

ABSTRACT

Thesis Title :Effects of Brief Group Counseling Using Verbal
Persuasion and Attribution on Academic Self-Efficacy
and Learning Achievement on Nursing Students

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Degree Sought :Master of Science

Major :Counseling Psychology

Academic Year :2000

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The purpose of this study was to investigate the effects of brief group counseling using verbal persuasion and attribution on academic self-efficacy and learning achievement of nursing students. The subjects were 60 students from the second and third year Mission College nursing students who were divided into 3 groups with 20 each. All of them were selected and based on their Nursing Academic Self-Efficacy Scores which were below the average and their attribution on something else rather than effort. All of them were

randomly assigned to two experimental groups and one control group with 12 second-year students and 8 third-year students in each group. The first experimental group received brief group counseling using verbal persuasion and were persuaded to change their attribution to effort for 3 sessions with one hour each. The second experimental group were persuaded to change their attribution to effort for 3 sessions with 30 minutes each. After that, all of the subjects in 3 groups took Nursing Academic Self-Efficacy Test again and also the scores on Midterm on Medical and Surgery of the 2nd year nursing students and on Obstetric of the 3rd year nursing students were collected.

Data were analyzed by using ONE WAY ANOVA for both Nursing Academic Self-Efficacy Scores and Achievement Scores. Results on Nursing Academic Self-Efficacy Scores indicated statistical significant differences between the experimental groups and the control group at the 0.05 level. But it was not statistically significantly different among the experimental groups. The comparison between the pre and post - test scores on the Nursing Academic Self-Efficacy Scores for each experimental group by using the student's t-test showed that the post - test scores were statistically significantly higher than the pre-test scores at the 0.05 level. But learning achievement scores were not statistically significantly different between both experimental groups and the control group.