gysbers, 1997a, 1997b; Gysbers & Henderson, 2012; Gysbers, Lapan & Jones, 2000; Sink & MacDonald, 1998; Wittmer, 1993).



Problem Solving Skills is a cognitive process in which the individual tries to identify, discover, and invent effective means to deal with problems faced in his daily life (Cormier & Nurius, 2003).

Purpose of the study

The purpose of the study is to determine the effect of counseling program on problem solving skills for 6th and 7th grade students. Considering problem solving as an important factor in interpersonal relations, the results of this study is important as it will help to determine the effect of counseling program on adolescents, demonstrate problem solving as an improving quality and present a source data for the scientists and psychological counselors who will study this topic, and they will also contribute to knowledge about problem solving training in the related literature.

The question below will be answered in this study according to the aims mentioned above.

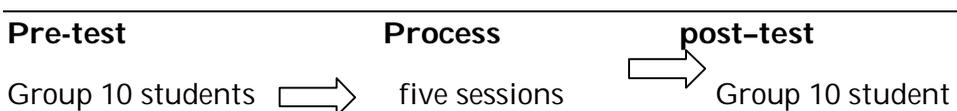
- What is the effectiveness of counseling program in problem solving skills for middle school students in Ankara?

Methodology

The study is a pretest-posttest-control group experimental study. The study group consists of 10 students that have studied at one of Arabic middle schools in Ankara in 2015-2016 academic years. All of students had been selected randomly into the experimental study groups.



Table 1 Experimental Processes Administered to Study Groups



Procedure

As part of the study, specific procedures have been applied on the study group. At first, five sessions group counseling activities based on the related literature have been developed by the researchers to improve the problem solving and decision making skills of the students in the experimental group. These activities have been carried out as a single session between 45 -60 minutes a week, in total for 5 weeks. The contents of the problem solving training program carried on the experimental group are:

In First Session meeting of the group members had been done and did the pre test " by interview one by one " before starting program, and after that the session aimed to prepare the group to process and identifying them. In second Session the problem was introduced to the participants, and that session aimed for help student to gain new problem solving skills, and developing a way of thinking about problem and learning how to start with the first step for solving .In third Session problem solving strategies was introduced and that session aimed to explain the students problem solving strategies, how to determine the problem factors, causes and consequences of problem In fourth Session the decision making session aimed to gain students how to make alternatives for solving problem and to know the steps of taking a decision and process of choosing the most suitable alternative. In fifth Session which was the last session, has the ending and evaluation activated, and did the post test "by interviews for each of them " to know the effect of program on the student.

Data Collection Instrument

In the study, problem solving interview question form was developed from previous studies by the researcher, and approved from five experts in this field. It consists of 10 questions, which is easy and fast to answer.

Data Analysis

In order to know if the program had positive or negative or nothing effect after the implementation of the program the data had been analyzed. After the analysis of the data, there was a significant difference for the posttest, it means the implementation of program affected positively.

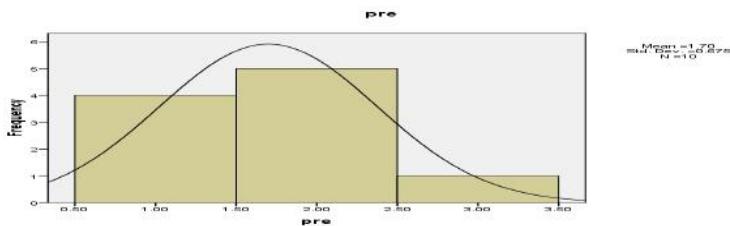


Table 2: The mean for pretest was 1.70, it meaning that their answers closed to hardly true

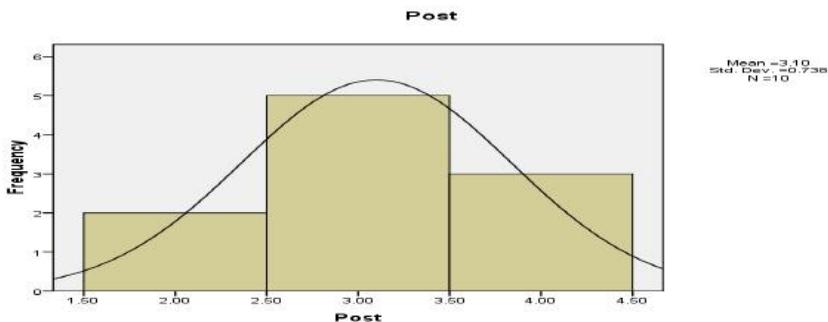




Table 3: The mean for posttest was 3.10, it meaning that their answers closed to Moderately true

	Post	Pre
N Valid	10	10
Missing	0	0
Mean	3.1000	1.7000
Skewness	-.166	.434
Std. Error of Skewness	.687	.687
Kurtosis	-.734	-.283
Std. Error of Kurtosis	1.334	1.334
Sum	31.00	17.00

Table 4 means, the program had positively effect on the participant with the program.

Result

The results show that according to the above table (4), the mean of pre-test is (1.7), the mean of post-test is (3.1), so that the mean of post-test is the highest. According to that result mean the program has effectiveness on the student's participants at the counselling program. So that mean is the program help students who participant with the sessions of program to enhance their problem solving skills.

Conclusion

The majority of effectiveness of counseling program showed that the mean of post-test more than pre-test because the input of the program activities are helpful in effectively running their services. Counseling intervention is required to carry out various development programs and growth in students.



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