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Development of Positive Experience Teaching Model to Enhance Personal Growth Initiative of Undergraduate Students

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Abstract

The purpose of this research aimed to examine the factors affecting Personal Growth Initiative of Undergraduate Students. The data collected from the group of 164 students and 3 lecturers of Guangxi Vocational University Of Agriculture included the Environmental art design Major, the Fine arts Major, the Chinese international education Major and the Smart agricultural technology Major. The research instruments were the questionnaire for students and interview protocol. The data were statistically analyzed

by finding frequency, mean and Standard Deviation (SD.) in quantitative data and used content analysis in qualitative data. The result revealed that the internal and external factors affecting Personal Growth Initiative of Undergraduate Students are found to be at a high level. For the finding from interview lecturers, they identified the internal factors that the development of students' Personal Growth Initiative are physical factors and psychological factors. For the external factors, the most affecting factors are: 1) Social environment; 2) Materials; 3) Teaching method 4) class size and 5) Evaluation.

Keywords: Positive Experience Teaching Model, Enhance Personal Growth Initiative, Undergraduate Students

Background

The course of mental health education for college students is a public course integrating knowledge imparting, psychological experience and behavior training. According to the Opinions of the Central Committee of the Communist Party of China and The State Council on Further Strengthening and Improving Ideological and Political Education of College Students. The Ministry of Education and Health Opinions of the Central Committee of the Communist Youth League on Further Strengthening and Improving College Students' Mental Health Education (Education and Social Affairs (2005), Notice of the General Office of the Ministry of Education on Issuing the Standard for the Basic Construction of Mental Health Education for Students in Colleges and Universities (Trial Implementation) (Education, Ideology and Politics Office , 2011) and other documents, The mental health education course for college students is a public course integrating knowledge imparting, psychological experience and behavior training. The course aims to make students clear the standards and significance of mental health, enhance their awareness of mental health care and mental crisis prevention, master and apply mental health knowledge, cultivate self-cognitive ability, interpersonal communication ability, self-regulation ability, effectively improve psychological quality, and promote students' all-round development.

This study aims to improve students' personal growth initiative by developing a new curriculum model, to serve students' mental health. The perspective of positive psychology is different from that of traditional psychology, which focuses on solving people's existing problems and is a problem-solving orientation. However, positive

psychology focuses its research on the positive factors of people themselves and advocates that psychology should start from people's actual or potential, constructive vitality, virtue and kindness. Advocate a positive attitude to make a new interpretation of human psychological phenomena (including psychological problems), to help all people maximize their potential and achieve a happy life (Max Weber, 2002). Therefore, the positive education based on the theory of positive psychology refers to the education that takes the explicit and potential positive qualities of students as the starting point and home point and carries out the education with the goal of cultivating the positive personality of students at the individual level and the collective level by increasing their positive experience. Positive education emphasizes that education is not only about correcting students' mistakes and shortcomings, but also about finding and studying students' various positive qualities (including explicit and potential) and expanding and cultivating these positive qualities in practice, which is a new concept of repositioning education and adapting it to modern society (Ren, 2006). Therefore, college students' mental health education courses based on the concept of positive education should focus on helping students understand psychological phenomena from a positive perspective, so that students can have a positive experience in the classroom to achieve personal growth, rather than looking for students' "ignition points (problems)" like firefighters.

Personal growth is at the heart of positive mental health. Personal growth initiative refers to the tendency of an individual to consciously improve and perfect himself, including cognitive tendency and behavioral tendency. It consists of four dimensions: change preparedness, planning, resource utilization, and proactive behavior. The research of Robitschek (1998) shows that students' mental health level is closely related to their personal growth initiative. A study of 19–21-year-old college students found that personal growth initiative was positively correlated with mental health and negatively correlated with mental pain. Personal growth initiative can also regulate the relationship between adolescent stress and mental health (Ayub & Iqbal, 2012; Zaman and Naqvi, 2018). Based on the theory of positive psychology, positive experiential teaching adopts a variety of positive and positive teaching methods to enhance students' positive experience and stimulate students' subjectivity, initiative, enthusiasm and creativity. It emphasizes the understanding, comprehension and internalization of teaching content through students' participation, experience and reflection, and the

development of students' positive quality, positive personality, positive cognition and positive behavior (Yao, 2015).

The author found that positive experience teaching model to enhance personal growth initiative of undergraduate students as the following: The first can help students establish a positive interpretation of events, enable students to correctly understand and learn to deal with negative emotions in classroom teaching, establish a positive social support system, and provide students with a positive psychological adjustment channel when they fall into pressure and negative emotions from the report on the development of ideological and political education of Chinese college students 2017. Secondly, can help individuals to achieve new breakthroughs through their own efforts and feel a continuous positive experience which helps students establish the ability to find and learn to use resources and improve their active growth ability. (Ren, 2006).

Finally, the goal of the positive experience teaching model is to discover and strengthen students' positive psychological qualities in the process of experience and realize students' self-growth, which is consistent with the overall goal of college students' mental health curriculum. As a kind of mental health ability, self-growth initiative is rarely involved in research at present. More studies are on the effect of mental health curriculum on overall mental health level and positive mental quality, and experiential teaching, positive-oriented experiential teaching and positive experiential teaching all have this part of research.

As the rationale shown above, the author realizes the importance of studying “Development of positive experience teaching model to enhance personal growth initiative of undergraduate students”.

Objectives of the Study

This objective of this study was to examine the factors affecting personal growth initiative of undergraduate students.

Definition of Terms

The factors affecting personal growth initiative refers to the internal and external factors collected from students using questionnaire and interviews for lecturers designed by the researcher. The internal factors involve the information about students

while external factors consist of information about the teacher and circumstances. In addition, the factors will be obtained by structured interviews with the lecturers.

Development of positive experience teaching model refers to a new instructional framework which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is confirmed by the experts in 4 aspects: 1) Utility Standard, 2) Feasibility Standard, 3) Propriety Standard and 4) Accuracy Standard as the follows:

Utility Standard is to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility Standard is to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety Standard is to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results

Accuracy Standard is to ensure that the developed instructional model shows a measure of closeness to a true value.

Positive experience teaching model refers to take positive psychology as the theoretical reference, takes students' positive development as the teaching goal, takes experiential teaching mode as the practical basis, and adopts diversified evaluation as the effect feedback. (Wu, 2020) The most common instruction is divided into 4 steps: Step 1: Create the situation: Step 2: Import the experience: Step 3: Sublimate your emotions: Step 4: Action application.

Personal Growth Initiative refers to the tendency of individuals to consciously improve and perfect themselves, including cognitive tendency and behavioral tendency. It is composed of four dimensions: preparation for change, planning, utilization of resources and active behavior. (Guo and Ye, 2016) Preparation for change refers to a person could identify what they should be

Planning refers to the ability to make actionable plans and understand the specific steps for change

Utilization of resources refers to the ability to access information, people, services, or any other form of support.

Active behavior refers to a planned, step-by-step initiative

Literature Review

Mental health education Course at Guangxi Agricultural Vocational and Technical University

Principle

According to the notice issued by 17 departments including the Ministry of Education on Comprehensively Strengthening and Improving the Special Action Plan for Students' Mental Health Work in the New Era (2023-2025), the overall principle of college students' mental health education should pay attention to students' individual differences, help students master mental health knowledge and skills, establish a sense of self-help and help, and learn to rationally face difficulties and setbacks. Enhance mental health quality as 1. Principle of comprehensiveness 2. Principle of holistic development 3. Principle of student subjectivity 4. Principle of participation 5. Principle of flexibility 6. Principle of development 7. The principle of both knowledge and action.

Objectives

As a public course of quality education, "College Students' Mental health" aims to make students clear the standards and significance of mental health, enhance their awareness of mental health care and mental crisis prevention, master and apply mental health knowledge, cultivate self-cognition, interpersonal communication and self-regulation skills, and effectively improve their psychological quality. Promote the all-round development of students. Specifically, the course aims to enable students to achieve the following goals at the three levels of knowledge, skills and self-perception.

Positive Experience Teaching Model

Definition of Instructional Model

Positive experiential teaching is to apply the concept of positive psychology to the experiential teaching mode, increase students' positive experience, re-establish the

positive cognition of experience, and help students understand the positive and negative aspects of things from a positive perspective. A teaching model that emphasizes teacher-student interaction, multiple evaluation and multiple evaluation (Wu, 2020; Yao, 2015; Jing, 2004)

Personal Growth Initiative

Background

As a kind of mental health ability, self-growth initiative is rarely involved in research at present. More studies are on the effect of mental health curriculum on overall mental health level and positive mental quality, and experiential teaching, positive-oriented experiential teaching and positive experiential teaching all have this part of research.

Personal growth can be driven by natural development (personal growth with age) or environmental factors, or a process of active change and growth (Prochaska & DiClemente, 1992). In the field of psychological counseling, personal growth (personal growth) is a very common counseling goal, and different schools have different understandings. Humanism emphasizes self-actualization; self-psychologists emphasize individual growth; Adler therapy emphasizes individual efforts to achieve their goals; rational emotion therapy aims to help people overcome their irrational beliefs and help them pursue long-term happiness. The orientation of these schools of counseling all emphasize the importance of personal growth to an individual's mental health.

Research framework

Based on the research objectives, relevant theories are compiled and studied i.e., Mental health course Positive Experience Teaching and Personal Growth Initiative . These thoughts and principles are employed as the foundation of the following research framework as shown in figure 1

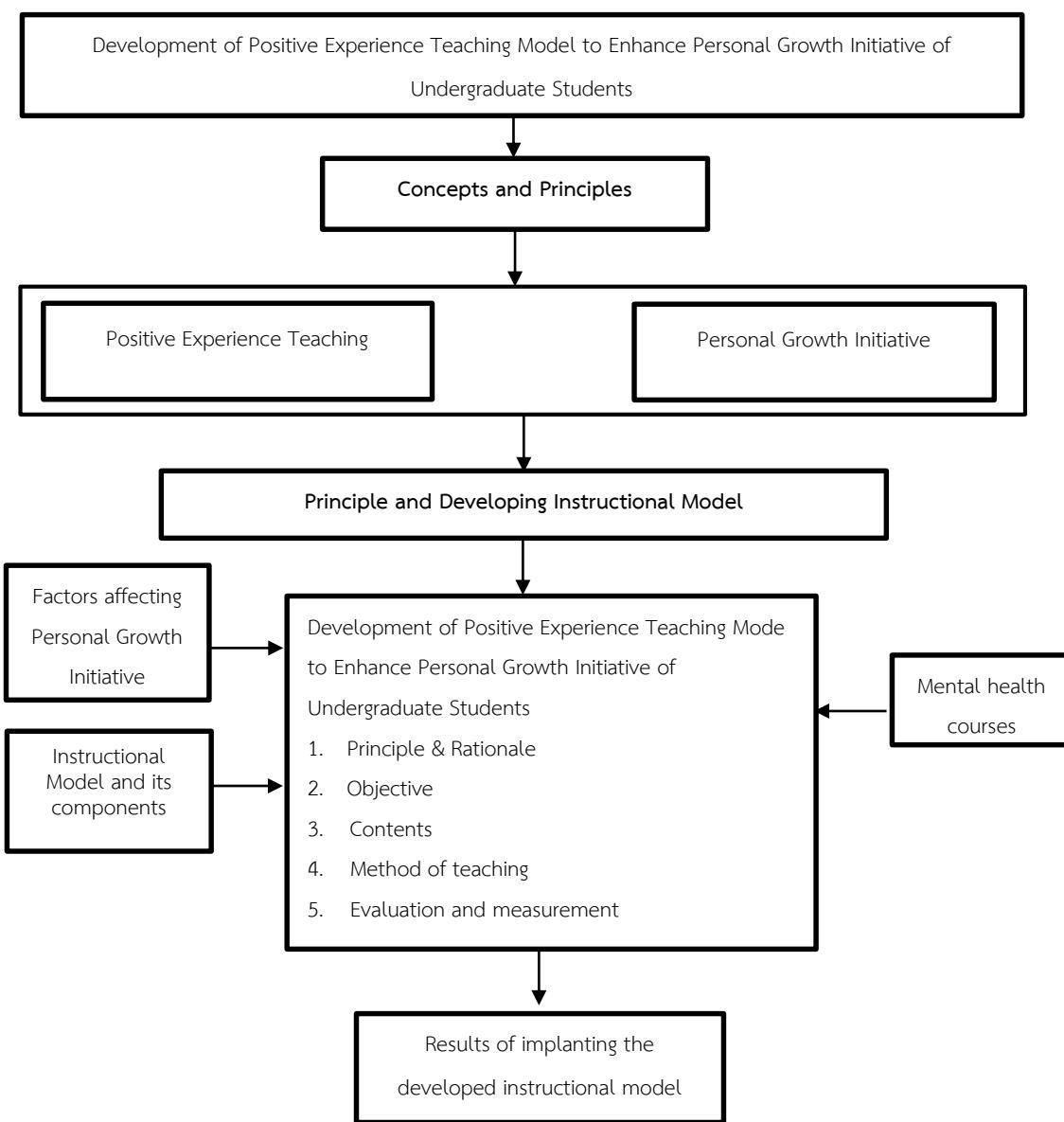


Figure 1 Research Framework

Research Methodology

This research used Mixed Method Research. This research aimed to examine the factors affecting to enhance personal growth initiative of undergraduate students at Guangxi Province. The data collected from the group of students and lecturers. The details were shown as follow in the table 1.

Table 1 Summary How to Conduct Research from Phase 1

Topics	Details
Research process	Analyzed both internal and external factors
Research objective	To examine the factors affecting to enhance Personal Growth Initiative of undergraduate students at Guangxi Province.
Conduct research	Designing instrument 1 (The questionnaire for students) Designing instrument 2 (The interview for the lecturers) Assess the validity by 5 experts
Target group	164 former students from Guangxi Vocational University of Agriculture, Fine arts Major, Environmental art design Major, Chinese international education Major, Smart agricultural technology Major. 3 lecturers from Guangxi Arts University, Guangxi technological College of machinery and electricity and Guangxi Nanning technological College.
Instrument	1. Questionnaire for students. Part 1: The information about the Bio-social characteristic of the respondents. Part 2: The information about factors to affect enhancing Personal Growth Initiative. 5 items of internal factors 15 items of external factors 2. Questions to interview for lecturers Part 1: The information about the Bio-social characteristic of the respondents. Part 2: The information about factors to affecting of Positive Experience Teaching Model Part 3: Suggestion
Data analysis	1. Descriptive Statistics i.e., Frequency, MEAN, Standard Deviation (S.D.) for questionnaires 2. Content analysis for interview
Output	The results of 2 factors affecting the Personal Growth Initiative of Undergraduate Students at Guangxi Province were obtained from both students and lecturers.

Results

Analysis results serving objective about examining to examine the factors affecting to enhance Personal Growth Initiative of undergraduate students at Guangxi Province. The common data of the respondents from 4 majors in overall shows that most of respondents were the female. The most common age distribution is relatively concentrated on, the 18-22 years as shown in the table 2 below.

Table 2 Common data of the respondent in overall (N-164)

Data		the Environmental art design Major		the Fine arts Major		the Chinese international education Major		the Smart agricultural technology Major	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Gender	Male	10	32.30	19	44.20	15	25.90	12	37.50
	Female	21	62.70	24	55.80	43	74.10	20	62.50
	Total	31	100	43	100	58	100	32	100.00
Age	Below 17 yrs.	0	0.00	0	0.00	0	0.00	1	3.10
	18-20 yrs.	20	64.50	17	39.50	52	89.70	28	87.50
	21-22 yrs.	11	35.50	22	51.20	6	10.30	3	9.40
	Over 23 yrs.	0	0.00	4	9.30	0	0.00	0	0
	Total	31	100.00	43	100.00	58	100.00	32	100.00

In addition, internal and external the factors affecting to enhance Personal Growth Initiative of undergraduate students at Guangxi Province are found to be at a high level as shown in the table 3 below.

Table 3 The result of questionnaire about internal and external factors affecting to enhance Personal Growth Initiative of undergraduate students at Guangxi Province.

Data	Factor	μ	σ
the Environmental art design Major	Internal Factor	3.97	.860
	External Factor	3.95	.890
the Fine arts Major	Internal Factor	3.88	.860
	External Factor	3.80	.880
the Chinese international education Major	Internal Factor	4.26	.612
	External Factor	4.04	.840
the Smart agricultural technology Major	Internal Factor	3.87	.800
	External Factor	3.68	0.830

For the data from interviews with three lecturers, the factors affecting to enhance Personal Growth Initiative of undergraduate students at Guangxi Province are summarized as shown in table 4.

Table 4 the factors affecting to enhance Personal Growth Initiative of undergraduate students at Guangxi Province.

Factors	Details
Internal factors	
Physical:	<p>1) Lecturers and students unanimously believe that both students and lecturers can actively participate in teaching. For instructors, it is important to design classroom activities that allow all students to have a sense of participation and experience, and to enable students to have a positive experience through the experience.</p> <p>2) Teachers should consciously collect a large amount of learning materials that are closely related to classroom teaching, and resonate with students with different backgrounds and experiences during the teaching process.</p> <p>3) Before starting the next class, prepare students with relevant basic knowledge and concepts and participate in activities.</p>

Table 4 the factors affecting to enhance Personal Growth Initiative of undergraduate students at Guangxi Province (Continued)

Factors	Details
Psychological:	1) Students have certain misunderstandings about mental health issues and may adopt avoidance coping strategies when encountering issues related to mental health. Teachers should guide students to have the ability to face and accept mental health problems and be willing to actively solve mental health problems in daily life. 2) Teachers and students need to develop a sense of identification with their proactive growth to actively participate in learning.
External factors	
Social environment:	All three lecturers advocate for an interactive and positive learning environment. They encourage group collaborative learning, student evaluation, and collaborative projects, believing that these methods can enhance students' social interaction, team collaboration skills, and generate a sense of participation.
Materials:	Each instructor uses various teaching materials, including textbooks and online learning resources. These materials are used to enhance students' interest in learning and provide them with pioneering materials to help broaden their background knowledge.
Teaching method:	The three lecturers mainly use the teacher's teaching method, combined with group discussions and homework demonstrations.
Class size:	Although not mentioned in the interview, it is understood that the classes taught by the three teachers are all based on a large class teaching model, with over 50 students in each class. Therefore, everyone believes that the class size is too large and affects the effectiveness of classroom teaching. Small class teaching can bring more personalized attention and interactive learning experiences, which is more conducive to increasing students' sense of experience and participation.

Table 4 The Factors Affecting to Enhance Personal Growth Initiative of Undergraduate Students at Guangxi Province.

Factors	Details
Evaluation	All three lecturers are evaluated through exams. Two of the instructors also used classroom Q&A, group points, mid-term exams, and assignments to measure students, as they believed that multiple evaluation methods could reflect students' learning outcomes to a certain extent but lacked corresponding data evidence support. A lecturer measures mental health knowledge through memory.

Conclusions and Discussions

all internal factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University of Agriculture overall are generally found at students realize that the students are very interested in personal growth initiative. Be prepared for teaching, and both students and teachers can actively participate in teaching. Lecturers should consciously collect a large amount of learning materials, learn more knowledge before teaching students, and develop teaching methods that satisfy students. The students are very interested in personal growth initiative. Lecturers are prepared for teaching, and both students and teachers can actively participate in teaching. Lecturers should guide students to develop their initiative in self growth and be willing to actively explore themselves after class. The plan, approach, and available support for growth. Before starting the next class, prepare students with relevant basic knowledge and concepts and participate in activities and provide support and guidance for their self growth in class and after class. Students have higher requirements for teachers' teaching methods and hope for more interaction and guidance.

For external factors affecting personal growth initiative of undergraduate students in Guangxi Vocational University of Agriculture overall are generally found at traditional teaching models cannot provide students with a positive experience, and more effective teaching models need to be developed. Insufficient teaching methods lead to students' lack of interest and participation in the classroom. Students do not have more ways to find knowledge and guidance to help themselves grow, and the support that teachers can provide in classroom teaching is also limited. The teaching

content is difficult to truly guide and support the application strategies in daily life. Small class teaching mode can bring more personalized attention and interactive experience. The evaluation method is not comprehensive enough.

Recommendations for Further Research

To study the results of implementing positive experience teaching model to enhance personal growth initiative of undergraduate students.

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