

## Guidance Model to Proactive Coping Skills

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### ABSTRACT

This study aims to (1) study the current state and needs of a guidance model that promotes proactive coping skills; (2) develop a guidance model to strengthen proactive coping skills; and (3) study the effect of using the development of a guidance model to enhance proactive coping skills. The research method was Research and Development (R&D). The development model used is ADDIE. The sample used was 250 undergraduate students at Suan Dusit University by stratified sampling. The instruments used in this study were the current conditions and needs questionnaire, the structured interview form for studying current conditions and needs, the proactive coping strategies scale, and the opinion exam form. Analysis techniques included the Priority Needs Index (PNI Modified) and an independent t-test. This study concludes that (1) the highest priority needs among counseling services, administrative structure, activities that respond to student needs, activities to support and strengthen coping skills, and promoting positive attitudes towards self and the university are ranked in that order; (2) a guidance model for enhancing proactive coping skills consists of five components, namely Administrative, Staff, Activity, Deming Cycle, and Assessment; and (3) the Asada model is effective in reinforcing proactive coping skills.

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## INTRODUCTION

Higher education is different from high school in academics, psychology, and interpersonal relationships. As a result, some students who are unable to adjust themselves may face problems such as poor study skills, time management issues, stress, anxiety, depression, drug addiction, sexual-related problems, suicide, homesickness, a lack of conflict management skills, and difficulty handling violence (Getachew, 2020). Making learning performance worse, the study found that Students with the lowest entry grades were about 2.17 times more likely to drop out (Sosu, 2019).

The guidance system in universities is a process of helping and supporting students in academics, professional careers, personal lives, and society. Encourage students to live happily. The guidance consists of three dimensions, including academic guidance, career guidance and psychological counseling (Villa, 2020). The guidance system can play a significant role in a student's academic success (Skaniakos et al., 2018). Problem-management and proactive coping skills enable students to lead themselves to achieve their goals by focusing on personal growth (Greenglass et al., 1999). It can also create positive attitudes and views toward the university (Yüksel, 2006). A guidance system that will help students to know themselves, develop some skills, and choose the right way to solve problems. Develop and encourage students to have desirable behaviors so they can adjust themselves to live happily in society. Teachers and students are learning to resolve further problems. As well as helping students realize their values and be able to guide their own lives wisely and carefully. Decision-making and problem-solving make them successful in life (Fu & Li, 2017).

The guidance system is a good working system that achieves the goal of guidance work. It is a management system that applies the concept of a system to coordinate with various work systems in educational institutions, such as the Deming Cycle. The continuous quality improvement model is used in the operation process for efficiency and effectiveness with objectives focusing on the main components: input, process, and output (Vihokto, 2018; Jesadakultavee, 2020). It covers guidance and counseling services in higher education. The scope of the service includes the pre-admission service, the admission service, the orientation service, the student information service, the information service, the counseling service, the placement service, the remedial service, the follow-up service, the research service, and the evaluation service (Kochhar, 1984). By focusing on promoting and developing proactive coping skills that can develop a person's behavior to use proactive people to manage and cope with stress, skills related to proactive behavior include: 1) Proactive Coping 2) Reflective Coping 3) Strategic Planning 4) Preventive Coping 5) Instrumental Support Seeking 6) Emotional Support Seeking, and 7) Avoidance Coping (Tatha et al., 2013).

The Proactive Coping Inventory (PCI) is a psychometric tool with three major features: (a) planning and preventive tactics with proactive self-regulatory goal success. (b) proactive goal success with identification and utilization of social

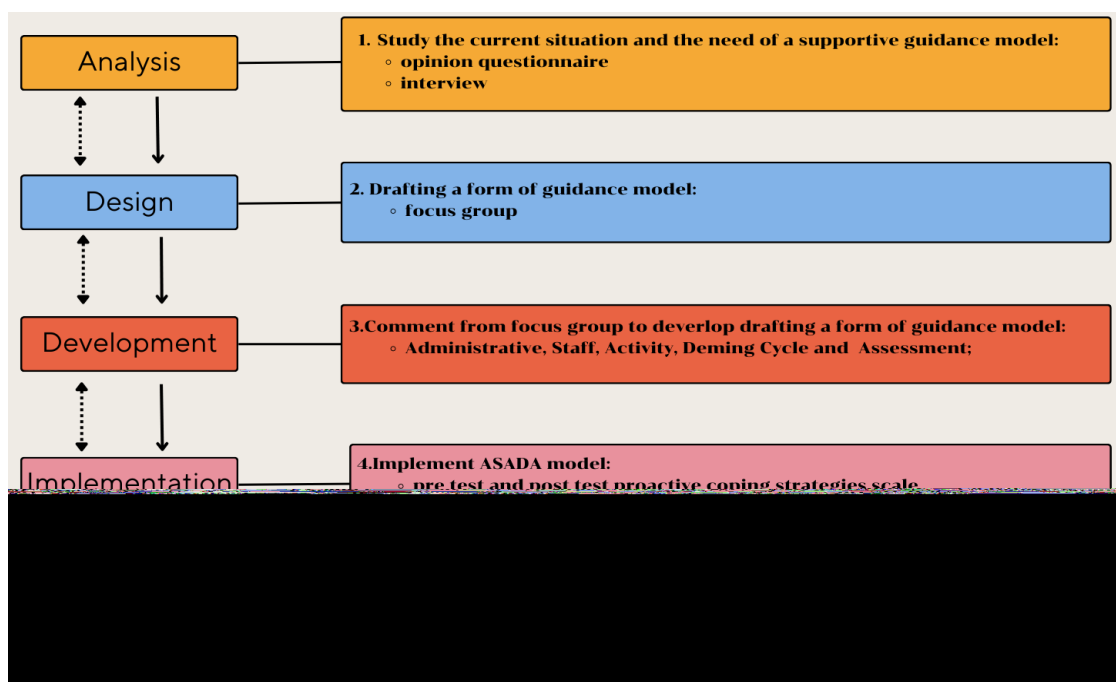
resources; and (c) proactive emotional coping for self-regulatory goal success (Greenglass et al., 1999). Self-regulation significantly affects psychological well-being (Salleh et al., 2021).

The research is the development of the guidance model in this study based on the guidance standards, including educational guidance, vocational guidance, and personal and social guidance (Guidance Association of Thailand, 2016). Current career guidance and counseling practices in Chinese universities are outlined. The key features of the career guidance and counseling model consist of Selecting major subjects to study, planning for employment, enhancing employability, vocational development, and successful career entry (Hao et al., 2015).

Therefore, this research involved a guidance model for proactive coping skills that aims to (1) study the current state and needs of a guidance model that promotes proactive coping skills, (2) develop a guidance model to strengthen proactive coping skills, and (3) study the effect of using the development of a guidance model to enhance proactive coping skills.

## METHODS

This study is Research and development (R&D). The development model used is the ADDIE instructional systems development process: analysis, design, development, implementation, and evaluation (Molenda, 2015). In the study, we used a guidance model that involved proactive coping skills that had been effectively and systematically used to develop the Faculty of Education at Suan Dusit University. The development model used is ADDIE, as detailed in the following diagram in Figure 1.



**Figure 1.** The development model used is ADDIE

The population is 500 undergraduate students of the Faculty of Education at Suan Dusit University. The sample group was (1) the condition and needs for the development of a guidance model that promotes proactive coping skills at the Faculty of Education, Suan Dusit University, of 250 undergraduate students by Stratified sampling, and (2) the results of using the guidance model on 36 people by purposeful Sampling. The target audience is to study the current situation and the need for the development of a form of guidance system. By interviewing 10 people: (1) 4 executives, consisting of the Dean, Vice-Dean, Head of Campus, and Head of Department; (2) Advisors (2 persons); (3) Lecturers (2 persons); and (4) Students (2 persons).

Research Tools include (1) a current conditions and needs questionnaire; (2) a Structured interview form to study current conditions and needs; (3) a Proactive coping strategies scale (Tatha et al., 2013); and (4) an Opinion exam form, which is implied in this research.

Data collection was divided into four phases as follows:

- Phase 1 (R1: Research) was to study the current situation and the need for a supportive guidance model for the Faculty of Education at Suan Dusit University. By using an opinion questionnaire as a form of guidance model for 250 students. The data were analyzed using the means, standard deviation, Priority Needs Index (PNI Modified) (Wongwanich, 2007), and an interview to study the current condition and needs of 10 people by analyzing the content.
- Phase 2 (D1: Development) Develop a form of guidance model through a focus group of 10 people.
- Phase 3 (R2: Research) was to experiment with the guidance management model with 50 students in the Faculty of Education at Suan Dusit University by asking for their opinions on the guidance model.
- Phase 4 (D2: Research) Optimize the prototype with a focus group of 10 people.

## RESULT AND DISCUSSION

### Result

**Part 1 Results showed the current situation and the need for the development of guidance following a model that promotes proactive coping skills.**

**Table 1.** Analysis of the modified priority needs index for guidance system (Input)

| Input                                             | Mean of actual condition (I) | Mean of desired condition (D) | $PNI_{Modified} (I-D)/D$ | Rank |
|---------------------------------------------------|------------------------------|-------------------------------|--------------------------|------|
| Guidance administration structure                 | 4.080                        | 3.952                         | 0.032                    | 1    |
| Guidance activities that respond to student needs | 4.057                        | 3.952                         | 0.026                    | 2    |
| Parental roles                                    | 3.947                        | 3.852                         | 0.024                    | 3    |

Table 1 illustrated that the guidance system (Input) meets the necessary needs ( $PNI_{Modified}$ ), showing that the top three are the guidance administration structure, guidance activities that respond to student needs, and parental roles (0.032, 0.026, and 0.024, respectively).

**Table 2.** Analysis of the modified priority needs index for guidance system (Process)

| Process                              | Mean of actual condition (I) | Mean of desired condition (D) | $PNI_{Modified} (I-D)/D$ | Rank |
|--------------------------------------|------------------------------|-------------------------------|--------------------------|------|
| information service                  | 4.038                        | 3.895                         | 0.036                    | 1    |
| Student problem prevention targeting | 4.147                        | 4.014                         | 0.033                    | 2    |
| career guidance                      | 4.038                        | 3.947                         | 0.022                    | 3    |
| individual student data services     | 3.966                        | 3.880                         | 0.022                    | 3    |

Table 2 illustrates that the guidance system processes the necessary needs ( $PNI_{Modified}$ ), the top three are information services, student problem prevention targeting, career guidance, and individual student data services (0.036, 0.033, 0.022, and 0.022, respectively).

**Table 3.** Analysis of the modified priority needs index for guidance system (Output)

| Output                                                             | Mean of actual condition (I) | Mean of desired condition (D) | $PNI_{Modified} (I-D)/D$ | Rank |
|--------------------------------------------------------------------|------------------------------|-------------------------------|--------------------------|------|
| counseling services when students face stress                      | 4.057                        | 3.914                         | 0.036                    | 1    |
| activities to strengthen coping skills                             | 4.028                        | 3.938                         | 0.022                    | 2    |
| students had a positive attitude towards themselves and the school | 4.052                        | 3.985                         | 0.016                    | 3    |

Table 3 illustrated that the guidance system (output) met the necessary needs ( $PNI_{Modified}$ ), the top three being counseling services when students face stress, activities to strengthen coping skills, and a positive attitude towards themselves and the school (0.036, 0.022, and 0.016, respectively).

**Part 2 The results of the development of a guidance management model to enhance students' proactive coping skills consisted of five components as follows:**

The results of the development of a guidance management model to enhance students' proactive coping skills. Phase 1 (R1: Research) is to study the current situation and the need for a supportive guidance model. By using an opinion questionnaire (Online) and an interview with a structured target group. Phase 2

(D1: Development) Develop a form of guidance model with the focus group. The model is presented in Figure 2.

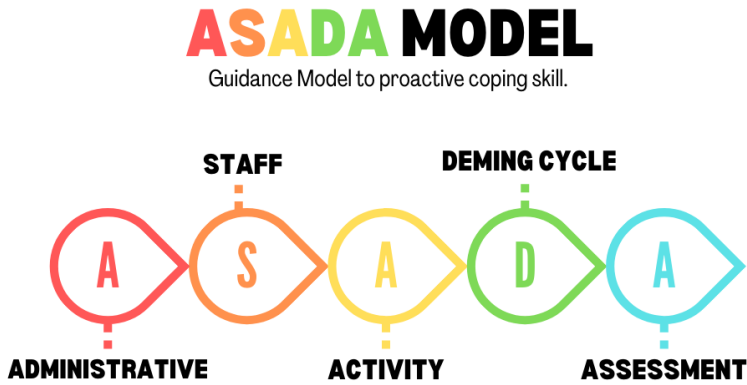


Figure 2. Asada Model

**Part 3 The results of the study on the effect of using the development of a guidance management model to enhance proactive coping skills.**

**Table 4.** Study results of the use of ASADA model

| major features                         | Score | N  | X     | S.D.  | df | Sig  |
|----------------------------------------|-------|----|-------|-------|----|------|
| goal setting and proactive management. | Pre   | 36 | 40.14 | 34.98 | 35 | 0.00 |
|                                        | Post  | 36 | 41.81 | 26.79 |    |      |
| problem reflection                     | Pre   | 36 | 33.41 | 30.36 | 35 | 0.01 |
|                                        | Post  | 36 | 35.22 | 21.32 |    |      |
| strategic planning seeking             | Pre   | 36 | 11.61 | 5.33  | 35 | 0.00 |
|                                        | Post  | 36 | 12.58 | 6.25  |    |      |
| help seeking                           | Pre   | 36 | 22.55 | 22.36 | 35 | 0.00 |
|                                        | Post  | 36 | 24.13 | 27.95 |    |      |
| psychological support                  | Pre   | 36 | 15.22 | 15.94 | 35 | 0.00 |
|                                        | Post  | 36 | 16.13 | 15.09 |    |      |
| avoiding problems                      | Pre   | 36 | 7.66  | 6.34  | 35 | 0.02 |
|                                        | Post  | 36 | 8.47  | 6.59  |    |      |

Table 4 shows that the study results of the use of the ASADA model can enhance students proactive coping skills: goal setting and proactive management (0.00), problem reflection (0.01), strategic planning seeking (0.00), help-seeking (0.00), psychological support (0.00), and avoiding problems (0.02).

**Discussion**

**Part 1**

The guidance system (Input) and the necessary needs (PNI<sub>Modified</sub>), showed that the top three are the guidance administration structure, guidance activities that respond to student needs, and parental roles (0.032, 0.026, and 0.024, respectively). Consistent with Villa (2020) noted that university guidance

services: A case study in Finland found that the guidance system is an educational work based on an individual's plan and needs. Moes over the objectives of the guidance system linked to practice and employment. Students who were able to adjust their time on campus. However, this system promotes student mental health care and prevents student stress and anxiety. Adebowale (2011) conducted a study on the perception of the availability of guidance systems and counseling services to students at The Southwestern Institute of Higher Education in Nigeria and found that psychological guidance and counseling should provide some personnel intonation, which clouds develop.

The guidance system processes the necessary needs ( $PNI_{Modified}$ ), the top three are information services, student problem prevention targeting, career guidance, and individual student data services (0.036, 0.033, 0.022, and 0.022, respectively). It seems to be the finding of Villa (2020) that the guidance service arrangement consists of three dimensions, namely academic guidance. professional guidance and psychological counseling in these dimensions to meet the needs of students. Both in the form of face-to-face, online guidance, or groups covering academic, welfare, employment, or mental health. Additionally, Liang (2021) found that an accurate guidance system supports developing university students and relies on collecting all available data within the organization (Big data) to motivate and promote the overall development of students.

The guidance system (Output) and the necessary needs ( $PNI_{Modified}$ ), the top three: counseling services when students face stress, activities to strengthen coping skills, and students having a positive attitude towards themselves and the school (0.036, 0.022, and 0.016, respectively). Consistent with Maupa (2020), a study assessing the effectiveness of guidance and counseling services in universities in Zimbabwe found that students and counselors had Positive perceptions of the benefits of the university's guidance and counseling services. In terms of personal and social, occupational, personalization, counseling, and service evaluation. As those who studied the effectiveness of counseling and counseling services at Cameroon State Universities found, guidance and counseling are critical to the effective teaching and learning of students, and psychological counseling services also help students be aware of themselves and the environment. Able to adapt in terms of education, career, and society (Bobga, 2016).

## Part 2

**Administrative** is the administration of guidance to enhance students' proactive coping skills. Providing a guidance policy at the faculty level that is linked to the guidance program at the faculty level and establishing a guidance management structure by the committee, as well as defining the roles and duties in driving and assessments, are used to continuously improve and develop guidance (Mahahing and Thuraphun, 2018). Guidance administration systems in educational institutions have equipment and technology that provide learners

with information. This system is a network of cooperation and process components that consist of guidance on student achievement and career guidance for the future, inspiring your future career (Jesadakultavee, 2020).

*Staff* are those involved in carrying out the guidance work by the plan, consisting of the guidance committee, including advisors, differences in parental attachment and coping ability (Gallo, 2022), students, and support personnel in their work. Specific coping behaviors utilized included seeking support from family and friends (Labrague et al., 2018). Parents and peers have more important influences on student decisions than teachers (Alexitch et al., 2004).

*Activity* is 5 activities, which are guiding services (Mahahing and Thuraphun, 2018), including: 1) individual student data services 2) Information service and media in guidance and counseling services play an important role in the implementation of guidance and counseling so that students can better understand and internalize the material guidance and counseling services (Alhadi et al., 2016). 3) Psychological counseling by group counseling service is one of the efforts that can be made to enhance student engagement in learning at school (Bahiroh & Madjid, 2022). 4) personalization service through career guidance and 5) follow-up services by organizing projects or activities that meet the needs of students by surveying needs and opinions before organizing a project or activity for students to participate in the design of projects and activities. Guiding services should focus on career guidance (Fu & Li, 2017).

*The Deming Cycle*, also known as the PDCA Cycle, is a management method that requires four activities: Step 1, Planning; Step 2, Implementation of the Plan (Do); and Step 3, Evaluation. Performing work (Check) Step 4 Adjusting the new operating method (Act) (Sulistiyanana et al., 2019).

*Assessment* is the systematic collection of information to verify the effectiveness of guidance service operations. This assessment will be used to gather information to make decisions about the activities or the guidance services program. The objectives of the project and activity are based on the evaluation of success. Prepared in a systematic, comprehensive, and consistent manner with the objectives of the assessment and evaluated at the beginning, during operation, and after the end of the organization of projects, activities, or services each year to continuously improve and develop, and guidance services were also thoroughly evaluated (Bibi & Khan, 2018).

### Part 3

The results of the use of the ASADA model can enhance students proactive coping skills: goal setting and proactive management (0.00), problem reflection (0.01), strategic planning seeking (0.00), help-seeking (0.00), psychological support (0.00), and avoiding problems (0.02). The guidance management model can enhance students proactive coping skills in terms of goal setting and proactive management (Abdillah et al., 2022). Problem reflection, strategic planning seeking, help-seeking, psychological support, and avoiding problems

were statistically significant. 05 Consistent with Chooseng et al. (2020), a study of the results of using a guidance activity package to improve their ability to manage stress found that the students who used the guidance activity package to improve their ability to manage stress were more able to manage stress than the students who used regular guidance activities. The guidance service system helps to raise mental health awareness among the students at the university (Arcilla et al., 2021).

## CONCLUSION

Based on research from the ASADA model, the head of an educational institution, advisors, and professors can use this as a guide to enhancing proactive coping skills with the following 5 components: Administrative, Staff, Activity, Deming Cycle, and Assessment. It can effectively enhance students' proactive coping skills in the dimensions of goal setting and proactive management, problem reflection, strategic planning seeking, help-seeking, psychological support, and avoiding problems. Counseling services when facing stress, administrative structure, activities that respond to student needs, activities to strengthen coping skills, and activities to promote positive attitudes towards self and university. Notwithstanding methodological limitations that limit the development models that can cause side effects in specific target groups, future research can try to improve findings by using other development models or targeting other populations.

Suggestions that researchers can make based on the results of this study are: 1) The Asada Model to enhance proactive coping skills develops from studying the current situation, and the need for a supportive guidance model should consider the differences in the context of educational institutions and students. 2) Skills related to proactive coping behaviors in preventive preparation should be studied. 3) The long-term follow-up of the guidance management model is to strengthen proactive coping skills in the long-term study of learning persistence.

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