

Integrative Group Counseling Model for Enhancing Life Hope

Phattarakorn Muksrinak

Ph.D. Program in Psychology, Kasem Bundit University, 1761 Patanakarn Rd. Suan Luang, Bangkok 10250

E-mail: mkorn51@gmail.com

Pongpan Kirdpitak

Ph.D. Program in Psychology, Kasem Bundit University, 1761 Patanakarn Rd. Suan Luang, Bangkok 10250

Prasarn Malakul Na Ayudhya

Ph.D. Program in Psychology, Kasem Bundit University, 1761 Patanakarn Rd. Suan Luang, Bangkok 10250

Correspondence concerning this article should be addressed to **Phattarakorn Muksrinak** Ph.D. Program in Psychology, Kasem Bundit University, 1761 Patanakarn Rd. Suan Luang, Bangkok 10250
E-mail: mkorn51@gmail.com

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ABSTRACT

PURPOSES: To develop and evaluate an integrative group counseling model for enhancing the life hope of undergraduate students. **METHODS:** This research was a mixed method research. The sample included two groups chosen by means of a stratified random sampling. The first group consisted of 248 first to fourth year students of Saint Louis College. The second group of the study was purposively selected from the first group consisting of 16 first-year students whose life hope scores were lower than the twenty-fifth percentile as an experimental group and a control group, eight students each. **RESULTS:** The total mean score and individual dimension scores of the life hope were moderate. The life hope of the students of the experimental group, after experiment and after follow-up, were significantly higher than before experiment at a .01 level. The life hope scores of the students of the experimental group, after the experiment and after the follow-up, were significantly higher than those of the control group at a .01 level; a focus group report of the experimental group showed that the participants were satisfied with the integrative group counseling model. **CONCLUSIONS:** An integrative group counseling model for enhancing the life hope of undergraduate students was successfully developed and satisfactorily evaluated. It could be applied to enhance life hope of students.

Keywords: Life hope, integrative group counseling model

รูปแบบการให้การปรึกษากลุ่มแบบบูรณาการเพื่อเสริมสร้างความหวังในชีวิต

ภัทรกร มุขศรีนาค

หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาจิตวิทยา มหาวิทยาลัยเกษมบัณฑิต 1761 ถนนพัฒนาการ แขวงสวนหลวง เขตสวนหลวง กรุงเทพมหานคร 10250

E-mail: mkorn51@gmail.com

ผ่องพรรณ เกิดพิทักษ์

หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาจิตวิทยา มหาวิทยาลัยเกษมบัณฑิต 1761 ถนนพัฒนาการ แขวงสวนหลวง เขตสวนหลวง กรุงเทพมหานคร 10250

ประสาร มาลากุล ณ อยุธยา

หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาจิตวิทยา มหาวิทยาลัยเกษมบัณฑิต 1761 ถนนพัฒนาการ แขวงสวนหลวง เขตสวนหลวง กรุงเทพมหานคร 10250

ติดต่อผู้เขียนบทความที่ ภัทรกร มุขศรีนาค หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาจิตวิทยา มหาวิทยาลัยเกษมบัณฑิต 1761 ถนนพัฒนาการ แขวงสวนหลวง เขตสวนหลวง กรุงเทพมหานคร 10250
E-mail: mkorn51@gmail.com

วันที่รับบทความ: 10 เมษายน 2562 วันที่แก้ไขบทความ: 25 พฤศจิกายน 2563 วันที่ตอบรับบทความ: 15 ธันวาคม 2563

บทคัดย่อ

วัตถุประสงค์ เพื่อพัฒนาและประเมินผลรูปแบบการให้การปรึกษากลุ่มแบบบูรณาการเพื่อเสริมสร้างความหวังในชีวิตของนักศึกษาระดับปริญญาตรี **วิธีวิจัย** เป็นการวิจัยแบบผสมผสาน กลุ่มตัวอย่างเป็นนักศึกษาปริญญาตรี ชั้นปีที่ 1-4 จำนวน 248 คน แบ่งเป็น 2 กลุ่มคือ กลุ่มที่ 1 ใช้ในการศึกษาความหวังในชีวิต จำนวน 248 คน และกลุ่มที่ 2 จำนวน 16 คน ได้มาจากการคัดเลือกกลุ่มตัวอย่างแบบเจาะจงจากกลุ่มที่ 1 ที่มีคะแนนความหวังในชีวิตตั้งแต่เปอร์เซ็นต์ไทล์ที่ 25 ลงมา และสุ่มอย่างง่ายเป็นกลุ่มทดลอง และกลุ่มควบคุมกลุ่มละ 8 คน **ผลการวิจัย** คะแนนเฉลี่ยรวม และคะแนนความหวังในชีวิตของนักศึกษาแต่ละด้าน มีค่าเฉลี่ยความหวังในชีวิตในระดับปานกลาง นักศึกษากลุ่มทดลอง หลังการทดลอง และหลังการติดตามผล มีค่าความคาดหวังของชีวิตสูงกว่าก่อนการทดลอง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 คะแนนความหวังในชีวิตของนักเรียนกลุ่มทดลอง หลังการทดลอง และหลังการติดตามผลมีค่าสูงกว่ากลุ่มควบคุม อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 การสนทนากลุ่มเฉพาะ พบว่า นักศึกษากลุ่มทดลองมีความพึงพอใจต่อรูปแบบการให้คำปรึกษากลุ่มแบบบูรณาการ **สรุป** การพัฒนารูปแบบการให้การปรึกษากลุ่มแบบบูรณาการเพื่อเสริมสร้างความหวังในชีวิตของนักศึกษาระดับปริญญาตรี ประสบความสำเร็จและสามารถนำมาประยุกต์ใช้ในการดำเนินชีวิตตามความหวังในชีวิตของนักศึกษา

คำสำคัญ: ความหวังในชีวิต การให้คำปรึกษากลุ่มแบบบูรณาการ

Introduction

Most people think of hope as simply wishful thinking or sunny advice offered by friends and family, “hoping for the best” in times of trouble. Hope has been traditionally conceptualized in the social sciences in a variety of ways, such as basic trust (Erikson, 1950), conditioned response (Mowrer, 1960), goal expectation (Stotland, 1969), or spiritual attachment (Pruyser, 1987). Nevertheless, the most recent and widespread theory of hope resides in the field of positive psychology (Snyder et al., 1991). Hope reflects a person's expectation of his/her best possible outcome and the concomitant work needed to achieve it (Peterson & Seligman, 2004; Yotsidi et al. (2018) presented the most recent evidence on the interaction of hope with academic and work variables since hope is increasingly recognized as an important psychological resource for academic achievement, career development, and job performance. They found that hope plays a predictive role in academic and job performance, and that it correlates positively with several variables related to task accomplishment and well-being. With regard to Snyder (2002), hope is a positive motivation state that is based on an interactively-derived sense of successful: 1) goal-directed energy, and

2) planning to meet goals. For adolescents, the important arenas in life include good relationships with friends and family, schoolwork, health, safety, career opportunity, and job satisfaction.

According to the findings of the studies in academic settings, general hope and the personal trait of hope predicted the academic hope, and the academic hope directly predicted GPA. General hope predicted academic self-efficacy, which in turn predicted GPA (Feldman & Kubota, 2015). Furthermore, hope, self-efficacy, and engagement were correlated with the number of semesters and GPA. Hope was the only factor that had unique effects when examining predictors and controlling for academic history (Gallagher et al., 2017). Additionally, hope was found to have direct and indirect effects on career variables as well as on life and job satisfaction (Badran & Youssef-Morgan, 2015). Hope also had a direct effect on a student's proactive career behavior as well as direct and indirect effects on a student's life satisfaction and an employee's job satisfaction (Hirschi, 2014).

Based on the researchers' preliminary study of the college students in this study, it became: 1) issues for examining the life hope of the college students, especially educational

life hope, family life hope, career or work life hope, and social life hope; and 2) issues for developing the life hope of the college students. Thus, the current research study examined the life hope of college students and also developed the college students' life hope through integrative group counseling. This integrative group counseling included a variety of theoretical approaches of group counseling. Generally, the group counseling had a specific focus, which included the educational, vocational, social, and personal aspects. The group counseling involved an interpersonal process that stressed conscious thoughts, feelings, and behavior. Thus, integrative group counseling of this current research was developed for enhancing the life hope of the undergraduate students. The integrative group counseling had a specific focus, which included educational, career, social, and personal integrative group counseling, emphasizing interpersonal communication of conscious thought, feelings, and behavior, within a here-and-now time frame. Furthermore, integrative group counseling is problem-oriented, and the group members largely determine their content and aims. Group counseling members typically do not require extensive personality reconstruction, and their concerns

generally relate to the developmental tasks of the life span. Additionally, integrative group counseling tends to be growth-oriented in that the emphasis is on discovering internal resources of strength (Corey, 2012). Integrative group counseling is a valuable vehicle for the developmental needs of college students. The college students encounter a range of developmental tasks during their undergraduate and graduate years. They experiment with defining themselves, and they seek to discover who they are in relationships with others (Johnson & Zlotnick, 2009).

Literature Review

The importance of hope for humans has long been known to laymen and professionals. It is widely accepted that with hope, mankind acts, moves, and achieves. Without hope, one is often dull, listless, or moribund. Faced with a situation that threatens a loss of hope, one may desperately try to cling to it, to restore it, or to protect it. Despite a common awareness of the role hopefulness plays in determining behavior, rarely has it been introduced into the mainstream of psychology and psychiatry (Stotland, 1969).

The American College Dictionary (Barnhart, 1960) defines hope as follows

- 1) Expectation of something desired; a

desire accompanied by expectation; 2) A particular instance of such expectation or desire; a hope of success; 3) Confidence in a future event; grounds for expecting something in which there is no hope of recovery; 4) A person with expectations centered in the hope of the family; 5) To look forward to with desire and with more or less confidence; 6) To trust in the truth of a matter; and 7) To have an expectation of something desired.

Hope is conceptualized as a goal-directed cognitive process. Specifically, Snyder et al. (1991) defined hope as “a cognitive set that is based on a reciprocally-derived sense of successful agency (goal-directed determination)” and pathways (planning to meet goals). As such, hopeful thinking always includes three components: goal, pathway thinking, and agency thinking.

This research study examined the life hope of undergraduate students in a Thai college and defined life hope as enabling individuals to set valued goals, to see the means to achieve those goals, and to find the drive to make those goals happen. This study investigated the life hope components of those undergraduate students, which were comprised of educational life hope, peer relations life hope, and career life hope, including the development of an

integrative group counseling model for enhancing the life hope of those students.

The integrative group counseling model for this research study included the following group counseling theories, i.e., 1) reality group counseling emphasized helping individuals become more effective in meeting their needs and challenging them to evaluate what they are doing, and to assess how well this behavior is working for them; 2) existential group counseling addressed helping people see that they are free and that they become aware of their possibilities, challenging them to recognize that they are responsible for events that they formerly thought were happening to them as well as identifying factors that block freedom and searching for a unique meaning in life; 3) Gestalt group counseling assisted individuals in gaining awareness of moment-to-moment experiencing, challenging them to accept responsibility for internal support as opposed to depending on external support; 4) transactional analysis accentuated helping individuals become script-free, game-free, autonomous people, capable of choosing how they want to be and assisting them in examining early decisions, and making new decisions based on awareness; 5) behavioral and cognitive group

counseling emphasized learning skills and behavioral changes; 6) solution-focused approach addressed making specific goals, solving problems, and rating progress; and 7) a humanistic approach emphasized Satir's communication stances, open communication and emotional experiencing, and resources for positive growth.

Research objectives

The research objectives were as follows:

1. To examine the life hope of undergraduate students of Saint Louis College, Thailand.
2. To develop an integrative group counseling model for enhancing the life hope of the undergraduate students of Saint Louis College, Thailand.
3. To compare the life hope of the experimental group, before the experiment, after the experiment, and after the follow-up.
4. To compare the life hope of the experimental group and the control group, before the experiment, after the experiment, and after the follow-up.
5. To evaluate the satisfaction of the experimental group of students toward the integrative group counseling model for enhancing their life hope after the follow-up by using a focus group.

Research hypotheses

1 . There will be significant differences in the life hope score responses of the undergraduate students in the experimental group before the experiment, after the experiment, and after the follow-up.

2 . There will be significant differences in the life hope score responses of the undergraduate students between the experimental group and the control group, before the experiment, after the experiment, and after the follow-up.

Methods

This study applied the mixed method design by applying the exploratory sequential mixed method design (Creswell and Hartman, 2012) for examining the life hope of the undergraduate students of Saint Louis College, Thailand. This included applying the Quasi-experimental design (Gay, 1987) for enhancing life hope through an integrated group counseling model. The study was approved by the Ethical Review Committee of Saint Louis College in Bangkok, Thailand. Details of the research method were as follows.

Population and Samples

The population of this study was 696 first through fourth year

undergraduate students of Saint Louis College, Thailand. The subjects of this study included two groups. The first group of the life hope study consisted of 248 first through fourth year students of Saint Louis College, Thailand. Those participants were selected by stratified random sampling from the population. The second group of the study was purposively selected from the first group. This group consisted of 16 first-year students whose life hope scores were lower than the twenty-fifth percentile and who volunteered to take part in the experiment. They were then randomly assigned to two groups, and classified as an experimental group and a control group. Each group consisted of eight first-year students. The experimental group participated in the integrative group counseling model while the control group did not receive any counseling.

Instruments

The research instruments were a life hope scale and an integrative group counseling model.

1. A life hope scale was developed by the present researchers. This scale contained four dimensions of life hope: 1) educational life hope, 2) peer relations life hope, 3) family life hope, and 4) career life hope. The scale contained 41 items measuring the stated life hope dimensions.

The subjects were asked to answer each item on a five-point Likert rating scale, which ranged from “1 = not very true to me” to “5 = very true to me.” Items were summed for a total score and four dimension scores. Statistical analyses were conducted, which examined the scale content validity, the discrimination power of each item, and scale reliability.

The life hope scale properties were as follows:

1) The Item Objective Congruence (IOC) index, which examined the life hope scale content validity, ranged from .66-1.00.

2) The discrimination power of each item of the life hope scale was analyzed by the Pearson Product Moment Correlation and obtained the Corrected Item Total Correlation (CITC), and ranged from .247-.747.

3) The Cronbach Alpha reliability of the life hope scale revealed as .947, and the reliabilities of each subscale or sub-dimension ranged from .706-.812.

2. An integrative group counseling model for the enhancement of the life hope of the first-year students was developed from concepts and techniques of group counseling theories. These group counseling theories were: Existential group counseling, Reality group counseling, Transactional analysis, Gestalt group therapy, Humanistic group counseling,

Solution-focused brief therapy, and Cognitive-behavioral group counseling. This integrative group counseling model included three stages: the initial stage; the working stage; and the termination and evaluation stage. The integrative group counseling model property was confirmed through the analysis of Item Objective Congruence (IOC) index. It was found that the IOC index of the integrative group counseling model ranged from .66-1.00. This model was applied to enhance the life hope of the experimental group.

Data collection

1. Data collection of the life hope study

The subjects of the life hope study consisted of 248 first through fourth year undergraduate students of Saint Louis College, who were invited to participate in this research study. Once informed of the purpose and the importance of the study, as well as the confidentiality and the anonymity of the data, the subjects signed a consent form and then responded to a life hope scale. Those subjects gave written responses to the scale themselves. They were then thanked for their cooperation.

2. The integrative group counseling model

The integrative group counseling model was applied to enhance the life hope of the subjects in the experimental

group. The model was comprised of Existential group counseling, Reality group counseling, Transactional analysis, Gestalt group therapy, Humanistic group counseling, Solution-focused brief therapy, and Cognitive-behavioral group counseling. The model was based on enhancement of the following life hope dimensions: 1) educational life hope, 2) peer relations life hope, 3) family life hope, and 4) career life hope.

After the subjects in the experimental group participated in the model for ten weeks, each subject completed the life hope scale. Responses indicated how he or she viewed their life hope. Additionally, one month after the experiment, each member of the experimental group completed the life hope scale again. In addition, members of the control group had to complete the life hope scale at the same time as the experimental group.

Data analysis

Mean, Standard Deviation, Median, Interquartile Range, Wilcoxon Matched Pairs signed Ranks Test, and Mann Whitney U-test were used to analyze the data.

The results of the study were as follows:

1. The results of the life hope study of 248 first through fourth year

undergraduate students of Saint Louis College, Thailand are presented in Table 1.

Table 1: Mean and standard deviation of the 248 first through fourth year undergraduate students of Saint Louis College, Thailand

Life hope	Educational		Peer Relations		Family		Career		Total		Classified as
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
First-Year Students	2.685	.305	3.307	.280	3.153	.383	3.090	.453	3.058	.355	average
Second-Year Students	3.066	.236	2.631	.426	3.089	.419	2.989	.324	2.943	.351	average
Third-Year Students	3.969	.247	3.980	.300	3.838	.398	4.030	.293	3.954	.309	high
Fourth-Year Students	3.555	.340	3.605	.271	3.635	.384	3.841	.275	3.403	.333	high

Table 1 shows the mean and standard deviation of the life hope scores of 248 first through fourth year undergraduate students. The total mean scores of the life hope revealed as average while the life hope mean average scores of first-year and second-year students were average, and the life hope mean scores of third-year and fourth-year students were high.

2. The integrative group counseling for enhancing the life hope of the undergraduate students was developed from the concepts and techniques of group counseling theories. The theories were: Existential group counseling, Reality group counseling, Transactional analysis, Gestalt group therapy, Humanistic group counseling, Solution-focused brief therapy, and Cognitive-behavioral group counseling. The model properties were confirmed

through the analysis of the Item Objective Congruence (IOC) index. It was found that the IOC index of the integrative group counseling model ranged from .66-1.00. The integrative group counseling model was applied to enhance the life hope of the experimental group.

3. The evaluation of the effect of the integrative group counseling model for enhancing the life hope of the undergraduate students of Saint Louis College, Thailand was as follows:

3.1 The mean and standard deviation of the life hope scores of the experimental group and control group, before the experiment, after the experiment, and after the follow-up are presented in Table 2.

Table 2: Mean and standard deviation of the life hope of the experimental group and the control group, before the experiment, after the experiment, and after the follow-up

Life hope	The experimental group (n=8)									The control group (n=8)								
	Before the experiment			After the experiment			After the follow - up			Before the experiment			After the experiment			After the follow-up		
	mean	SD	Classified as	mean	SD	Classified as	mean	SD	Classified as	mean	SD	Classified as	mean	SD	Classified as	mean	SD	Classified as
Educational life hope	2.55	.14	average	2.81	.11	average	2.76	.13	average	2.55	.14	average	2.56	.10	average	2.58	.12	average
Peer Relations life hope	2.48	.16	lest	2.85	.19	average	2.81	.12	average	2.50	.09	average	2.69	.13	average	2.63	.18	average
Family life hope	2.47	.15	lest	2.93	.10	average	2.78	.13	average	2.47	.15	lest	2.52	.15	average	2.61	.15	average
Career life hope	2.75	.11	average	3.08	.14	average	2.83	.13	average	2.60	.20	average	2.61	.12	average	2.68	.12	average
Total item score	2.56	.06	average	2.92	.07	average	2.80	.04	average	2.53	.09	average	2.56	.04	average	2.59	.04	average

Table 2 shows the mean and standard deviation of the life hope scores of the experimental group and the control group, before and after the experiment, and after the follow-up. The total mean scores of the life hope of the experimental group, before the experiment, after the experiment, and after the follow-up were average. Additionally, the total mean scores of the life hope of the control group, before the experiment, after the experiment, and after the follow-up were average

3.2 A comparison of the life hope scores of the experimental group, before the experiment, after the experiment, and after the follow-up is presented in Table 3.

Table 3: A comparison of the life hope scores of the experimental group, before the experiment, after the experiment, and after the follow-up by Wilcoxon Matched-Pairs Signed-Ranks Test

Life hope	before the experiment		after the experiment		after the follow-up		Comparison	Z
	Med	IQR	Med	IQR	Med	IQR		
Educational life hope	2.50	.25	2.80	.20	2.80	.18	before the experiment - after the experiment	-2.375**
							before the experiment - after the follow-up	-.531
							after the experiment - after the follow-up	-2.264*
Peer Relations life hope	2.45	.32	2.81	.18	2.81	.23	before the experiment - after the experiment	-2.530**
							before the experiment - after the follow-up	-.647
							after the experiment - after the follow-up	-2.588**
Family life hope	2.50	.30	2.95	.18	2.75	.20	before the experiment - after the experiment	-2.533**
							before the experiment - after the follow-up	-2.460**
							after the experiment - after the follow-up	-2.371**
Career life hope	2.75	.25	3.15	.20	2.85	.28	before the experiment - after the experiment	-2.546**
							before the experiment - after the follow-up	-2.375**
							after the experiment - after the follow-up	-1.382
Total Median score	2.58	.10	2.90	.07	2.80	.09	before the experiment - after the experiment	-2.521**
							before the experiment - after the follow-up	-2.521**
							after the experiment - after the follow-up	-2.524**

** $p < .01$ * $p < .05$

Table 3 shows the median, interquartile range, and Z-scores of the life hope of the experimental group. The data were as follows:

Significant differences in the total scores of the life hope of the experimental group, before and after the experiment, after the experiment, after the follow-up, and before the experiment

and after the follow-up were found at a .01 level.

3.3 A comparison of the life hope scores of the control group, before

the experiment, after the experiment, and after the follow-up is presented in Table 4.

Table 4: A comparison of the life hope scores of the control group, before the experiment, after the experiment, and after the follow-up by Wilcoxon Matched-Pairs Signed-Ranks Test

Life hope	before the experiment		after the experiment		after the follow-up		Comparison	Z
	Med	IQR	Med	IQR	Med	IQR		
Educational life hope	2.50	.25	2.55	.18	2.60	.18	before the experiment - after the experiment	-.447
							before the experiment - after the follow-up	-.343
							after the experiment - after the follow-up	-.744
Peer Relations life hope	2.54	.16	2.63	.25	2.63	.32	before the experiment - after the experiment	-2.388**
							before the experiment - after the follow-up	-.566
							after the experiment - after the follow-up	-1.693
Family life hope	2.50	.30	2.50	.30	2.60	.28	before the experiment - after the experiment	-.431
							before the experiment - after the follow-up	-1.276
							after the experiment - after the follow-up	-1.852
Career life hope	2.60	.35	2.60	.18	2.70	.18	before the experiment - after the experiment	-.184
							before the experiment - after the follow-up	-1.236
							after the experiment - after the follow-up	-1.289
Total score	2.55	.13	2.58	.08	2.61	.07	before the experiment - after the experiment	-.280
							before the experiment - after the follow-up	-2.598**
							after the experiment - after the follow-up	-1.682

** $p < .01$ * $p < .05$

Table 4 shows the median, interquartile range, and Z-scores of the life hope of the control group. The data were as follows:

Significant differences in the total scores of the life hope of the control group, before the experiment, and after the follow-up were found at a .01 level. No

significant differences in the total scores of the life hope of the control group existed before the experiment and after the experiment, and after the experiment and after the follow-up.

3.4 A comparison of the life hope scores between the experimental group and the control group is presented in Table 5.

Table 5: A comparison of the life hope scores between the experimental group and the control group, before the experiment, after the experiment, and after the follow-up by Mann Whitney U-test

Life hope	Study consisted	Comparison	Med	Mean Rank	IQR	Z	p
Educational life hope	Before the experiment	experimental group	2.60	9.56	.18	.000	1.00
		control group	2.50	7.44	.25		
	After the experiment	experimental group	2.80	12.13	.20	-3.108**	.002
		control group	2.55	4.88	.18		
	After the follow-up	experimental group	2.80	11.19	.18	-2.297*	.002
		control group	2.60	5.81	.18		
Peer Relations life hope	Before the experiment	experimental group	2.45	7.19	.32	-.431	.666
		control group	2.50	9.81	.27		
	After the experiment	experimental group	2.80	11.55	.18	-1.767	.077
		control group	2.59	5.44	.27		
	After the follow-up	experimental group	2.81	10.69	.23	-1.868	.062
		control group	2.63	6.31	.32		
Family life hope	Before the experiment	experimental group	2.80	11.69	.25	.000	1.00
		control group	2.50	5.31	.30		
	After the experiment	experimental group	2.95	12.50	.18	-3.391**	.001
		control group	2.50	4.50	.30		
	After the follow-up	experimental group	2.75	10.75	.20	-1.952	.053
		control group	2.60	6.25	.28		
Career life hope	Before the experiment	experimental group	2.75	10.38	.30	-1.601	.109
		control group	2.60	6.63	.35		
	After the experiment	experimental group	3.15	12.44	.20	-3.350**	.001
		control group	2.60	4.56	.18		
	After the follow-up	experimental group	2.85	10.88	.28	-2.060	.039
		control group	2.60	6.13	.18		
Total mean score	Before the experiment	experimental group	2.64	11.25	.10	-.738	.461
		control group	2.56	5.75	.11		
	After the experiment	experimental group	2.90	12.50	.07	-3.366**	.001
		control group	2.56	4.50	.11		
	After the follow-up	experimental group	2.80	12.50	.09	-3.363**	.001
		control group	2.62	4.50	.13		

** $p < 0.01$; * $p < 0.05$

Table 5 shows a comparison of the life hope scores between the experimental group and the control group, before the experiment, after the experiment, and after the follow-up. The data were as follows: 1) No significant differences in the total life hope scores of the experimental group and the control group existed before the experiment, and 2) Significant differences in the total life hope scores of the experimental group and the control group were found, after the experiment and after the follow-up at a .01 level.

Conclusions

1. The total mean scores and each dimension score of the life hope of the undergraduate students of Saint Louis College were average. The life hope dimensions of the life hope included academic life hope, peer relationship life hope, family life hope, and work life hope.

2. The integrated group counseling model for enhancing the life hope of the undergraduate and Cognitive-behavioral group counseling. The model included three stages: the initial stage; the working stage; and the conclusions and evaluation stage.

3. The total students of Saint Louis College included concepts and

techniques of group counseling theories. Those included: Existential group counseling, Reality group therapy, Transactional analysis, Gestalt group therapy, Humanistic group counseling, Solution-focused brief therapy mean scores of the life hope of the experimental group, before the experiment, after the experiment, and after follow-up were average. Additionally, the total mean scores of the life hope of the control group, before the experiment, after the experiment, and after the follow-up were average. The comparison of the life hope scores revealed as follows: Significant differences in the total scores of the life hope of the experimental group, before and after the experiment, after the experiment and after the follow-up, and before the experiment and after the follow-up were found at a .01 level. In addition, significant differences in the total scores of the life hope of the control group, before the experiment, and after the follow-up were found at a .01 level. No significant differences in the total scores of the life hope of the control group existed before the experiment and after the experiment, and after the experiment and after the follow-up.

4. No significant differences in the total score of the life hope of the experimental group and the control group existed before the experiment. Significant differences in the total life hope scores of the experimental group and the control group were found after the experiment and after the follow up at a .01 level.

5. A focus group report of the experimental group showed that the participants were satisfied with the integrated group counseling model. They gained more knowledge in applying the life hope dimensions, especially educational life hope, peer relationship life hope, family life hope, and career life hope. The results of this research study were convincing, showing that an integrative group counseling model was a key factor in enhancing positive change in the students' life hope.

Discussion

Hope is the glue that holds together the rest of the human condition as well as the energy that moves us ahead (Snyder, 2000). Hope is an active, learned process—a way of thinking that activates and ensures a set of behaviors. The present research examined the components of the life hope of the undergraduate students in Thailand and developed an integrative

group counseling model for enhancing the students' life hope. The results of the present study showed that: 1) Significant differences in the total scores of the life hope of the experimental group, before and after the experiment, after the experiment and after the follow-up, and before the experiment and after the follow-up were found at a .01 level; 2) Significant differences in the total scores of the life hope of the control group, before the experiment and after the follow-up were found at a .01 level. No significant differences in the total scores of the life hope of the control group existed before the experiment and after the experiment, and after the experiment and after the follow-up; 3) No significant differences in the total life hope scores of the experimental group and the control group existed before the experiment. Additionally, significant differences in the total life hope scores of the experimental group and the control group were found after the experiment and after the follow-up at a .01 level. The present researchers translated the findings into workable, practical strategies, imparting hopeful

Thinking to those undergraduate students. The discussion could be concluded by stating that those strategies in the integrative group



counseling approach can enhance the undergraduate students' life hope, in terms of educational life hope, peer relations life hope, family life hope, and career life hope. Hopefully, the life hope in the present research context may fuel the individuated undergraduate student's pursuit of egocentric goals as well as contribute to other people in society.

Recommendations

An integrative group counseling model for enhancing the life hope of

undergraduate students. It could be applied to the samples that are similar to the samples of this research. Before applying, the concepts, theories and techniques of integrated group counseling should be understood and applicants should have basic counseling skills.

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