

ABSTRACT

The purpose of this research was to study the efficacy of a group counseling program in the practice of Adversity Quotient behavior to increase the academic achievement. The study was a quasi-experimental research with pre-test / post-test design.

The subject were students in Mattayomsuksa 5 at Mattayomdansomerong school in Samutprakarn which had a GPA less than 2.00. There were 22 participants. The subjects were divided into two groups, 12 in the treatment group and another 10 in the control group. The treatment group in eight session of 60-90 minutes each with the researcher acting as group leader. The control group did not participate in the program. Instruments used in this study were:

1. The Adversity Quotient questionnaire in which the researcher interviewed 10 students who did not participates and adapted to consistent with Paul G. Stoltz. This questionnaire was divided into 4 dimensions: control dimension, origin and ownership dimension, reach dimension, and endurance dimension
2. The group counseling program employed of Adversity Quotient behavior based on group counseling theory. This program interviewed 10 students who did not participate and in the treatment group.
3. Study responsibilities checked for the participants where checked by the teacher in three subjects. Also, participates checked for one week in pre-test / post-test and follow up

A statistical *t* test analysis was conducted to determine the significant difference in mean score between the two groups at the pre-test, post-test, and follow up. The results of this study were:

1. The treatment group showed significantly higher mean score of .05.on the Adversity Quotient questionnaire at both post-test and follow up. Analysis by dimension of Adversity Quotient: at post-test, the treatment group showed a significantly higher mean score on origin and ownership dimension, reach dimension, and endurance dimension by a level of .05.

Subsequently, the treatment group showed significantly higher mean score on control dimension and origin and ownership dimension by a level of .05. Similarly, in reach dimension and endurance dimension there was a significantly indifferent mean score of .05. Comparing the treatment group with the control group, the endurance dimension showed a significantly higher mean score by a level of .05.

2. The treatment group showed a significantly higher mean score on the study responsibilities by a level of .05. at post-test which remained the same during the follow up
3. The treatment group showed a significantly higher mean score on the GPA by a level of .05. at post-test.

In conclusion, students participating in group counseling based on Adversity Quotient behavior had a higher Adversity Quotient in all dimensions and as well as, higher student responsibility behavior and a higher GPA.