

Analysis of sexual harassment instruments by Rasch Modeling to identify sexual harassers

Lira Erwinda^{1*}, Herman Nirwana², Afdal Afdal²

¹Indonesian Institute for Counseling, Education and Therapy, Indonesia

²Universitas Indraprasta, Indonesia

*Corresponding author, ✉e-mail: liraerwinda@konselor.org

Abstract

Sexual harassment is an issue that has attracted much attention in both children and adults. However, the victims often prefer to be silent on the matter for several reasons, even though it may have long term effects on them. The victims of sexual harassment need to be educated to increase awareness of the associated risks. To realize this goal, the perpetrators of this vile needs to be identified first, though this requires valid and reliable instruments. There is a sexual harassment instrument that facilitates the identification of the perpetrators. This instrument includes eight indicators with 32 items. The results of testing the validity and reliability of the instrument with RASCH modeling shows that it meets the requirements and therefore it can be used to identify perpetrators of sexual harassment in Vocational High school.

Keywords: Sexual harassment instrument, sexual harassment, rasch analysis

How to Cite: Erwinda, L., Nirwana, H., & Afdal, A. (2020). Analysis of sexual harassment instruments by Rasch Modeling to identify sexual harassers. *COUNS-EDU: The International Journal of Counseling and Education*, 5(1), 1-5. DOI: <http://doi.org/10.23916/0020190417540>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author.

Introduction

In Indonesia, the subject of sex is considered taboo and cannot discuss (Creagh, 2004). There is a need for schools to provide Sex Education to adolescents (Creagh, 2004). Perceiving sex as a taboo encourages abuse and harassment since individuals learn by themselves. This is in line with Elsera (2017), which showed that sexual matters are self-taught through communication with peers or social media. Based on research on inmates of sexual harassment cases in Tanjungpinang Regional Police in 2016, three people stated that a lack of maximum family support facilitated sexual harassment. In other words, the family cannot offer sexual education, which in Malay culture in Tanjungpinang was still considered taboo.

Prpto's findings showed that abuse in the teenage environment stemmed from the lack of information from family, school, and the community about sexual life. The study showed that 21%, 15%, 28%, and 40% of teenagers receive information about sex from home, school, media such as the internet, magazines and films, and peers, respectively (Yelza, 2016). If the family does not provide sex education to children, counselors are given that responsibility (Saputra & Sofiana, 2016). Information services aim at equipping individuals with various kinds of knowledge needed to solve problems faced regarding the surrounding environment, education, occupation, and social-culture (Azhar & Daharnis, 2013; Luddin, 2010).

The information service is useful for students since they need relevant details as input for thinking more and adjusting to the environment (Dewi, D. M., 2015). Sex education should be the role of BK teachers, especially in services and related to social and self-development (Creagh, 2004). According to

Yugo Dewi Safaat, implementing social information services do not have a significant influence on sexual harassment behavior (Safaat, Yugo Dewi, 2013).

Guntoro Utamadi & Paramitha Utamadhi (in Satria, E. D., & Elsera, M, 2017) stated that harassment is a sexual act not invited and unwanted by the victim, which creates a feeling of dislike. It can be in the form of whistling for women on the streets, telling dirty jokes to someone degrading to a level of indecency and acts of rape. The behavior identified as sexual harassment includes unacceptable seduction, requests for sexual gifts, and other verbal or physical behaviors (Berdahl & Raver, 2011; Fitzgerald, Drasgow, & Magley, 1999; Fitzgerald, Magley, Drasgow, & Waldo, 1999; Jespersen, Lalumière, & Seto, 2009). This means that sexual harassment can be interpreted as all forms of sexual and indecent connotations of behavior carried out and by the target person. In general, it causes an adverse reaction, shame, anger, and offense to the victim.

Studies show that the main perpetrators of sexual harassment are males (Plummer & Cossins, 2016). According to McDaniels-Wilson & Belknap, the most common perpetrators of sexual harassment are foreign men, male lovers or boyfriends, husbands, uncles, brothers, and stepfathers (Gannon & Alleyne, 2013; Garcia-Moreno, 1999; Gettman & Gelfand, 2007; Gilmore et al., 2014; McDaniels-Wilson & Belknap, 2008). Additionally, one study showed that perpetrators of sexual harassment are adults and peers (Finkelhor, Shattuck, Turner, & Hamby, 2014). However, the literature on sexual violations has only focused on males and neglected female offenders (Finkelhor & Browne, 1985; Finkelhor, Shattuck, Turner, & Hamby, 2014; Gannon & Alleyne, 2013).

Identifying perpetrators of widespread sexual harassment require much effort since no one would want to be identified as a perpetrator. In Indonesia, the identification of the perpetrators is based on the information from the victims. At school, counselors go through a long process to identify the perpetrators. In most cases, they use interviews, observation, documentation studies, and counseling. This takes a long time, and the validity is doubtful. So the counselor needs a valid and reliable instrument to identify a broader range of this vile. The sexual harassment instrument adapted from Annajmi Alfath was re-analyzed to determine its reliability and validity with Rasch modeling.

Method

The participants included 168 students from two Vocational Schools, each sitting in the tenth grade and next door. The first trial was conducted on 90 students from one of the vocational high schools in the city of Padang. There were 51 and 39 female, and male respondents were male, respectively. The second trial was conducted on 78 students, 43 female 35 males.

The study uses sexual harassment instrument to identify the perpetrators of this vile act. The scale comprised of 37 items using the Guttman Scale to obtain a firm answer to the issues under investigation. The answer "YES" and "NO" are given scores of 1 and 0, respectively. The inverse rating pattern is found in items number 2, 3, 4, 5, 7, 8, 9, 10, 13, 14, 15, 17, 18, 19, 21, 22, 25, 16, 27, 30, 31, 32, 33, 36, 37. On these 25 items, the answer "YES" was given a score of 0 while the "NO" was assigned score 1. Administration of sexual harassment instruments conducted for Vocational High School students in the city of Padang. The approval information was given before respondents took part in the study, and everyone agreed to participate. Data analysis of Sexual Harassment instruments were based on the Rasch model and focused on the measure, fit, and detection of bias items, as well as person measure and fit. In particular, the WINSTEPS 4.01 software (Linacre, 2006) is used to generate and examine these instruments.

Results and Discussions

Quality test instruments for sexual harassment

There are four aspects of testing conducted to determine sexual harassment instruments, including (1) reliability and separation indexes, (2) dimension tests, (3) fit and misfit items, and (4) test information functions (Smith, 1995).

Table 1. Summary of quality test items

Estimation	Values
Item Reliabilities	.97
Separation Index of Item	5.93
Mean OUTFIT MNSQ	1.00
Raw variance explained by measures	34.8 %
Raw variance unexplained by measures	65.2 %
Observed average (Label 1)	-1.23
Observed average (Label 4)	+1.08

The reliability of sexual harassment instruments is reviewed. The estimation results in Table 1 show that item reliability is (.97), meaning that the consistency of sexual harassment instruments is at the best level. This is also supported by the index separation value, which set items into five parts, from low to high. The teenagers are not disturbed in finding out the correct answer choices (Label 1) and wrong (Label 4), as shown by the average values observed from logit -1.23 (low) to +1.08 logit (highest). Also, the unidimensional estimation through the main component analysis (PCA) identified the value of the raw variance explained to be 34.8%. This shows that it has achieved the unidimensional condition of the sexual harassment instrument (> 15%) [13]. Therefore, the items involved in measuring sexual harassment instruments are good. Moreover, the categorization of fit and misfit items on sexual harassment instruments can be determined by comparing the OUTFIT MNSQ value of each instrument item with its average value of logit +1.00. This shows that the outfit value of the mean square is right in the middle square of 1.0 or with an ideal range (0.5 > MNSQ < 1.5). The facts from 26 items tested on adolescents included three items in the sexual harassment instrument that were misfitted, including no. 21 (+1.71 logit), no. 6 (+1.62 logit), no. 12 (+1.52 logit), and for other items stated accordingly (OUTFIT MNSQ item < +1.44 logit). The extent to which sexual harassment instruments can measure information is identified, as shown in Figures 1 and 2.

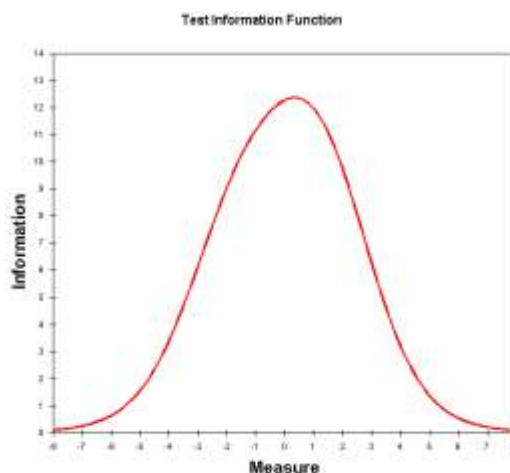


Figure 1. Test Information Function (TIF)

From Figure 1, the output of information collected by sexual harassment instruments is at the maximum level for adolescents with high to low abilities, which is less efficient.

Realization of Youth Performance on Sexual Harassment Instruments based on Rasch Fit Statistics

The ability of adolescents to work on sexual harassment instruments can be evaluated through individual size and compatibility. Both are used as a basis for determining teenagers who have a high, medium, and low Internet addiction.

Table 2. Summary of quality person

Estimation	Values
Person Reliabilities	.85
Separation Index of Person	2.37
Mean Person	.06
Mean OUTFIT MNSQ	1.00
Cronbach Alpha (KR-20) Person raw score reliability	87.0 %

In general, the ability of adolescents to work on sexual harassment instruments is above average (+.07 logit > 0.00 logit). Their interaction between individuals and items ($\alpha = 0.87$) is excellent (Sumintono & Widhiarso, 2015).

Conclusions

In principle, sexual harassment instruments, including reliability, separation index, and unidimensional instruments, are adequate and effective. However, some aspects of the instruments need to be focused on several things, including (1) inappropriate items or outliers, and (2) measurement information functions that only show optimal values for adolescents with high, medium, and low abilities. Outlier items need to be considered or deleted. In terms of measuring the ability of adolescents in sexual harassment instruments, there were outlier respondents. This is because respondents may easily categorize themselves as never or never, and therefore the right alternative answers are "Yes and No."

References

- Azhar, S. K., & Daharnis, I. S. (2013). Persepsi Siswa Tentang Layanan Informasi Kesehatan Reproduksi Remaja yang Di Berikan Guru BK SMAN 1 Kubung. *Jurnal Ilmiah Konseling*. Volume 2(1).
- Berdahl, J. L., & Raver, J. L. (2011). Sexual harassment. *Handbook of industrial and organizational psychology*, 3, 641-669.
- Dewi, D. M. (2015). "Meningkatkan Pengetahuan Pendidikan Seks melalui Layanan Informasi pada Siswa Kelas VI Madrasah Ibtidaiyah negeri Sumurrejo kota Semarang Tahun Ajaran 2015/2016". *Dissertation*, diterbitkan. Semarang: Universitas Negeri Semarang.
- Finkelhor, D., & Browne, A. (1985). The traumatic impact of child sexual abuse: A conceptualization. *American Journal of orthopsychiatry*, 55(4), 530-541.
- Finkelhor, D., & Browne, A. (1985). The traumatic impact of child sexual abuse: a conceptualization. *American Journal of orthopsychiatry*, 55(4), 530.
- Finkelhor, D., Shattuck, A., Turner, H. A., & Hamby, S. L. (2014). The lifetime prevalence of child sexual abuse and sexual assault assessed in late adolescence. *Journal of Adolescent Health*, 55(3), 329-333.
- Finkelhor, D., Shattuck, A., Turner, H. A., & Hamby, S. L. (2014). The lifetime prevalence of child sexual abuse and sexual assault assessed in late adolescence. *Journal of Adolescent Health*, 55(3), 329-333.
- Fitzgerald, L. F., Drasgow, F., & Magley, V. J. (1999). Sexual harassment in the armed forces: A test of an integrated model. *Military Psychology*, 11(3), 329-343.
- Fitzgerald, L. F., Drasgow, F., & Magley, V. J. (1999). Sexual Harassment in The Armed Forces: A test of an integrated model. *Military Psychology*, 11(3), 329-343.
- Fitzgerald, L. F., Magley, V. J., Drasgow, F., & Waldo, C. R. (1999). Measuring sexual harassment in the military: the sexual experiences questionnaire (SEQ—DoD). *Military Psychology*, 11(3), 243-263.
- Fitzgerald, L. F., Magley, V. J., Drasgow, F., & Waldo, C. R. (1999). Measuring Sexual Harassment in The Military: The Sexual Experiences Questionnaire (SEQ—DoD). *Military Psychology*, 11(3), 243-263.
- Gannon, T. A., & Alleyne, E. K. (2013). Female sexual abusers' cognition: A systematic review. *Trauma, Violence, & Abuse*, 14(1), 67-79.

- Gannon, T. A., & Alleyne, E. K. A. (2013). Female Sexual Abusers' Cognition. *Trauma, Violence, & Abuse*, 14(1), 67–79. (online). <https://doi.org/10.1177/1524838012462245>.
- Garcia-Moreno, C. (1999). *Violence against women, gender and health equity*: Harvard Center for Population and Deveopment Studies.
- Garcia-Moreno, C. (1999). *Violence against women, gender and health equity*: Harvard Center for Population and Deveopment Studies.
- Gettman, H. J., & Gelfand, M. J. (2007). When the customer shouldn't be king: Antecedents and consequences of sexual harassment by clients and customers. *Journal of Applied Psychology*, 92(3), 757.
- Gettman, H. J., & Gelfand, M. J. (2007). When the customer shouldn't be king: Antecedents and consequences of sexual harassment by clients and customers. *Journal of Applied Psychology*, 92(3), 757.
- Gilmore, A. K., Schacht, R. L., George, W. H., Davis, K. C., Norris, J., & Heiman, J. R. (2014). Sexually transmitted infections risks among victims of sexual abuse and violence. *Journal of Aggression, Maltreatment and Trauma*, 23(7), 725-739.
- Jespersen, A. F., Lalumière, M. L., & Seto, M. C. (2009). Sexual abuse history among adult sex offenders and non-sex offenders: A meta-analysis. *Child abuse & neglect*, 33(3), 179-192.
- Linacre, J. M. (2006). WINSTEPS Rasch measurement computer program. *Chicago: Winsteps. com*.
- Luddin, A. B. M. (2010). *Dasar Dasar Konseling*: Perdana Publishing.
- Safaat, Y. D. P. (2013). Hubungan antara Pelaksanaan Layanan Informasi Bidang Sisoal dengan Kecenderungan Penyimpangan Perilaku Remaja pada Siswa Kelas VIII SMP Negeri 1 Kaliori Tahun Ajaran 2012/2013. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 2(1).
- Saputra, W., & Sofiana, A. (2016). *Konseling inovatif berbantuan seni kreatif*.
- Satria, E. D., & Elsera, M. (2017). Tinjauan Sosiologis Penyebab Terjadinya Pelecehan Seksual terhadap Anak dibawah Umur oleh Remaja. *Skripsi*. Tidak diterbitkan.
- Smith, R. M. (1995). Using item mean squares to evaluate fit to the Rasch model.
- Sumintono, B., & Widhiarso, W. (2015). *Aplikasi pemodelan rasch pada assessment pendidikan: Trim Komunikata*.
- Yelza, N. (2016). *Hubungan Pengetahuan Tentang Seksualitas Dengan Sikap Remaja Putri Dalam Pelecehan Seksual Di SMA Negeri 1 Batang Anai Tahun 2016*. Universitas Andalas.

The effects of situational leadership and self-efficacy on the improvement of teachers' work productivity using correlation analysis and SITOREM

Rais Hidayat^{1*)}, Soewarto Hardhienata¹, Yuyun Elizabeth Patras¹,
Rindu Rahayu Agustin².

¹Universitas Pakuan, Indonesia

² State Elementary School, Bogor, Indonesia

^{*}Corresponding author, ✉e-mail: rais72rais@gmail.com

Abstract

This research aimed to determine the positive correlation of situational leadership and self-efficacy with the improvement of teacher work productivity. The quantitative method with correlation analysis were employed, furthermore the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) was applied to determine the priorities. The population includes all the elementary school teachers which are civil servants (PNS) in Bogor, Indonesia while 105 were selected as samples. The findings showed there is a positive correlation between situational leadership and teacher work productivity with a correlation coefficient of 0.783, and between self-efficacy and teacher work productivity with 0.782. This, therefore, means these two factors are influential in increasing the productivity of teachers. The novelty of this research was the use of SITOREM to highlight 7 indicators prioritized to be improved including leader behavior, delegation, direction, teacher achievement, facility use, efficiency, and managerial ability.

Keywords: Self-efficacy, situational leadership, SITOREM, teacher work productivity.

How to Cite: Hidayat, R., Patras, Y., Hardhienata, S., & Agustin, R. (2020). The effects of situational leadership and self-efficacy on the improvement of teachers' work productivity using correlation analysis and SITOREM. *COUNS-EDU: The International Journal of Counseling and Education*, 5(1), 6-14. DOI: <http://.doi.org/10.23916/0020200525310>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author.

Introduction

The quality of education has been reported to be highly dependent on several factors and one of the most important is the work behavior of teachers which is associated with their work productivity (Hanushek & Ettema, 2017). For example, despite the provision of adequate facilities and a perfect curriculum by the government or educational organization, a low teachers' behavior has the ability to reduce the quality of education (Etomes & Molua, 2019). This, therefore, means the theme of teacher work productivity is very important to the education process (Harris & Sass, 2014) and needs to be researched and developed to improve the quality of education (Sass, Semykina, & Harris, 2014).

The work productivity of the teacher determines educational outcomes (Mesiono, 2019) based on the mental attitude of making life better. Teachers are expected to maintain high work productivity due to its effect on the quality of education (Ndugu, 2014) as well as the democratic society (Camacho & Parham, 2019).

There are limited research related to teachers' work productivity (Abdullah, 2019) despite the fact it is influenced by different factors including the school leadership, facilities, teachers' training, and the teachers' condition (Kagwiria, 2013).

Productivity has always been studied in relation to the private sector before it was introduced into the education sector (Hanushek & Ettema, 2017). Therefore, labor productivity was defined as a measure of the success of labor producing a product over a certain period (Sumarsono, 2009) while education productivity is related to quantitative and qualitative production of graduates by schools (Sedarmayanti, 2001). The concept basically includes a mental attitude encouraging avoidance of complacency but investment in continuous self-development to improve work skills (Sutrisno, 2010).

The time spent on leave (absence) due to an illness and at work but with a decreased level of productivity is considered to be the same (Bombardier, Zhang, Lacaille, & Osborne, 2009). This, therefore, means work productivity is the difference between input and output (Hasibuan, 2010) as well as the ability to produce more quality (Anoraga, 2009). Moreover, in relation to education, it is the ability to provide produce learners with relevant skills and expertise to create quality lives and provide benefits to the environment (Aan Komariah, 2008).

Productivity is, however, inseparable from human resource management activities (Ivancevich & Matteson, 2013) due to the involvement of input, activities of humans, and results such as the achievement of learning outcomes (Sass et al., 2014). The concept has also been reported to be very important in management studies (Hanaysha, 2016). However, for the purpose of this study, teacher work productivity was defined as a measure of the success obtained by comparing the efforts inputted by a teacher with the output over a certain period.

Situational leadership is model of leading that integrates both the directive and supportive dimensions, each of which is applied correctly in appropriate situations (Ghazzawi, Shoughari, & Osta, 2017). It emphasizes the readiness, willingness, and ability of followers to conduct certain tasks (S. P. R. and T. A. Judge, 2016). According to Rivai & Mulyadi (2003), leaders are required to have diagnostic skills to understand human behavior (Mulyadi, Veithzal Rivai, 2009). However, Siagian (2003) stated that the effectiveness of leadership is determined by the ability to read the situation and adjust the style to meet the present demands (Siagian, 2010). Gibson (Gibson, Ivancevich, Donnelly, & Organizations, 2006) also showed this leadership model focuses on the followers and their level of maturity.

Situational leadership theory showed effective leaders have many styles of leading based on the readiness of their followers and some of these include telling, selling, participating, and delegating (Steven L. McShane, 2018). This further allows its influence on several activities of an organization (Amanchukwu, Stanley, & Oloolube, 2015) Therefore, for the purpose of this study, situational leadership was defined as a way of influencing subordinates using different leadership styles such as telling, selling, participating, and delegating depending on the current situation.

Another important factor to achieve productivity is self-efficacy (Hidayat, Putra, & Patras, 2018). It was defined to be the self-belief owned by an individual to have the ability to conduct a specific task successfully (Colquitt, Lepine, & Wesson, 2015). Moreover, Stroh (2002) also defined it as a person's belief to engage in work behavior appropriately by producing a specified level of performance (Linda K. Stroh, Gregory B. Northcraft, 2002). Some characteristics of people with high self-efficacy include possessing the abilities needed, making necessary efforts, working without outside influences preventing the achievement of the required level of performance (Linda K. Stroh, Gregory B. Northcraft, 2002), believing in success, working harder, more creativity, having motivation at work (S. P. R. and T. A. Judge, 2016), confidence, motivation, direction, and endurance in completing tasks (Jennifer M. George, 2012). Furthermore, according to Luthans (2011), self-efficacy is influenced by mastery of experience or achievement of performance, diverse modeling, social persuasion, as well as physiological and psychological arousal (Luthans, 2011). It can be improved through training, coaching, providing freedom and responsibility, showing an example, giving praise, motivating, reducing stress, caring, and providing assistance (Newstrom, 2007).

Self-efficacy and leadership have been reported to have a positive influence on productivity (Momeni, 2014). Several studies showed self-efficacy correlates with pro-social behavior (Gaol, 2018), achieving goals (Diaconu-gherasim, Mă irean, & Brumariu, 2019), organizational citizenship behavior

(Mansor, 2013), and work productivity of teachers (Tamuri, 2019). Meanwhile, leadership has also been discovered to have a positive relationship with productivity (Veliu, Manxhari, Demiri, & Jahaj, 2017), employee motivation towards productivity (Eyal & Roth, 2010), and teamwork (Hidayat et al., 2018). The novelty of this study is, therefore, the use of mixed methods including correlational research and Scientific Identification Theory to Conduct Operational Research in Education Management (SITOREM) to determine the indicators to be prioritized in order to improve teachers' work productivity.

Method

The research aimed to determine the efforts toward improving teachers' work productivity through the use of a quantitative method with correlation analysis and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management (Hardhienata, 2017). The independent variables were situational leadership (X1) and self-efficacy (X2), while the dependent variable (Y) was the work productivity. This research was conducted on a sample of 105 elementary school teachers that are civil servants (PNS) in Bogor, Indonesia.

Data were collected using three questionnaire instruments including: 1) The teacher's work productivity instrument assessed by the teacher's supervisor, consisting of 6 indicators which are teacher achievement, work quality, utilization of infrastructure, efficiency, managerial ability, and performance, with 17 items ; 2) The transactional leadership instrument was conducted by the teacher to assess the principal, consisting of 5 indicators which are the leader behavior, saying, directing, participating, and delegating, with 32 items; 3) The self-efficacy instrument was assessed by the teacher and it consists of 6 indicators which are self-confidence, self-ability, high goals, high-achievement, hard work, and ability to find a solution, with 33 items. Moreover, the level of reliability for the teacher's work productivity instrument was 0.954, situational leadership was 0.948 and self-efficacy was 0.948 and a measurement scale from 1 to 5 (very good) was used in all the instruments.

The quantitative data were analyzed using descriptive and inferential statistics while the hypotheses were tested after the normality and variance homogeneity have been estimated. Moreover, the SITOREM was applied after the correlation-regression analysis (Hardhienata, 2017). The basic considerations to derive suggestions and priorities for improvements include three criteria which were: 1) The strength of the relationship between the independent and dependent variables obtained from data analysis conducted using a correlational statistical method; 2) Priority order of the indicators for each variable arranged based on input from expert opinion and analysis, an; 3) Indicator values obtained from the field research (Hardhienata, 2017).

Therefore, the SITOREM analysis was expected to recommend (a) good indicators to be maintained, and (b) bad indicators to be corrected in the order of priority for improvement (Hardhienata, 2017). The SITOREM analysis is generally explained in the following figure (Hardhienata, 2017).

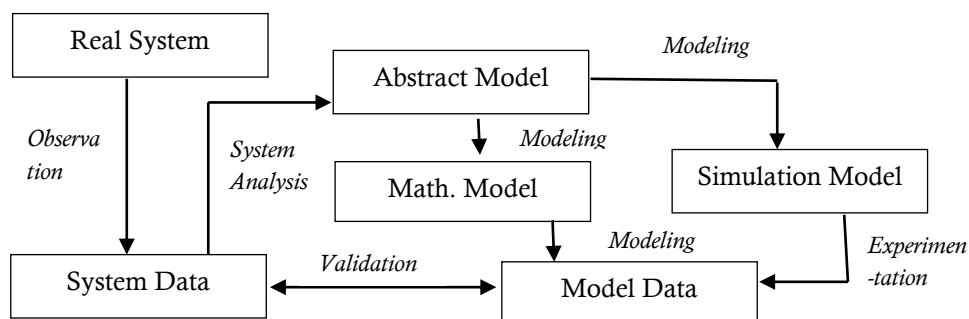


Figure 1. The scientific identification theory (Hardhienata, 2017)

Results and Discussions

Descriptive statistics results

The teachers' work productivity research instrument consists of 16 valid items and this means its lowest theoretical score is 16, the highest is 80, and the median is 48. However, the research score empirically moved from the lowest score of 43, highest at 80, and the median at 63 and the indicates the empirical median score of teacher work productivity is above the theoretical and can, therefore, be categorized as high.

The situational leadership research instrument consists of 32 valid items which means it has the lowest theoretical score of 32, highest at 160, and the median score at 96. Meanwhile, the research score empirically moves from the lowest score of 95 and highest at 153 to produce a median score of 130 and this shows the empirical situational leadership's median score is above the theoretical and can, therefore, be categorized as high.

The self-efficacy research instrument consists of 33 valid items which meant it has the lowest theoretical score of 33, highest at 165 to have a median score of 99. Meanwhile, the research score empirically moved from the lowest score of 110 and highest at 162 to produce a median score of 139. This shows the empirical median score of self-efficacy is above the theoretical and can, therefore, be categorized as high.

Table 1. Results of descriptive statistics

	Teacher's work productivity	Situational leadership	Self-efficacy
Average	62.66	126.99	138.55
Median	63	130	139
Mode	60	131	140
Standard Deviation	6.86	12,60	11.81
Variance	47.11	158.82	139.34
Range	37	58	52
Minimum Value	43	95	110
Maximum Value	80	153	162
Total	6579	13.334	14.548

Testing requirements for analysis

Normality test

The estimated error normality test ($Y-\hat{Y}_1$) showed the teacher work productivity variable on the situational leadership variable was calculated to have an L value of 0.049 while the L table is 0.087 and since the normal requirement is the L value <L table, therefore, it is normally distributed.

The estimated error normality test ($Y-\hat{Y}_2$) showed the teacher work productivity variable on the self-efficacy variable was calculated to have an L value of 0.048 while the L table is 0.087 and since the normal requirement is the L value <L table, therefore, it is normally distributed.

Homogeneity Test

The homogeneity test of the variance of teacher work productivity variables on situational leadership showed a value of $\chi^2_{\text{value}} = 49.11$ while χ^2 table at $\alpha = 0.05 = 51.00$. Therefore, this relationship was declared homogeneous.

The homogeneity test of the variance of teacher work productivity variables on self-efficacy showed a value of $\chi^2_{\text{value}} = 47.23$ while χ^2 table at $\alpha = 0.05 = 51.00$. Therefore, this relationship was declared homogeneous.

Hypothesis test

- The correlation of situational leadership with teacher work productivity. The correlation of situational leadership variables (X1) with teacher work productivity variables (Y) was determined by the

coefficient of determination (r^2_{y1}) and a value of 0.613 was obtained. This means the contribution of situational leadership to the teacher work productivity variable is relatively strong. Furthermore, the correlation test showed the t value was 20.52 while the t table is 1.98 and this further confirms the correlation to be significant. Therefore, it can be concluded there is a significant positive correlation of situational leadership on teacher work productivity.

- Correlation of self efficacy with teacher work productivity. The correlation of self-efficacy variables (X_2) with teacher work productivity variables (Y) was determined by the coefficient of determination (r^2_{y2}) and a value of 0.612. This shows the contribution of self-efficacy to the teacher work productivity variable is relatively strong. Moreover, the correlation test also showed the t count is 20.43 while the t table is 1.98 and this means the correlation is significant. Therefore, it can be concluded there is a significant positive correlation of self-efficacy on teacher work productivity.
- Partial correlation test. A partial correlation was found between situational leadership (X_1) with teacher work productivity (Y) using self-efficacy (X_2) as control as observed with the (r_{y12}) value of 0.679 while the significance test showed $t_{\text{value}} = 12.800 > t_{\text{table}} = 1.98$ at $\alpha=0.05$. Therefore, the correlation of situational leadership with teacher work productivity was found not to be influenced by self-efficacy.

A partial correlation between self-efficacy (X_2) with teacher work productivity (Y) using situational leadership (X_1) as a control (r_{y12}) produced a value of 0.672 while the significance test showed $t_{\text{value}} = 12.417 > t_{\text{table}} = 1.98$ at $\alpha = 0.05$. This, therefore, means the correlation between self-efficacy and teacher work productivity is not influenced by situational leadership.

Priority for improvement

SITOREM has been used in previous studies to determine priorities in improving teacher innovation (Setyaningsih, Sukanti, & Hardhienata, 2019), teacher performance (Darmawi, Hardhienata & Retnowati, 2019) and motivation, transformational leadership, and personality (Djami, Hardhienata, & Tukiran, 2019).

The correlational research showed it is possible to improve teacher work productivity through situational leadership and self-efficacy and the application of SITOREM as shown in Figure 2 shows there are certain indicators to be maintained and those to be improved. They are associated with independent variables, situational leadership and self-efficacy and the required to be retained include (1) participating, (2) telling, (3) achievement, (4) solutions, (5) self-confidence, (6) working hard, (7) self-ability, (8) goals, (9) work quality, and (10) performance while the 7 prioritized for improvement are (1) leader behavior, (2) delegating, (3) directing, (4) teacher achievement, (5) using facility, (6) efficiency, and (7) managerial ability.

The strength of situational leadership's correlation with teacher work productivity is indicated with the correlation coefficient of 0.783 and this is in line with the results of the research in Lebanon which showed situational leadership has a strong influence on work productivity (Ghazzawi et al., 2017). Moreover, other findings have also suggested leadership style generally has a significant effect on productivity (Shamaki, 2015) especially in relation to personality, motivation, and ability (Adu, Olatundun, & Adu, 2017). This was further supported by the theory of Shane & Glinow (2008) that effective leaders have many variations of styles to deal with the readiness of followers such as the ability or willingness of employees or work teams to complete certain tasks (Steven L. McShane, 2018). Leadership in organizations has also been identified to have the ability of influencing many things including work productivity and performance (Adu et al., 2017). The findings of this research showed the principal as a leader is required to have a method of influencing the subordinates (Eren, 2012) through the use of different styles (Marks & Printy, 2015) to have the most impact (Dempster, Townsend, Johnson, & Bayetto, 2017). Some of these styles include orders, support, delegation of authority, and other ways to influence the productivity of the teachers (Susanthi & Setiawan, 2014).

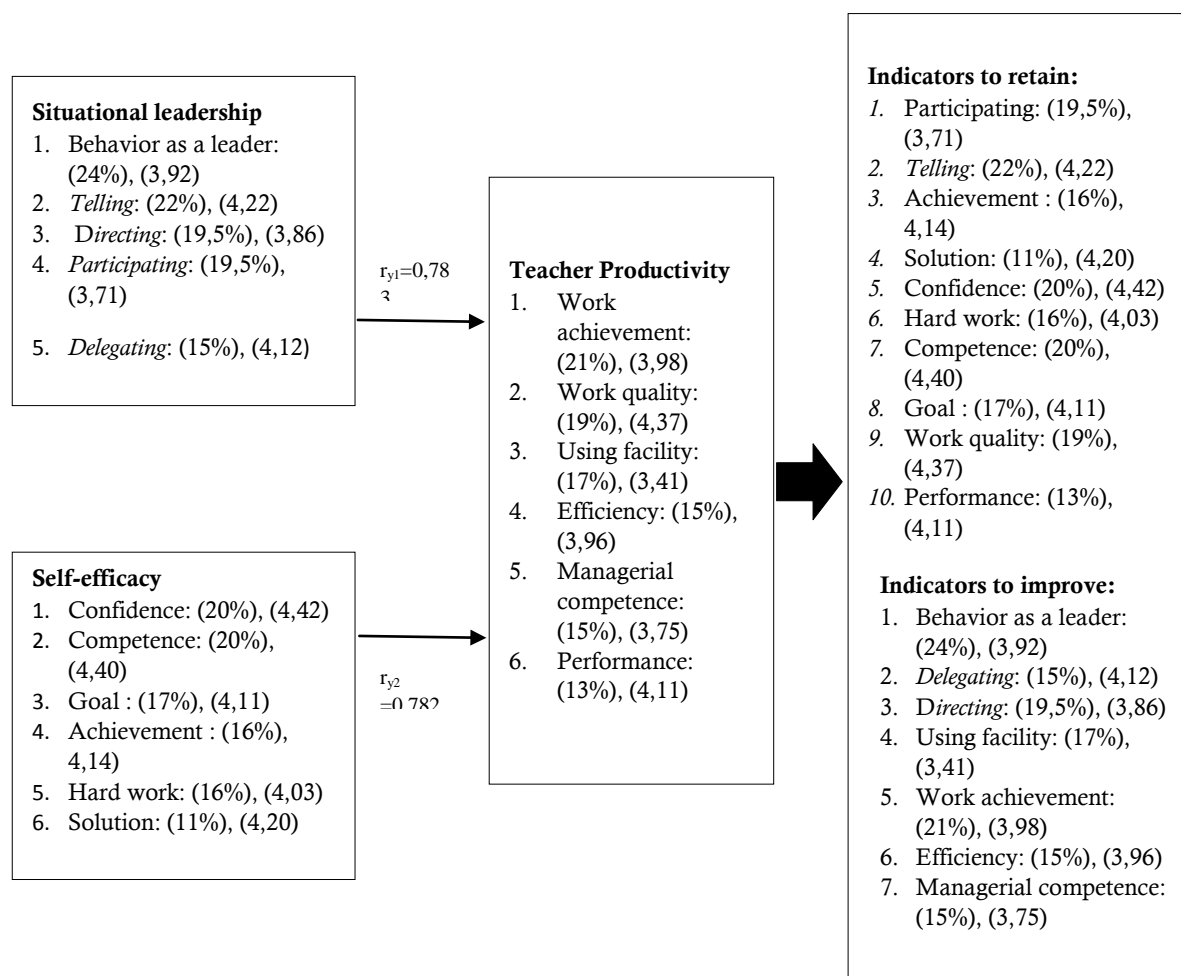


Figure 2. Indicators list to retain and improve based on SITOREM

The strength of the correlation of self-efficacy with teacher work productivity is indicated with the correlation coefficient of 0.782 and this is in agreement with the findings of another research that showed self-efficacy have a major effect on employee performance (T. A. Judge, Jackson, Shaw, Scott, & Rich, 2007), has the ability to increase employees' productivity (Mensah, 2013), job satisfaction and commitment (Mukhtar & Sujanto, 2018), and ability to compete (Soenanto, Tuntas Widyo, Djabir Hamzah, Mahlia Muis, 2016). It is also in line with the theory of Gibson, et al (2006) which states that self-efficacy is a person's belief to have the ability of working effectively in certain situations (Gibson et al., 2006). It has also been reported to be important to the development of organizational performance (Bandura, 1999), therefore, it needs to be continually developed and cultivated (Djigi, Stojiljkovi, & Duskovi, 2014). This strong correlation shows the problem of low teacher work productivity can be solved by improving self-efficacy (Soenanto, Tuntas Widyo, Djabir Hamzah, Mahlia Muis, 2016). Therefore, efforts to improve the characteristics of self-efficacy (Jaiswal & Dhar, 2015) such as self-confidence, self-ability, high goals, the achievement of goals, working hard and finding solutions need to be continuously improved in the teachers (T. A. Judge et al., 2007).

Moreover, 7 priorities were recommended to be retained and the first is improving the leader's behavior. This is not surprising because other studies have shown its significant positive effects on organizational (Shamaki, 2015) and employee performance (Mustafa TAŞLIYAN & HARBALIOĞLU, 2017). This is associated with the ability of the leaders to use different strategic and tactical behaviors to run the organization (NIKOLOSKI, 2015). This, therefore, means their behavior plays a central role (Smith & Squires, 2016) and also has the ability to influence the ethics of the members (Hidayat, 2017).

Conclusions

Increasing teacher work productivity is very important due to its contribution to the quality of education. This research showed this is achievable by increasing situational leadership and self-efficacy while 10 indicators were recommended to be retained using SITOREM and they are (1) participating, (2) telling, (3) achievement, (4) solutions, (5) self-confidence, (6)) working hard, (7) self-ability, (8) goals, (9) work quality, and (10) performance while 7 others were prioritized for improvement and they include (1) leader behavior, (2) delegating, (3) directing, (4) teacher achievement, (5) infrastructure, (6) efficiency, and (7) managerial ability.

References

- Aan Komariah, C. T. (2008). *Visionary Leadership Menuju Sekoah Efektif*. Bandung: Bumi Aksara.
- Abdullah, N. N. (2019). The Impact Of Staff Training And Development On Teacher ' s Productivity. *Economics, Management and Sustainability*, (May). <https://doi.org/10.14254/jems.2019.4-1.4>
- Adu, K. O., Olatundun, S. A., & Adu, E. O. (2017). Factors Hindering Teachers ' Productivity in Public Secondary Schools Factors Hindering Teachers ' Productivity in Public. *Journal of Social Sciences ISSN:*, 49, 70–76. <https://doi.org/10.1080/09718923.2016.11893599>
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A Review of Leadership Theories , Principles and Styles and Their Relevance to Educational Management. *Management*, 5(1), 6–14. <https://doi.org/10.5923/j.mm.20150501.02>
- Anoraga, P. (2009). *Psikologi Kerja*. Jakarta: Rineka Cipta.
- Bandura, A. (1999). *Self-Efficacy in Changing Societies*. Delhi: Cambridge University Press.
- Bombardier, C., Zhang, W., Lacaille, D., & Osborne, R. H. (2009). The Journal of Rheumatology Measuring Worker Productivity : Frameworks and Measures. *The Journal of Rheumatology*, 36(9). <https://doi.org/10.3899/jrheum.090366>
- Camacho, D. A., & Parham, B. (2019). Urban teacher challenges : What they are and what we can learn from them. *Teaching and Teacher Education*, 85, 160–174. <https://doi.org/10.1016/j.tate.2019.06.014>
- Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2015). *Organizational Behavior: Improving Performance and Commitment*. New York: McGraw Hill Education.
- Darmawi, Hardhienata, S., & Retnowati, R. (2019). Using Scientific Identification Theory for Operational Research in Education for analyzing Teachers ' Performance. *International Journal of Managerial Studies and Research (IJMSR)*, 7(4), 21–28.
- Dempster, N., Townsend, T., Johnson, G., & Bayetto, A. (2017). *Leadership and Literacy: Principals, Partnerships and Pathways to Improvement*. Gewerbestrasse: Springer International Publishing.
- Diaconu-gherasim, L. R., Mă irean, C., & Brumariu, L. E. (2019). Quality of teachers ' and peers ' behaviors and achievement goals : The mediating role of self-efficacy. *Learning and Individual Differences*, 73(June), 147–156. <https://doi.org/10.1016/j.lindif.2019.06.001>
- Djami, M. E. U., Hardhienata, S., & Tukiran, M. (2019). Improvement of Job Satisfaction through Transformational Leadership , Personality , and Achievement Motivation by Using Scientific Identification Theory of Operation Research in Education Management (SITOREM). *International Journal of Managerial Studies and Research (IJMSR)*, 7(4), 62–70.
- Djigi, G., Stojiljkovi, S., & Doskovi, M. (2014). Basic personality dimensions and teachers ' self-efficacy. *Procedia - Social and Behavioral Sciences*, 112(Icepsy 2013), 593–602. <https://doi.org/10.1016/j.sbspro.2014.01.1206>
- Eren, E. (2012). Innovative Leadership for the Twenty-First Century. *International Conference on Leadership, Technology and Innovation Management*, 41, 1–14. <https://doi.org/10.1016/j.sbspro.2012.04.001>
- Etomes, S. E., & Molua, E. L. (2019). Strategies for Enhancing the Productivity of Secondary School Teachers in South West Region of Cameroon. *Journal of Education and Learning*, 8(1), 109–119. <https://doi.org/10.5539/jel.v8n1p109>
- Eyal, O., & Roth, G. (2010). Principals ' leadership and teachers ' motivation. *JEA*, 49(3), 256–275. <https://doi.org/10.1108/09578231111129055>
- Gaol, M. (2018). The relationship between emotional intelligence , self efficacy and prosocial behaviour on interpersonal conflict management. *The International Journal of Counseling and Education*, 3(4), 121–125.
- Ghazzawi, K., Shoughari, R. El, & Osta, B. El. (2017). Situational Leadership and Its Effectiveness in

- Rising Employee Productivity : A Study on North Lebanon Organization. *Human Resource Management Research*, 7(3), 102–110. <https://doi.org/10.5923/j.hrmr.20170703.02>
- Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Organizations, R. K. (2006). *Organizations, Behavior, Structure and Processes*. Boston: McGraw-Hill.
- Hanaysha, J. (2016). Improving employee productivity through work engagement : Evidence from higher education sector Improving employee productivity through work engagement : Empirical evidence from higher. *Management Science Letters*, (January). <https://doi.org/10.5267/j.msl.2015.11.006>
- Hanushek, E. A., & Ettema, E. (2017). Defining Productivity in Education : Issues and Illustrations. *The American Economist*, 62(2), 165–183. <https://doi.org/10.1177/0569434516688207>
- Hardhienata, S. (2017). The development of scientific identification theory to conduct operation research in education management. *IORA International Conference on Operations Research*. <https://doi.org/10.1088/1742-6596/755/1/011001>
- Harris, D. N., & Sass, T. R. (2014). Economics of Education Review Skills , productivity and the evaluation of teacher. *Economics of Education Review*, 40, 183–204. <https://doi.org/10.1016/j.econedurev.2014.03.002>
- Hasibuan, M. (2010). *Organisasi dan Motivasi*. Jakarta: Bumi Aksara.
- Hidayat, R. (2017). Perilaku Etis Dosen dalam Perspektif Efikasi Diri, Kepemimpinan, dan Komunikasi Interpersonal. *Pedagonal*, 1(1), 37–44.
- Hidayat, R., Putra, K. S., & Patras, Y. E. (2018). Improving Team Cohesiveness Based on Perspective of Self-efficacy and Leadership Behaviour, *Proceeding(Aes 2017)*, 308–312.
- Ivancevich, J. M., & Matteson, M. T. (2013). *Organizational Behavior and Management Tenth Edition*. New York: McGraw-Hill Irwin.
- Jaiswal, N. K., & Dhar, R. L. (2015). Transformational leadership , innovation climate , creative self-efficacy and employee creativity : A multilevel study. *International Journal of Hospitality Management*, 51, 30–41. <https://doi.org/10.1016/j.ijhm.2015.07.002>
- Jennifer M. George, G. R. J. (2012). *Understanding and Managing Organizational Behavior*. Boston: Printice Hall.
- Judge, S. P. R. and T. A. (2016). *Organizational Behavior*. Tokyo: Pearson.
- Judge, T. A., Jackson, C. L., Shaw, J. C., Scott, B. A., & Rich, B. L. (2007). Self-Efficacy and Work-Related Performance : The Integral Role of Individual Differences. *Journal of Applied Psychology*, 92(1), 107–127. <https://doi.org/10.1037/0021-9010.92.1.107>
- Kagwiria, K. J. (2013). Teacher ' s Productivity in Promoting Quality Education in Public Primary Schools in Kenya. *Academic Journal of Interdisciplinary Studies*, 2(2), 365–378. <https://doi.org/10.5901/ajis.2013.v2n2p365>
- Linda K. Stroh, Gregory B. Northcraft, M. A. N. (2002). *Organizational Behavior: A Management Challenge Third Edition*. New Jersey 07430: Lawrence Erlbaum Associates, Inc., Publishers.
- Luthans, F. (2011). *Organizational Behavior An Evidence-Based Approach*. New York: McGraw Hill Irwin. <https://doi.org/10.1002/9781118785317.wcom060151>
- Mansor, A. (2013). Mediating Effect of Self-Efficacy on Self-Leadership and Teachers ' Organizational Citizenship Behavior : A Conceptual Framework. *International Journal of Economics, Business and Management Studies*, 2(1), 1–11.
- Marks, H. M., & Printy, S. M. (2015). Principal Leadership and School Performance : An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, 39(3), 370–397. <https://doi.org/10.1177/0013161X03253412>
- Mensah, A. O. (2013). The Influence of Employees ' Self-Efficacy on Their Quality of Work Life : The Case of Cape Coast , Ghana. *International Journal of Business and Social Science*, 4(2).
- Mesiono. (2019). The Influence of Job Satisfaction on the Performance of Madrasah Aliyah (Islamic Senior High School) Teachers. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(1), 107–116. <https://doi.org/10.24042/tadris.v4i1.4388>
- Momeni, M. (2014). The Effect Of Employees ' Self-Efficacy On Innovative Work Behavior At Social Security Organization Employees In Ardabil Province. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 3(8), 29–32.
- Mukhtar, M., & Sujanto, B. (2018). The Influence of Self Efficacy , Job Satisfaction and Organizational Commitment Toward Organizational Citizenship Behavior (Ocb) of Teachers Of Private Vocational Schools in South Jakarta. *International Journal of Scientific Research and Management*

- (IJSRM), 06(06), 406–414. <https://doi.org/10.18535/ijsrm/v6i6.e106>
- Mulyadi, Veithzal Rivai, D. (2009). *Kepemimpinan dan Perilaku Organisasi*. Jakarta: Rajawali Press.
- Mustafa TAŞLIYAN, B. H., & HARBALIOĞLU. (2017). The Effect of Servant Leadership on Organizational Citizenship Behaviour And Performance of Employee: A Research on Hotel Managements In Gaziantep. *The Journal of International Social Research*, 9(44), 1232–1240.
- Ndugu, M. M. (2014). Quality and Productivity of Teachers in Selected Public Secondary Schools in Kenya. *Mediterranean Journal of Social Sciences*, 5(5), 103–116. <https://doi.org/10.5901/mjss.2014.v5n5p>
- Newstrom, J. (2007). *Organizational Behavior, Human Behavior at Work*. (McGraw-Hill, Ed.). Boston.
- NIKOLOSKI, K. (2015). Leadership And Management : Practice Of The Art Of Influence. *Academica Brâncuşi” PUBLISHER, II(1)*, 31–39.
- Sass, T. R., Semykina, A., & Harris, D. N. (2014). Economics of Education Review Value-added models and the measurement of teacher productivity. *Economics of Education Review*, 38, 9–23. <https://doi.org/10.1016/j.econedurev.2013.10.003>
- Sedarmayanti. (2001). *Sumber Daya Manusia dan Produktivitas Kerja*. Bandung: Mandar Maju.
- Setyaningsih, S., Sukanti, D., & Hardhienata, S. (2019). Teacher ' s Innovation Improvement through the Development of Organizational Climate and Emotional Intelligence Using Correlation Statistical Analysis and Sitorem Method. *Advances in Social Science, Education and Humanities Research*, 253(Aes 2018), 45–49.
- Shamaki. (2015). Influence of Leadership Style on Teacher ' s Job Productivity in Public Secondary Schools in Taraba State , Nigeria. *Journal of Education and Practice*, 6(10), 200–204.
- Siagian, S. P. (2010). *Teori dan Praktek Kepemimpinan*. Jakarta: Rineka Cipta.
- Smith, B. S., & Squires, V. (2016). The Role of Leadership Style in Creating a Great School. *SELU Research Review Journal*, 1(1), 65–78.
- Soenanto, Tuntas Widyo, Djabir Hamzah, Mahlia Muis, N. B. (2016). The Influence of Telecommuting Systems , Self- Efficacy and the Quality of Management on Work Productivity and the Competitiveness of Organizational Perspectives in Multinational Companies in Jakarta , Indonesia. *Scientific Research Journal (SCIRJ)*, IV(Iii), 43–52.
- Steven L. McShane, M. A. V. G. (2018). *Organizational Behavior: Emerging Knowledge Global Reality (eight edition)*. NY 10121.
- Sumarsono, S. (2009). *Teori dan Kebijakan Publik Ekonomi Sumber Daya Manusia*. Yogyakarta: Graha Ilmu.
- Susanthi, N. I., & Setiawan, A. (2014). The Effect of Leadership Style on Motivation to Improve the Employee Performance. *Jurnal Manajemen Transportasi & Logistik (JMTransLog)*, 01(03), 221–226.
- Sutrisno, E. (2010). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana.
- Tamuri, A. H. (2019). The Significant Correlation between Self Efficacy and the Role of Islamic Education Teachers as a Society Change Agent Noornajihan Jaafar Nurul Asia Fasehah Muhamad Azhar Haji Ahmad Nur Hanani Hussin Mohd Khamal Md . Daud Maziahtusima Ishak. *Mediterranean Journal of Social Sciences*, 2117, 83–89. <https://doi.org/10.2478/mjss-2019-0044>
- Veliu, L., Manxhari, M., Demiri, V., & Jahaj, L. (2017). The Influence Of Leadership Style S On Employee ' S Performance. *Vadyba Journal of Management*, 31(2), 59–69.

The effect of behavioral rehearsal technique through group counseling for overcoming social anxiety of students

Abdul Saman^{1*)}, Muh Ilham Bakhtiar²

¹Universitas Negeri Makasar, Indonesia.

²STKIP Andi Matappa, Indonesia.

^{*}Corresponding author, ✉e-mail: abdulsaman@unm.ac.id

Abstract

This research examined the influence of group counseling using behavioral rehearsal techniques to overcome students' social anxiety. This research used the quantitative method with a quasi-experimental design namely Matching-Only Design. The study involved 30 students for the control group and 30 students for the experimental group selected through purposive sampling. Data were collected using a questionnaire that had been validated. They were then analyzed using normality testing, homogeneity, data nominality testing, gain score and hypothesis testing. The findings of this research indicated that group counseling through behavioral rehearsal techniques could overcome the problem of social anxiety experienced by students. In the pretest, the research showed that the social anxiety level of students in the experimental group was in the high category, and the control group was in the medium category. While the posttests of both experimental and control groups were in the very low category. Behavioral rehearsal techniques should be informational and practical in the development of knowledge, especially in dealing with the problems of social anxiety.

Keywords: Social anxiety, group counseling, behavioral rehearsal.

How to Cite: Saman, A., & Bakhtiar, M. (2020). The effect of behavioral rehearsal technique through group counseling for overcoming social anxiety of students. *COUNS-EDU: The International Journal of Counseling and Education*, 5(1), 15-22. DOI: [http:// doi.org/10.23916/0020200525110](http://doi.org/10.23916/0020200525110)



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author.

Introduction

Adolescents naturally find it challenging to involve in their social life (Valeria Ivaniushina, 2016); (Shier, Gouthro, & Goias, 2018). The university students as members of adolescents groups and social individuals, in fulfilling their needs, undertake social interactions within their environment (Mutahari, 2016); (Wang, Tian, & Huebner, 2019), family, school, and societies (Bakhtiar, 2015); (Bakhtiar, Saman, & Aryani, 2017). Adolescents do social interaction as a part of their development in the search for identity (Wirawan, Jufri, & Anto Patak, 2018). However, not all adolescents can comfortably interact with their social environment. Many individuals tend to be worry and fear the negative perception of the environment. Hofmann and DiBartolo (2014) revealed that social anxiety mostly occurs in adolescence. The anxiety of adolescent students occurs when they meet new friends, new teachers, or new school rules. Some students are also embarrassed when interacting with others, and often students are embarrassed just to speak in front of the class as they are afraid to be observed, cursed, or criticized by others (Bakhtiar & Rahmatia, 2018).

During adolescence, the physical, cognitive, and behavioral hallmarks of the social anxiety disorder (SAD) often start to appear (Alfano & Beidel, 2011). The social anxiety faced by individuals is usually due to their movement into a new environment. Social anxiety, characterized by significant discomfort and

avoidance of social and/or performance situations (APA, 2017) is one of the most common mental disorders in children and adolescents. Social anxiety disorder starts at the age of 5 and peaks around the age of 12 (RC, et al., 2005). When untreated, it can run a chronic course into adolescence and eventually adulthood (KA, SE, IR, & MB, 2003). There is a rapid change in early adolescence that usually occurs between ten and thirteen years old (Moshman, 2011). In this case, physically, there are significant changes along with puberty.

Rapid changes occur in early adolescence and usually, occur between the ages of 10-13 (Romano, Moscovitch, Ma, & Huppert, 2019). In this case, physically, there are some major changes along with puberty. Then, cognitively, there is a fundamental change in intellectual ability (Moshman, 2011). The level of mental illness that is increasingly rampant simultaneously with a social anxiety disorder is called social phobia (Stein & Stein, 2008). It is characterized by excessive fear of being humiliated or embarrassed in social situations (APA, 2017) and is often chronic and severely debilitating if untreated (B.F. Grant, 2005). Social anxiety disorder shows high comorbidity with other diagnoses, such as depression, (Goldstein-Piekarski, Williams, & Humphreys, 2016). This is an anxiety disorder leading a person to feel the excessive fear of being in a social environment for no obvious reason (Albano & Hayward, 2004; Ledley et al., 2008). This anxiety is realized arising from the fear of being observed as others might give a critique. Symptoms experienced by people with this disorder include feeling anxious when in the crowd; avoiding the crowd or social environment, having physical symptoms such as fast heartbeat, sweating, trembling, excessive shyness, muscle tension, abdominal pain, and even diarrhea (Bakhtiar, Saman, & Aryani, 2017). This anxiety is caused by individual problem behavior so that proper handling is needed in the form of behavior change. Behavior change aims to change observable and measurable human behaviors (Sheeran, Klein, & Rothman, 2017). The changes are selected according to the problems faced by the student. Changing behavior is a behavioral rehearsal that is one of the behavior therapy techniques (Beidas, Cross, & Dorsey, 2014; Wright, Brown, Thase, & Basco, 2017).

Several studies have examined social problem-solving in the context of social anxiety. Research overcoming social anxiety used Cognitive Behavior Therapy (CBT) approach using diary checklist (Duana & Hadjam, 2012). Then another study handled anxiety through CBT by educating sufferers (Fitri, 2017) but did not apply counseling intervention, then other studies only diagnosed anxiety levels and dissect the effects of social anxiety. But also did not use intervention techniques with training focused on social problems encountered, in this case, the behavioral rehearsal.

Behavioral rehearsal is one of many techniques derived from behavioral therapy (Hecker & Thorpe, 2015). This behavioral therapy technique was initially called behavioral psychodrama (Blatner, 2003). However, the more commonly used term is rehearsal behavior (exercise behavior) that is usually applied to clients who need full rehearsal behavior in the form of exercise. Behavioral rehearsal techniques are applied through role-playing that allows the client to learn a new type of behavior in addition to the ones available in the counseling situation. Rehearsal behavior incorporates several vital components: imitating behavior, receiving feedback from counselors, and often practicing/training the target behavior (Erford, 2014). Collaboration in a group aims at providing a shared learning experience in handling such anxiety problems. Walsh (2002) revealed that a behavioral rehearsal technique is useful when dealing with people who experience social anxiety. Behavioral rehearsal is one of the group counseling types. Counseling, is a professional assistance that is carried out through various procedures, one of them through group learning. Group counseling can give individuals a variety of group experiences that help them to learn efficiently, be more tolerant facing stress and anxiety, and find satisfaction in working and living with others (Corey, 2015). The behavior might positively affect the classroom environment. A rehearsal behavioral technique in the form of group counseling that provides a learning experience to change student behaviors is the subject of this study. Therefore, this research aimed at describing student social anxiety before and after applying group counseling with the Behavioral Rehearsal approach. Also, this research examined the influence of group counseling through the Behavioral Rehearsal approach to overcome student social anxiety.

Method

The type of this research was quantitative with a quasi-experimental design that examined the influence of group counseling through rehearsal behavioral approaches to overcome students' social

anxiety. Experimental research is a method used to examine the effect of a particular treatment on subjects under controlled conditions (Creswell, 2012; Fraenkel & Wallen, 2009). It relies on treatments applied to the experimental group and is subjected to specific treatments with controllable conditions.

Fraenkel and Wallen (2009) argued that the use of random assignment is not categorized as a quasi-experimental design. Therefore, to employ this design, the other techniques were used to control the internal validity. This research used Matching-Only Design. This study involved 30 students for the control group and 30 students for the experimental group selected through purposive sampling. Data were collected using a questionnaire that had been validated. The data were analyzed using normality testing, homogeneity, gain score and hypothesis testing. The purpose of the questionnaire was to obtain an overview of the social anxiety level experienced by the experimental students before receiving counseling through the behavioral rehearsal approach. Subjects for experimental and control groups were determined according to definite variables. The variable was the behavior training technique given to the experimental group. The experimental group was treated with the behavioral rehearsal to social anxiety while the control group was not. The matching-only control group design using pretest and post-test can be seen in table 1:

Table 1. The matching-only pretest-posttest control group design

Treatment Group	M	O	X	O
Control Group	M	O		O

The M in table above means that subjects of both groups were not randomly determined. X refers to the treatment (behavioral rehearsal) applied on the experimental group. The research procedures included: planning, pre-test, implementing behavioral rehearsal and post-test. Following is the more detailed schema:

- Determination of experimental subjects.
- Distribution of pretest on the research subjects related to behavioral rehearsal techniques., Implementation of behavioral rehearsal on the subjects of the study. The treatments were given for three times (three meetings). At each meeting, students were taught about techniques to practice behavior through deep breathing exercises. Each student was challenged to do practice at home.
- Distribution of post-test on the research subjects.
- Analysis of the data about the results of the activities.

Thirty students were given treatment and the same numbers of other vocational secondary students were controlled. The students who were registered were identified as having high social anxiety. The data collection in this study was conducted using a validated questionnaire.

Results and Discussion

Implementation of the treatment which in this case was the behavioral rehearsal approach was addressed to vocational secondary students who had agreed upon meeting time to overcome their social anxiety. During the treatment, the researcher became the program coordinator. The treatment was performed during 3 (three) sessions. The research data were obtained from the questionnaire measuring the students' social anxiety in the experimental and control groups. The following table presents pretest and posttest data measuring the results of the implementation of counseling approach behavioral rehearsal in overcoming social anxiety of students studying at vocational secondary school.

Based on the pretest, the medium and the low categories of social anxiety show the biggest percentage which was 30 or there were 8 students in each category. One fifth (6) students had a high level of anxiety. Only 10 percent of students in the very high category and another 10% were in the very low category. However, after treated with the group-counseling using the behavioral rehearsal approach through three stages, students' anxiety showed significant changes. More than half of the students experienced very low anxiety and forty-four percent of them had low social anxiety indicated the significant decrease in social anxiety level in general.

Table 2. Data on the social anxiety level of experimental group students treated with group counseling through behavioral rehearsal approach according to the post-test and pretest

Intervals	Activities	Experimental group			
		Pretest		Posttest	
		Frequencies	Percentages	Frequencies	Percentages
61-74	Very high	4	10	0	0
47-60	High	6	20	0	0
33-46	Medium	8	30	0	0
19-32	Low	8	30	14	44
5-18	Very low	4	10	16	55
Total		30	100	30	100

The following table also presents data of students' anxiety levels in the control group based on the pretest and post-test conducted simultaneously to the experimental group. The data shows the changes in students' levels of social anxiety without treatment.

Table 3. Data on the social anxiety level of students according to pretest and posttest in the control group

Intervals	Activities	Control Group			
		Pretest		Posttest	
		Frequencies	Percentages	Frequencies	Frequencies
61-74	Very high	0	0	0	0
47-60	High	1	4	0	0
33-46	Medium	13	42	12	40
19-32	Low	14	46	15	55
5-18	Very low	2	8	3	5
Total		30	100 %	30	100 %

The social anxiety levels of students in the control group according to the pretest were majorly in the medium and low category as 42% and 46% of students respectively in those groups. Only 1 student (4%) had a high anxiety rate and two students experienced a very low anxiety level. None of them (0%) in the very high category. However, when the posttest conducted, the results showed insignificant changes. Twelve students (40%) were in the medium category, just above half of the students (55 %) had low social anxiety, and only 5% were in the very low group.

Table 4. The comparison of the pretest, posttest, dan gain score of experimental and control groups

Data Type	Group	Mean	Interval	Classification
Pretest	Experiment	37.73	47 – 60	High
	Control	33	33 – 46	Medium
Posttest	Experiment	18	5 – 18	Very low
	Control	30,02	19 –32	Low

It can be seen that the level of experimented students' social anxiety was in the high category and the students in the control group were categorized in the medium level according to the pretest. While the posttest of the experimental group was in the very low category and the control group was in a low category. Hence, the problem of social anxiety experienced by the students before and after the treatment changed significantly.

Inferential statistics

The inferential statistics in this research aimed at examining the influence of a behavioral rehearsal approach to overcoming student social anxiety. The hypothesis of this research states that there is an

influence of behavioral rehearsal approach on student social anxiety in vocational secondary school." If H1 is accepted and Ho is rejected, there is a significant influence of the method to overcome students' anxiety. While, if Ho accepted and H1 is refused, then there is no significant influence of the method in overcoming students' anxiety. The data analysis according to the t-test of student anxiety level areas are as follows:

Table 5. Paired sample statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	37.73	30	18.132	3.310
	posttest	19.07	30	7.575	1.383

Table 5 presents the statistical result data of the implementation of techniques obtained from the pretest and posttest questionnaires. The Mean score of the pretest was 37.73 while the posttest was 19.07. Interestingly, the posttest showed a smaller mean score than the pretest. In other words, the posttest Mean score showed a drastic decrease or significant changes in students' social anxiety. It indicates that group counseling with behavioral rehearsal is very useful to overcome the social anxiety of students at the vocational secondary school.

Table 6. Paired sample test

Paired Samples Test		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	pretest posttest	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
				18.667	12.507	2.284	13.996	23.337	8.174

In testing the hypotheses based on the data gathered from the pretest and posttest distributed to students in the experimental group, it shows the sig. = 000 which means that it was <0.05, thus it was regarded that the Behavioral Rehearsal technique can reduce the student anxiety. If the probability value > 0.05, then H0 (null hypothesis) is accepted and Ha (alternative hypothesis) is rejected while if the probability value <0.05 then H0 is rejected, but Ha is accepted (Ismail, 2018). As the t-test showed that the Sig. (2-tailed) 0,000 <0.05, the use of Rehearsal Behavioral techniques can overcome student anxiety.

The data in this research indicated the ability of group counseling applying behavioral rehearsal techniques to overcome the students' social anxiety. This technique was performed through counseling under set situations or group settings with various procedures (Brown, 1994). Counseling means helping people professionally with a variety of procedures, one of them through group counseling. However, the success of counseling also depends on the experience of the counselor (Kurtylmaz, 2015).

This rehearsal is an exercise to change the individual's behavior (Beidas et al., 2014). Behavioral rehearsal is applied through role-playing that allows the client to learn a new type of behavior outside the counseling situation. Behavioral rehearsal incorporates several key components: imitating behavior, receiving feedback from counselors, and practicing/training the target behavior (Erford, 2014). The activities are performed collaboratively in one group, to provide a shared learning experience in handling anxiety problems.

This research showed the significant changes in the social anxiety level experienced by students of the vocational secondary school after the implementation of counseling. Previously, the behavioral rehearsal was in the high category. Problems faced by students included feeling anxious in a new situation and when facing a school exam; feeling tense in certain circumstances, feeling fear of their mind, having

difficulty concentrating on the lessons, having a poor memory, and frequently feeling sad. Social anxiety disorders affect emotions and behavior (Albano & Hayward, 2004; Beidas et al., 2014; Ledley et al., 2008; Muller et al., 2005; Raj & Sheehan, 2001; Schneier, 2006; Stein & Stein, 2008; Swinson, 2005; Turk et al., 2001). Students will be difficult to follow the lessons and tend to feel threatened in school. Some social anxiety disorders are indicated by excessive fear when interacting with strangers, fear to be judged, and worry to be embarrassed. Social anxiety disorder is a chronic mental health condition, but treatments such as psychological counseling or various coping skills can help people to build confidence and improve the ability to interact with others.

The behavioral rehearsal technique given to students experiencing anxiety through group counseling reflected significant changes. It can be seen in table 5 describing statistical data obtained from the pretest and posttest questionnaires measuring the effect of the implementation of techniques. The mean score of the pretest was 37.73 while the posttest showed the mean value of 19.07. This showed that the influence of behavioral rehearsal techniques in overcoming students' social anxiety is significant. Then the hypothesis test was performed according to statistical analysis of data obtained from the pretest and posttest questionnaire. As depicted in table 6, the value of t was 8.174 with a sig of 0.000 (meaning lower than 0.05). The posttest score that was smaller than the pretest indicated a drastic decrease or significant changes in the social anxiety level. This showed that by providing group counseling with behavioral rehearsal, the technique is very effective to overcome the social anxiety of the vocational secondary school students. These results are in line with (Fitriana, Firman, & Daharnis, 2018) They showed that CBT counseling group setting is effective in overcoming student social anxiety. The results of this study can be used as one of the strategies in overcoming the students' social anxiety. Zakiyah's study (2014) about overcoming anxiety and depression through CBT, showed that CBT is effective in reducing anxiety and depression. Social Anxiety in Obese Adolescent Girls was successfully overcome with CBT group counseling (Duana & Hadjam, 2012) and the patient's sleep quality due to severe anxiety could be improved through relaxation exercises (Sudiarto, Suwondo, & Nurrudin, 2015).

Behavioral rehearsal as part of CBT has some advantages like the exercises by imitating deep breathing behavior can be done in a group under set situations, and the assignments can be conducted independently so that students can also practice do it at home with a more comfortable and relaxed atmosphere. (Maharani & Hayati, 2020).

Breathing exercise is also usually practiced through yoga to overcome the anxiety of pregnant women (Maharani & Hayati, 2020). Besides that, deep breathing intervention can ameliorate the 'tension - anxiety' and fatigue in patients with gynecological cancer undergoing adjuvant chemotherapy (Hayama & Inoue, 2012).

Finally, the behavioral rehearsal technique through deep breathing exercises can be a solution for students in overcoming the problem of social anxiety. However, teacher guidance and counseling had the main role in overcoming social anxiety through the implementation of the behavioral rehearsal technique.

Conclusion

The implementation of behavioral rehearsal techniques in a group setting was conducted through exercise or warming up breathing during 3 (three) sessions. In the pretest, the research showed that the social anxiety level of students in the experimental group was in the high category, and the control group was in the medium category. While the posttest of the experimental group was in the very low category and that of the control group was in a low category. Thus, the social anxiety problem faced by students showed significant changes after the treatment. This research indicated that there are significant differences before and after the application of rehearsal behavior techniques. Breathing warming up exercises to change inappropriate behavior does not only work for patients but can also overcome students' anxiety in doing social interaction at school.

For educational institutions, behavioral rehearsal techniques should be introduced especially for students experiencing social anxiety problems. Finally, the findings are expected to contribute to other

future studies about behavioral rehearsal techniques for personal problems faced by students, especially social anxiety.

References

- Alfano, C. A., & Beidel, D. C. (2011). *Social Anxiety in Adolescents and Young Adults: Translating Developmental Science Into Practice*. Washington, DC: American Psychological Association.
- APA. (2017). *Diagnostic and statistical manual of mental disorders. 5th*. Washington, DC: American Psychiatric Association.
- Albano, A. M., & Hayward, C. (2004). Social anxiety disorder. Phobic and anxiety disorders in children and adolescents: A clinician's guide to effective psychosocial and pharmacological interventions, 198–235.
- Beidas, R. S., Cross, W., & Dorsey, S. (2014). Show me, don't tell me: Behavioral rehearsal as a training and analogue fidelity tool. *Cognitive and Behavioral Practice, 21*(1), 1–11.
- Blatner, A. (2003). Psychodrama. *Play Therapy with Adults, 34–61*.
- Brown, N. W. (1994). Group counseling for elementary and middle school children. Praeger.
- B.F. Grant, F. S. (2005). Prevalence, correlates, and comorbidity of bipolar I disorder and axis I and II disorders: results from the National Epidemiologic Survey on alcohol and related conditions. *J. Clin. Psychiatry, 66*, 1205-1215.
- Bakhtiar, M. I. (2015). Pengembangan video ice breaking sebagai media bimbingan konseling dalam meningkatkan keterampilan sosial. *Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling, 1*(2), 150-162.
- Bakhtiar, M. I., & Rahmatia. (2018). The Effectiveness of Group Counseling Model through The Behavioral Rehearsal Approach to Overcome Student Social Anxiety. *Journal of Education, Teaching and Learning, 3*(2), 354-360. doi:10.26737/jetl.v3i2.779
- Bakhtiar, M. I., Saman, A., & Aryani, F. (2017). Mengatasi Kecemasan Sosial Melalui Pendekatan Behavioral Rehearsal. *Seminar Nasional Dies Natalis Universitas Negeri Makassar, 320-326*.
- Corey, G. (2015). *Theory and practice of group counseling*. Cengage Learning.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Educational Research. Pearson.
- Duana, D. A., & Hadjam, M. N. (2012). TERAPI KOGNITIF PERILAKU DALAM KELOMPOK UNTUK KECEMASAN SOSIAL PADA REMAJA PUTRI DENGAN OBESITAS. *Jurnal Intervensi Psikologi, 4*(2), 145-160.
- Erford, B. T. (2014). *40 techniques every counselor should know*. Pearson Higher Ed.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education. Qualitative Research*. McGraw-Hill Higher Education.
- Fitri, D. (2017). EFEKTIVITAS COGNITIVE BEHAVIOR THERAPY UNTUK MENURUNKAN KECEMASAN BERBICARA DI DEPAN UMUM PADA MAHASISWA. *Jurnal Psikologi, 10*(1), 64-71.
- Fitriana, Firman, & Daharnis. (2018). Effectiveness of cognitive behavior therapy counseling group setting in overcoming student's social anxiety. *International Conferences on Educational, Social Sciences and Technology* (hal. 740-746). Padang: Universitas Negeri Padang.
- Goldstein-Piekarski, A., Williams, L., & Humphreys, K. (2016). A trans-diagnostic review of anxiety disorder comorbidity and the impact of multiple exclusion criteria on studying clinical outcomes in anxiety disorders. *Transl. Psychiatry, e847*.
- Hecker, J., & Thorpe, G. (2015). *Introduction to clinical psychology*. Taylor & Francis.
- Hofmann, S. G., & DiBartolo, P. M. (2014). *Social anxiety: clinical, developmental, and social perspectives*. Elsevier Science.
- Hayama, Y., & Inoue, T. (2012). The effects of deep breathing on 'tension-anxiety' and fatigue in cancer patients undergoing adjuvant chemotherapy. *Complementary Therapies in Clinical Practice, 18*(2), 94-98. doi:10.1016/j.ctcp.2011.10.001
- Ismail, H. F. (2018). *Statistika untuk Penelitian Pendidikan dan Ilmu-Ilmu Sosial*. Jakarta: Kencana
- KA, Y., SE, B., IR, D., & MB, K. (2003). Chronicity, relapse, and illness—Course of panic disorder, social anxiety, and generalized anxiety disorder: Findings in men and women from 8 years of follow-up. *Depression and Anxiety, 30-41*.
- Kurtylmaz, Y. (2015). Counselor Trainees' Views on Their Forthcoming Experiences in Practicum Course. *Psikolojik Danışman Adaylarının Bireyle Psikolojik Danışma Uygulaması Dersindeki Olası*

- Yaşantularına İlişkin Görüşleri.*, (61), 155–180.
- La Greca, A. M., & Lopez, N. (1998). Social anxiety among adolescents: Linkages with peer relations and friendships. *Journal of Abnormal Child Psychology*, 26(2), 83–94.
- Ledley, D. R., Erwin, B. A., Heimberg, R. G., Craighead, W. E., Miklowitz, D. J., Craighead, L. W., & Craighead, L. W. (2008). Social anxiety disorder. *Psychopathology: History, Theory, and Empirical Foundations*, 198–233.
- Maharani, S., & Hayati, F. (2020). Pengaruh Prenatal Gentle Yoga Terhadap Tingkat Kecemasan Ibu Hamil Menghadapi Persalinan. *Jurnal Endurance : Kajian Ilmiah Problema Kesehatan*, 5(1), 161-167.
- Moshman, D. (2011). *Adolescent rationality and development: cognition, morality, and identity, third edition*. Taylor & Francis.
- Muller, J. E., Koen, L., Seedat, S., & Stein, D. J. (2005). Social Anxiety Disorder. *CNS Drugs*, 19(5), 377–391.
- RC, K., P, B., O, D., R, J., KR, M., & EE, W. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. *Archives of General Psychiatry*, 62(6), 593–605.
- Romano, M., Moscovitch, D. A., Ma, R., & Huppert, J. D. (2019). Social problem solving in social anxiety disorder. *Journal of Anxiety Disorders*, 68, 102152.
- Raj, B. A., & Sheehan, D. V. (2001). Social anxiety disorder. *Medical Clinics of North America*, 85(3), 711–733.
- Schneier, F. R. (2006). Social anxiety disorder. *New England Journal of Medicine*, 355(10), 1029–1036.
- Sheeran, P., Klein, W. M. P., & Rothman, A. J. (2017). Health behavior change: Moving from observation to intervention. *Annual Review of Psychology*, 68, 573–600.
- Stein, M. B., & Stein, D. J. (2008). Social anxiety disorder. *The Lancet*, 371(9618), 1115–1125.
- Swinson, R. P. (2005). Social anxiety disorder. SAGE Publications Sage CA: Los Angeles, CA.
- Shier, M. L., Gouthro, S., & Goias, R. d. (2018). The pursuit of social capital among adolescent high school aged girls: The role of formal mentor-mentee relationships. *Children and Youth Services Review*, 93, 276-282. doi:10.1016/j.childyouth.2018.07.034
- Sudiarto, Suwondo, A., & Nurrudin, A. (2015). Effect of Relaxation with Changes Anxiety And Sleep Quality ICU Patient in Intensive Care Unit. *Jurnal Riset Kesehatan*, 4(3), 847-856.
- Turk, C. L., Heimberg, R. G., & Hope, D. A. (2001). Social anxiety disorder. *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual*, 3, 114–153.
- Valeria Ivaniushina, V. L. (2016). Academic help seeking among Russian minority and non-minority adolescents: A social capital outlook. *Learning and Individual Differences*, 50, 283-290. doi:10.1016/j.lindif.2016.07.016
- Wang, Y., Tian, L., & Huebner, E. S. (2019). Basic psychological needs satisfaction at school, behavioral school engagement, and academic achievement: Longitudinal reciprocal relations among elementary school students. *Contemporary Educational Psychology*, 56, 130-139. doi:10.1016/j.cedpsych.2019.01.003
- Walsh, J. (2002). Shyness and social phobia a social work perspective on a problem in living. *Health & Social Work*, 27(2), 137–144. <https://doi.org/10.1093/hsw/27.2.137>
- Wirawan, H., Jufri, M., & Anto Patak, A. (2018). Spiritual group training for adolescences. *International Journal for Lesson and Learning Studies*, 7(1), 62–74. <https://doi.org/10.1108/IJLLS-10-2016-0040>
- Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). Learning cognitive-behavior therapy: an illustrated guide. American Psychiatric Pub.
- Zakiyah. (2014). Pengaruh dan Efektivitas Cognitive Behavior Therapy (CBT) Berbasis Komputer terhadap Klien Cemas dan Depresi. *E-Journal Widya Kesehatan dan Lingkungan*. 1.(1): 75-80.

Self-reported altruism as predictor for active-empathic listening skills

Gabriela Mariana Marcu^{1*)}

¹Lucian Blaga University of Sibiu, Romania

*) Corresponding author, ✉e-mail: gabriela.marcu@ulbsibiu.ro

Abstract

While there are many consistent results regarding the altruism – empathy relationship, starting with the empathy-altruism hypothesis (Batson, 2008) and its confirmations or criticism, there is one specific aspect of empathy that has not often been associated with generosity: active listening. Our research hypothesizes that sharing one's attention in an empathic way (active-empathic listening) might be a skill linked to a person's generosity. A linear regression established that self-reported altruism (SRA) could statistically significantly predict someone's active-empathic listening skill (AELS), $F(1, 96) = 28,965$, $p = .0001$ and that SRA accounted for 22,4% of the explained variability in AELS. The results confirmed the initial claim and may have an impact in counseling practice, in career decision-making or in other studies on prosocial behavior.

Keywords: Altruism, active listening, empathy, prosocial behavior.

How to Cite: Marcu, G. (2020). Self-reported altruism as predictor for active-empathic listening skills. *COUNS-EDU: The International Journal of Counseling and Education*, 5(1), 23-28. DOI: <http://doi.org/10.23916/0020200525810>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author.

Introduction

Active listening is defined by the International Listening Association (ILA; 2012) as “the process of receiving, constructing meaning from and responding to spoken and/or nonverbal messages”. Active listening emerges from Rogers' conceptualization of empathic listening (Orlov, 1992), while active-empathic listening is conceptualized as a type of listening important to relational and individual well-being (Bodie, 2011). Rogers formulated empathic listening as a psycho-therapeutic technique, manifested by unconditional acceptance and unbiased reflection of a client's experience. Researchers in interpersonal communication point out active-empathic listening (AEL) as the “active and emotional involvement of a listener that can take place in at least three key stages of the listening process” (Bodie, 2011; Drollinger, Comer, & Warrington, 2006). AEL's sensing stage is measured concerning the sensitivity to the emotional needs of a speaker and manifests in the listener attending to both the implicit and explicit aspects of others' messages. The Processing stage of AEL refers to acts such as remembering, understanding, and comprehending conversational content and also integrating speaker's talk into a bigger picture. The Responding stage would be recognized by the use of verbal and nonverbal back-channeling and more extended responding, like question asking active attention. (Bodie, Gearhart, Denham, & Vickery, 2013)

While demonstrating AELS validity within the interpersonal domain, Bodie concludes that “Now that a scale exists to measure AEL, the crucial task is to go about conducting research to discover what specific behaviors and traits are indicative of AEL.” (Bodie, 2011). Not much research has been done in this direction, except an attempt to identify whether the Big-Five has predictive influences on communication competences of active-empathic listening (AEL) and assertiveness (Sims, 2017). Sims found out that Agreeableness and Openness highly predict AEL while a study run by Oda et. al linked

agreeableness to altruism only toward friends/acquaintances, and openness to altruism only toward strangers (Oda et al., 2014). Even so, the results of the two studies raise hypotheses regarding a possible link between AEL and altruism.

As a specific prosocial behavior, altruism has raised many research questions and hypotheses that contributed to a puzzling picture of the concept. Moreover, specific associations with other constructs, like empathy started various debates on whether altruism could be taught, enforced or enhanced. Of course, practical and social implications are to be considered.

Juxtaposing altruism with egoism, Batson (Batson, 2008) defines it as a “motivational state with the ultimate goal of increasing another’s welfare”, distinguished from altruistic behavior, acting morally and helping to gain internal rather than external rewards. Other researchers are considering altruism as a driven behavioral response in social interaction, having empathy as a key motivator for altruistic behavior. In most psychological research, altruism is demonstrated through prosocial behaviors, which can be measured via self-report scales or through personality measures (Filkowski, Cochran, & Haas, 2016)

However, the psychological factors that drive from and toward altruistic behavior have been poorly understood despite huge psychological research. Last decade research has established a close link between altruism and empathy, as the capacity to share the feelings of another. Klimecki, Mayer, Jusyte, Scheeff and Schönenberg (Klimecki, Mayer, Jusyte, Scheeff, & Schönenberg, 2016) underlined some connections between meta-analytic evidence from psychology and the Adam Smith’s historical postulate on empathy-altruism link by showing how empathic states and traits might predict altruistic behavior. More recently, researchers in evolutionary psychology have suggested that in both humans and animals, empathy has evolved to promote altruism towards others in need, pain, or distress (de Waal, 2007). To provide more evidence for the healthcare professions, specifically in counseling, more studies were run on the empathy-altruism hypothesis, finding a significant association between the two (Burks, Youll, & Durtschi, 2012; Huber & MacDonald, 2012; Klimecki et al., 2016; Persson & Kajonius, 2016). One aspect to consider here is the way the altruism is measured in the mentioned research. The cited studies used mostly economical games, like the Dictator Game (DG) scenarios to assess altruistic behavior (Behavioral paradigm). But one recent comparative study found no association between the self-reported altruism, measured with scale and so-called manifest altruism, measured with DG (Dana Bucuț ă & Marcu, 2016).

We have chosen to use in this study the self-reported scale for measuring altruism, as it is compared to some other self-report construct, the active-empathic listening. As altruism is a concept about giving a personal resource to another or sharing it with another person, we may consider any of the situations involving such acts, like giving time, attention or ...both. This less investigated aspects of giving we consider as equally important as the material resources involved in generosity. In this particular case, we hypothesized that active listening, as an act of sharing attention is consistently associated with altruism, both measured on a self-rating scale. Moreover, we hypothesize that self-reported altruism (SRA) could statistically significantly predict someone’s active-empathic listening skill.

Method

To test whether our active-empathic listening - altruism hypothesis confirms, we conducted a correlational study in which we compared the scores at AELS (Active-Empathic Listening Scale) with those from SRAS-DR (Self-Report Altruism Scale Distinguished by the Recipient).

The Active-Empathic Listening Scale (AELS) was originally developed by Drollinger et al (Drollinger et al., 2006) to assess effective versus ineffective listening for customers. Bodie (2011) adapted the 11-item scale to a more general social context, to measure active-empathic listening across three dimensions: sensing (n = 4), processing (n = 3), and responding (n = 4).

“Sensing refers to a listener’s ability to understand the relational aspects of speech. Processing, the cognitive aspect of listening, involves attending to, comprehending, receiving, and interpreting messages. Responding measures the perception of the behavioral output of listening including verbal and nonverbal feedback”. (Bodie, 2011)

The scale can capture self-reported Active-empathic listening from a conversational partner, as well as ratings from trained coders. (Bodie, 2011). Self-Report Altruism Scale Distinguished by the Recipient is a 21-item scale, who evaluates altruism and the frequency of altruistic behaviors toward various recipients (family members, friends or acquaintances, strangers) in daily life (Oda et al., 2013). The scale has been adapted on the Romanian population in 2015 (Marcu & Dana Bucuță, 2016). A total of 101 participants (mean age = 21.36 years) completed the two scales, after the initial informed consent. Participants were first-year undergraduates in Psychology with little or no knowledge of experience in counseling. No other special conditions have been necessary for application.

Results and Discussions

The descriptive data showed an approximately normal distribution for each of the two variables (the data are little skewed and kurtotic, for both scales). As most statistical tests assume that data are normally distributed, we run an outlier identification before the data analysis. The Shapiro-Wilk test for normality show a significant difference from normality for the SRAS-DR scale). We assumed that our data are approximately normally distributed, in terms of skewness and kurtosis.

Table 1 Normality tests for the two variables (active-empathic listening and altruism)

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
AELS	,066	98	,200*	,983	98	,241
SRAS	,056	98	,200*	,989	98	,594

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

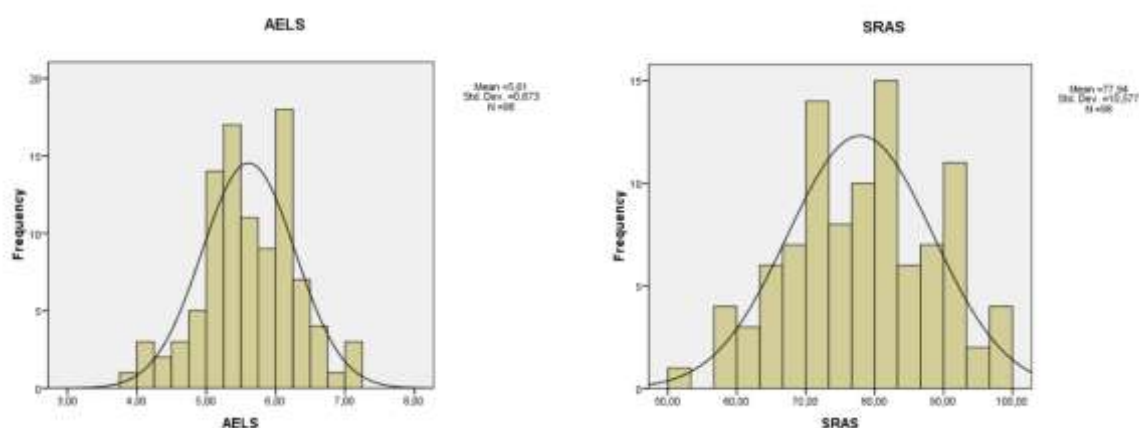


Figure 1. Frequency distribution of the two variables: AELS_TOT = Active- Empathic Listening Scale, SRAS_DR_TOT – Self-Reported Altruism Scale

A Pearson correlation test was runned, showing a significant association between the active-empathic listening and self-reported altruism: $r(98) = +.481$, $p < .01$, two-tailed.

Table 2. Correlation between active-empathic listening and altruism

		Correlations		
AELS	Pearson Correlation	AELS	SRAS	
	Sig. (2-tailed)	1,000	,481**	
	N	98,000	98	
SRAS	Pearson Correlation	,481**	1,000	
	Sig. (2-tailed)	,000		
	N	98	98,000	

** . Correlation is significant at the 0.01 level (2-tailed).

Notes: AELS = Active-Empathic Listening Scale, SRAS – Self-Reported Altruism Scale.

** p <0.01 (2 – tailed)

Regression Analysis

Regression analysis was run to determine if self-reported altruism predicted active-empathic listening. The regression analysis revealed that self-reported generosity significantly predicted active-empathic listening (or attention-sharing with another person), explaining 22,4% of the variance (R2 = 0.32, adj R2=0,224, F(1,97) = 28,97, p < 0.001).

The two variables were also tested for independence. The Durbin-Watson test value (1, 711) is between 1.5 and 2.5 and therefore the data is not autocorrelated.

Table 3 Regression analysis

Model	R	R Square	Model Summary ^b		
			Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,481 ^a	,232	,224	9,31867	1,711

a. Predictors: (Constant), AELS
b. Dependent Variable: SRAS

Model		ANOVA ^b				
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2515,219	1	2515,219	28,965	,000 ^a
	Residual	8336,413	96	86,838		
	Total	10851,633	97			

a. Predictors: (Constant), AELS

b. Dependent Variable: SRAS

Model		Coefficients ^a										
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	35,461	7,949		4,461	,000						
	AELS	7,570	1,407	,481	5,382	,000	,481	,481	,481	1,000	1,000	

a. Dependent Variable: SRAS

Collinearity Diagnostics ^a						
Model	Dimen-sion	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	AELS	
1	1	1,993	1,000	,00	,00	
	2	,007	16,829	1,00	1,00	

a. Dependent Variable: SRAS

Notes: AELS = Active- Empathic Listening Scale, SRAS – Self-Reported Altruism Scale.

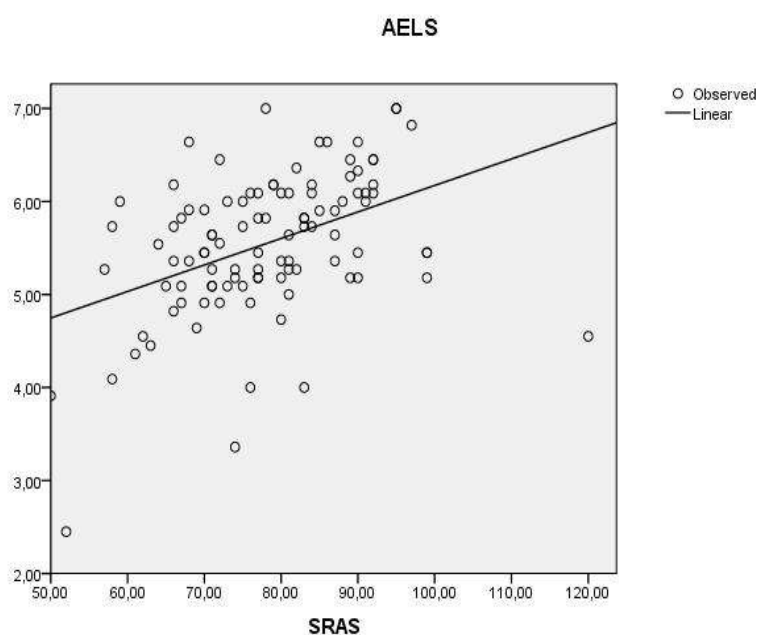


Figure 2. Mean increase of self-reported altruistic behavior (SRAS) predicted mean increase of active-empathic listening (AELS), n = 98.

Conclusions

Like some big-five traits were identified as predictors for AEL (Sims, 2017), we pointed out self-reported altruism as another possible predictor for this interpersonal skill. Conceptualization of AEL received the dimension of attention-sharing in the present study, as in interpersonal relationships, sharing is considered a prosocial behaviour defined by the joint use of resources or space. Attention-sharing was considered non-material resource, but also finite and costly for the giver and it was measured by the active-empathic listening scale, providing insightful results in the relationship with the self-reported altruism. The data confirm the altruism-active listening link hypothesis, which can expand the prosocial behavior description, in human interactions. The study’s findings show that altruism, measured by a self-reporting scale, is a predictor for active listening (or attention-sharing). Data is complementary to previous work results, which observed powerful associations between empathy and altruistic behaviour in economic games (Klimecki et al., 2016), altruistic behaviour and big five traits (Oda et al., 2014) or personality traits and AEL (Sims, 2017). Therefore, our findings extend previous evidence on the relationship between empathy and altruism showing that the amount of self-reported altruism strongly predicts how strong the active-empathic listening skills one can have.

Acknowledgments

Study was partially financed from Lucian Blaga University research grants LBUS-IRG-2016-02.

References

- Batson, C. D. (2008). Empathy-Induced Altruistic Motivation. *Herzliya Symposium on Prosocial Motives, Emotions, and Behavior*, 1–32. <https://doi.org/http://dx.doi.org/10.1037/12061-001>
- Bodie, G. D. (2011). The active-empathic listening scale (AELS): Conceptualization and evidence of validity within the interpersonal domain. *Communication Quarterly*, 59(3), 277–295. <https://doi.org/10.1080/01463373.2011.583495>
- Bodie, G. D., Gearhart, C. C., Denham, J. P., & Vickery, A. J. (2013). The Temporal Stability and Situational Contingency of Active-Empathic Listening. *Western Journal of Communication*, 77(2), 113–138. <https://doi.org/10.1080/10570314.2012.656216>
- Burks, D. J., Youll, L. K., & Durtschi, J. P. (2012). The Empathy-Altruism Association and Its Relevance to Health Care Professions. *Social Behavior and Personality: An International Journal*, 40(3), 395–400. <https://doi.org/10.2224/sbp.2012.40.3.395>
- Bucuț ă , M.D., & Marcu, G. (2016). Altruism From Intention To Action: A Psychological Comparison Of Self-Reported Vs. Manifest Altruism. In Working Papers Volume LUMEN RSACV 2015. Retrieved from <https://www.researchgate.net/publication/279913911>
- de Waal, F. B. M. (2007). Putting the Altruism Back into Altruism: The Evolution of Empathy. *Annual Review of Psychology*, 59(1), 279–300. <https://doi.org/10.1146/annurev.psych.59.103006.093625>
- Drollinger, T., Comer, L. B., & Warrington, P. T. (2006). Development and validation of the active empathetic listening scale. *Psychology and Marketing*, 23(2), 161–180. <https://doi.org/10.1002/mar.20105>
- Filkowski, M., Cochran, R. N., & Haas, B. (2016). Altruistic behavior: mapping responses in the brain. *Neuroscience and Neuroeconomics, Volume 5*, 65–75. <https://doi.org/10.2147/nan.s87718>
- Huber, J. T., & MacDonald, D. A. (2012). An investigation of the relations between altruism, empathy, and spirituality. *Journal of Humanistic Psychology*, 52(2), 206–221. <https://doi.org/10.1177/0022167811399442>
- ILA, (2012), Definition of listening. International Listening Association. Retrieved from <http://www.listen.org>
- Klimecki, O. M., Mayer, S. V., Jusyte, A., Scheeff, J., & Schönberg, M. (2016). Empathy promotes altruistic behavior in economic interactions. *Scientific Reports*, 6. <https://doi.org/10.1038/srep31961>
- Marcu, G., & Bucuț ă , M.D. (2016). Adaptation and validation of Japanese Self-Report Altruism Scale Distinguished by the Recipient (SRAS-DR) on Romanian population. In Working Papers Volume LUMEN RSACV 2015. Retrieved from <https://www.researchgate.net/publication/279914119>
- Oda, R., Dai, M., Niwa, Y., Ihobe, H., Kiyonari, T., Takeda, M., & Hiraishi, K. (2013). Self-Report Altruism Scale Distinguished by the Recipient (SRAS-DR): Validity and reliability. *Shinrigaku Kenkyu*, 84(1), 28–36. <https://doi.org/10.4992/jjpsy.84.28>
- Oda, R., Machii, W., Takagi, S., Kato, Y., Takeda, M., Kiyonari, T., ... Hiraishi, K. (2014). Personality and altruism in daily life. *Personality and Individual Differences*, 56, 206–209. <https://doi.org/10.1016/j.paid.2013.09.017>
- Orlov, A. B. (1992). Carl Rogers and Contemporary Humanism. *Journal of Russian & East European Psychology*, 30(1), 36–41. <https://doi.org/10.2753/rpo1061-0405300136>
- Persson, B. N., & Kajonius, P. J. (2016). Empathy and universal values explicated by the empathy-altruism hypothesis. *Journal of Social Psychology*, 156(6), 610–619. <https://doi.org/10.1080/00224545.2016.1152212>
- Sims, C. M. (2017). Do the Big-Five Personality Traits Predict Empathic Listening and Assertive Communication? *International Journal of Listening*, 31(3), 163–188. <https://doi.org/10.1080/10904018.2016.1202770>

Improving performance: what pastoral counselors can do?

Yoseph Pedhu^{1*)}

¹Universitas Katolik Indonesia Atma Jaya Jakarta, Indonesia

*) Corresponding author, ✉e-mail: osecp@yahoo.com

Abstract

Pastoral counselor performance is considered to impact on client wellbeing. The performance of pastoral counselors refers to their performance in doing counseling. This article explores performance of pastoral counselors and strategies to improve it. The author examines the concepts and factors that contribute to performance of counselors. Previous research on performance is reviewed. Based on this review, the author elaborates some strategies that can help pastoral counselors improve their performance in carrying out pastoral counseling.

Keywords: Strategy, improving, performance, pastoral counselor

How to Cite: Pedhu, Y. (2020). Improving performance: what pastoral counselors can do?. *COUNS-EDU: The International Journal of Counseling and Education*, 5(1), 29-38. DOI: <http://doi.org/10.23916/0020200525910>



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author.

Introduction

Pastoral counseling plays an essential role in assisting individuals to improve their lives. This special ministry allows pastoral counselors to fully concern with the total wellbeing of clients and encourage them to become a whole person (Lartey, 2002; 2003; Magezi, 2016). Clinebell (2011) expressed that pastoral counseling is a valuable tool that can transform and inspire people to nurture their life journeys. It is a ministry of healing, sustaining, guiding, and reconciling with persons who are distressed whose troubles arise in the context of ultimate meaning and concerns (Clebsch & Jaekle, 1994; in Woodruff, 2002; in Jacobs, 2004).

Pastoral counseling is a unique form of psychotherapy because it uses both spiritual resources and psychological understanding to facilitate clients in coping constructively with their life problems. American Association of Pastoral Counselors (in Woodruff, 2002) clearly explained the uniqueness of pastoral counseling by stating that “pastoral counseling is a unique form of counseling which uses spiritual resources as well as psychological understanding for healing and growth. It is provided by individuals who are not only mental health professionals but also by persons who have had in-depth religious and/or theological training”. Consequently, pastoral counseling as a process to facilitate the growth of clients can only be conducted by person who have had both theological and psychological training.

Cortes (in Sierra, 2014) stated that pastoral counseling is a process in which counselors facilitate clients to manage constructively their conflictual situation. It is a special ministry to help people deal with their experiences of living (Clebsch & Jaekle, 1994; Gill-Austern, 2003; Woodruff, 2002; Allen, 2014). Pastoral counseling is about giving attention to nurture and empower people to live abundantly (Yeo, 2008; Clinebell & McKeever, 2011); to help people find possible solutions to acquire the balance of life in relation with God, with others, and with the social environment (Malureanu, 2013; 2014).

Clinebell (2011, in Agilkaya-Sahin, 2016) stated that the task of pastoral counseling is to help people cope with their problems, realize personal possibilities, and remove the obstacles that hinder them from establishing satisfying relations. Pastoral counseling helps people to cope with carrying the burden and

responsibility of problems, to develop personal possibilities, to establish constructive relations, and to make their relationship with God more meaningful. Pastoral counselors help assess and treat people who prefer psychotherapy that reflects their spiritual beliefs (Sigmund, 2002). In other words, pastoral counseling focuses on the promotion of both psychological and spiritual wellbeing. Pastoral counseling deeply incorporates both psychologically and religious resources so that people who seek counseling have the benefit of spirituality and psychotherapy (Bartoli, 2007; Latini, 2009). Pastoral counseling encompasses theology, faith, and psychotherapy assisting people with addressing a variety of socio-emotional and faith-related problems (Stansbury, Harley, King, Nelson, & Speight, 2012).

The integration of theological and psychological discourses forms the uniqueness or the identity of pastoral counseling (Foskett & Lynch, 2001; Woodruff, 2002). Snodgrass (2015) clearly called pastoral counseling as bilingual because pastoral counselors are trained in both theology and psychology. Pastoral counseling is seen as the interdisciplinary use of theology and psychology (Browning, 1985). Pastoral counselors attempt to hold together both scientific and subjective accounts of human existence, which will benefit through a clinical, ethical, and professional use of spiritual resources (Richards & Bergin, 2005).

There are many factors affecting all counselors and other professionals to perform professionally their tasks, one of which is commitment. Commitment is an essential aspect that can affect one's performance in any fields, including in the pastoral counseling profession. It is believed that someone who has high commitment also has high performance (Beer, 2009). In other words, this can be interpreted that an increase in commitment will lead someone to an increase in his/her performance.

The meaning of the term commitment is understood differently by experts. Fink (1992) and Beer (2009), in the context of organization, explains that employee commitment is a key factor that affects performance. Fink (1992) described commitment as an attitude that develops from a process called identification, which occurs when one experiences something, someone, or some idea as an extension of oneself. According to Firestone and Pennell (1993) commitment is a psychological bond or identification of the individual with an object that takes on a special meaning and importance.

The concept of commitment to counseling is important for all counselors, including pastoral counselors as stated by Dollarhide (2003) that counselors must have a strong commitment to carrying out counseling. Commitment to pastoral counseling is a crucial factor that contributes to the performance of pastoral counseling. The higher the commitment of pastoral counselors, the better the performance of pastoral counselors in doing counseling. Commitment to pastoral counseling is referred as the degree to which pastoral counselors want to be engaged in doing counseling. This is reflected through their motivation and involvement to exert their efforts in providing effective counseling. Commitment to counseling gives counselors the responsibility to explore constantly new way of counseling, to work and to improve professional skills, knowledge, and counseling abilities. To be a pastoral counselor means that counselor is required to have strong commitment to organization where he / she works, commitment to pastoral counseling profession, and commitment to the welfare of his / her client.

Counselors need to evaluate periodically their performance. In the school context, Studer and Bundy (2013) stated that counselor evaluation is a critical component to enhance the positive effect that the counselor and the counseling program have on clients (Studer & Bundy, 2013). Further, Studer and Bundy (2013) explained that the evaluation of counselors' performance is done based on a job description of their tasks and responsibilities.

The purpose of this article is to explore performance of pastoral counselors and strategies to improve it. This study will hopefully contribute positively both to the development of the science and to the community.

Discussions

Performance

Pastoral counselors facilitate counseling services for individuals with the aim of promoting the total wellbeing development. Pastoral counselors provide both individual and group counseling for clients. To professionally implement their task, pastoral counselors are required to possess skills and beliefs and ability to use those skills effectively in which Bandura (1994) referred as self-efficacy.

Studies on performance both theoretically and empirically have been carried out, but the understanding of the notion of performance has not yet been agreed upon by experts. This is indicated by the existence of various notions of performance. According to Motowidlo and Van Scotter (in Aboazoum, Nimran, & Mulsadieg, 2015) performance is the expected organizational value of different behaviors that are shown by employees all the time. Borman and Motowidlo (in Aboazoum, Nimran, & Mulsadieg, 2015) distinguish two forms of work performance: task performance and contextual performance. Task performance is related to the job description and involves transforming something in goods and services. While contextual performance refers to the behavior of employees who contribute to the effectiveness of the organization through its impact on the work context psychologically, socially, and organizationally.

It is recognized that literature review of pastoral counselor performance in particular is still lacking when compared to other fields, for example in organizational context. Many studies on performance are found in the organizational contexts that conclude performance as the level of success of individuals in completing their work. Mathis and Jackson (2010) stated that performance is essentially related to what employees do or do not do in carrying out their work. Stewart and Brown (2010) described performance as the contribution that individuals contribute to the organizations. They classify three main performance dimensions: task performance, citizenship performance, and counterproductive performance. Task performance is behavior that contributes directly to the production of goods and services. Citizenship performance is behavior that contributes to the positive organizational environment both socially and psychologically, such as helping other employees, giving constructive suggestions on how to improve the organization. Counterproductive performance is behavior that harms the organizations such as destroying property, taking unauthorized work breaks, and threatening violence toward coworkers.

Borman and Motowidlo (in Aboazoum, Nimran, & Mulsadieg, 2015) explained that task performance is related to the description of tasks performed by individuals. In the school setting, the performance of school counselor is evaluated by their performance in managing guidance and counseling program including tasks for planning, designing, implementing, evaluating, and enhancing guidance and counseling (Cobia & Henderson, 2007; Gysbers & Henderson, 2012). In the pastoral context, pastoral counselors are evaluated based on their main task in integrating both spiritual and psychological elements in doing counseling as their uniqueness that distinguishes them from other general counseling.

Performance Evaluation

One of the aspects of developing the dimension of professionalism in the implementation of counseling services is about performance evaluation that needs to be conducted periodically based on a job description that is a result of mutually agreed-upon tasks and goals (Cobia & Henderson, 2007; Gysbers & Henderson, 2012; Studer & Bundy, 2013). In the school counseling context, counselors' performance needs to be evaluated to improve their implementation and the impact of counseling program towards the students and to provide for communication among counselors, guidance program staff leaders, and school administrators (Gysbers & Henderson, 2012). The evaluation includes counselors' ability to plan, deliver, and evaluate counseling program (Cobia & Henderson, 2007). While pastoral counselors' performance is evaluated to not only improve their incorporating psychological understanding and spiritual resources but also the impact of counseling towards the welfare of clients.

Factors That Contribute to Performance

Performance is influenced by many factors. According to Mathis and Jackson (2010), performance is influenced by individual ability, the level of effort spent, and organizational support. Performance is seen as a function of ability, effort, and organizational support. Performance is determined by the individual internal dimensions of ability and effort and external factors. Increasing or decreasing performance is influenced by the interaction of these factors.

Performance is also influenced by satisfaction and dissatisfaction factors at work. Someone who feels happy and satisfied with his or her work is assumed to be able to bring good and optimal work performance. Conversely, someone's displeasure and dissatisfaction with his or her duties and obligations affect the work performance of the individual concerned. Research conducted by Aboazoum, Nimran, and Mulsadieg (2015) shows that job performance and job satisfaction have a positive and significant relationship. Similar research was also conducted by Almutairi, Moradi, Idrus, Emami, & Alanazi (2013) showed that there is a positive relationship between job satisfaction and job performance. The results of research on job satisfaction and job performance can be interpreted that an increase in job satisfaction will lead someone to an increase in work performance.

Studies on performance

Study on performance has been conducted either in the area of general counseling or in the pastoral context. In the context of general counseling, Little, Packman, Smaby, and Maddux (2005) investigated about the counselor performance and their counseling skills. This study concluded that students who underwent the experimental group Skilled Counselor Training Model (SCTM) had better counseling skills than the control group who did not follow the SCTM. This shows that counselor performance is closely linked with the counseling skills. Similar study was conducted by Schaeffle, Smaby, Maddux and Packman (2007) in which they attempted to explore about the performance of counseling skills training based on the theory by looking at the actual counseling sessions. Results showed that there was a positive relationship between a counselor with the counseling skills and counseling performance.

The next study was conducted by Jaafar (2011) to determine the counseling performance among trainee counselor in Malaysia. The study showed majority of respondents have moderate score in their overall counseling performance (86%), 14% of them got the high score in their counseling performance, and no respondent got low score in their counseling performance. However, the author recommended that counselor educators still need to give some more effort to ensure that trainee counselor can perform their task in an excellent way.

Lambert (2003; in Leibert, 2011) developed a model of counseling factor that contributes to counseling outcomes. One of the factors is about the use of models or techniques in counseling. The use of appropriate counseling model or technique in accordance with the client's conditions allows for transformation in the counseling process. When orientation and technique are congruent with client worldview, skills and resources, it is more likely that agreement of goals and tasks of treatment are secured (Leibert, 2011).

The study by Schaeffle, Smaby, Maddux and Packman (2007) on the performance of counseling skills training based on the specific theory showed that there was a positive relationship between a counselor with the counseling skills and counseling performance. While research conducted by Tsikati (2018) on the factors contributing to effective counselling services indicated that counselor training contributes most to effective counselling services. Counselor training is responsible for effective counselling. The author recommends that counselors must receive training in order to provide effective counselling services to their clients.

Study carried out by Madlambayan (2017) aimed to describe students' perceived level of importance and performance of school counselors' roles and functions. Students were asked to rate the importance of school counselor roles and functions and then rate their school counselor's performance based on the same roles and functions. Results of this study revealed that participants perceived all counseling and non counseling functions as very important. Participants also perceived their school counselors demonstrate very good performance on all roles and functions with the exception to the role of school counselor as advocate for their personal/social development. The author recommended that counselors should concentrate on their roles and functions which are very important for students.

Haron, Jaafar, and Baba (2010) studied about the influence of school climate towards counselor's self-efficacy. This study aims to specify whether there is any influence of school climate towards counselor's self-efficacy. The result shows there is a significant relationship between school climate and counselor's self-efficacy. The results of this study can also be used to enhance performance in secondary school counsellor effectiveness through guidance and counselling services provided to students in secondary schools.

In the pastoral counseling context, Young, Griffith, and Williams (2003) investigated about the integral role of pastoral counseling by African-American clergy. The authors investigated about how the clergy understood and carried out any pastoral counseling work. The results showed that many of the respondents reported having and maintaining specialized education for their counseling work, which they described as including both spiritual and psychological dimensions. This study concludes that African-American urban ministers functioning as pastoral counselors constitute an engaging and useful group with experiences and skills that can be tapped by interested secular professionals.

Another research was conducted by Nyandoro (2010) about assessment of counseling skills among the Roman Catholic priests in Masvingo Diocese-Zimbabwe. The result confirmed that there was some

lack of counseling skills among the clergy. This study indicated that the clergy had pastoral skills but no theoretical base in secular and scientific skills that were needed to blend with pastoral skills. The author recommended that the clergy be well trained in both psychological and pastoral counseling skills.

Strategies to Improve Performance

On going improvement of counseling performance is a critical component for all counselors. Pastoral counselors are called to address the particular psychological and spiritual needs of client by incorporating those aspects, but this can be harmful to clients if the counselors had no adequate skills. The emerging question for counselors is how to improve their performance. Some strategies that can enable counselors to enhance their performance are discussed.

Professional Development

Professional development, as viewed as gaining knowledge and skills by keeping up-to-date clinically, managerially, and professionally (Parboosingh, 1998), is the main strategy for counselors to continually strengthen their performance in counseling practice. Ronnestad, Orlinsky, Schroder, Skovholt, and Willutzki (2018) described professional development of counselors as changes in the skillfulness, attitudes, cognitive capacities, emotional and interpersonal functioning and vocational identity of professional counselors. Professional development is considered as an essential tool for enhancing counselors' content knowledge and developing their counseling practice in order to do counseling to a high standard as professionally required by the profession. Continuing professional development aims to increase professional expertise, professional competence and individual wellbeing as well as to increase the competitiveness and effectiveness of organizations and professions (Collin, Van der Heijden, & Lewis, 2012). Professional development enables counselors to measure not only their current competence to do counseling but also to measure their commitment to expanding their expertise and the boundaries of the body of knowledge, skills and experience of the profession of counseling as a whole (Crockett, 2007, 2010).

Professional development is essential in any profession including in pastoral counseling. Continuing professional development is a core element for all professionals as suggested by Eraut (in Neary, 2016)) that professionals must engage in continual learning to support their professional practice. This supported the idea of considering continuing professional development as a moral duty and part of ethics that frame professional practice. Mulvey (in Neary, 2016) expressed that embracing continuing professional development challenges practitioners to take responsibility for their professional actions.

Pastoral counselors are required specific knowledge, training, and skill in order to perform counseling professionally. Hence, pastoral counselors need to engage in professional development that enables pastoral counselors to work to a high standard by maintaining and updating their skills and knowledge to ensure they can meet new challenges and improve on existing methods (Crockett, 2007, 2010). It can be done through further education or training, professional work-based activities, self-directed and informal learning, personal activities outside work, courses, seminars and conferences (Crockett, 2007, 2010).

Nyandoro (2010), in his study about assessment of counseling skills among the Roman Catholic priests in Masvingo Diocese-Zimbabwe to examine the competence of the clergy, recommended that the local clergy (pastoral counselor) needs to be well trained in both psychological and pastoral skills in order to increase their performance in doing pastoral counseling. Pastoral counselor needs to be aware of having sufficient knowledge and skills in pastoral counseling. Sufficient knowledge and skills in pastoral counseling requires pastoral counselors to have training not only in theology, biblical studies, ethics, and church history but also in psychological and counseling as well. It is not adequate for counselors to be called as pastoral counselors without understanding and practicing all dimensions into their practice. The practice of pastoral counseling is by its very nature an inter-disiplinary activity which includes theology, biblical studies, psychology, sociology, anthropology, cultural studies and other social sciences (Lynch, 2002). Skilled pastoral counselors should integrate all those aspects in their pastoral counseling practice, because the failure to integrate those dimensions in pastoral counseling indicates that the pastoral counseling has lost its identity and uniqueness (Benner, 2003; in Pedhu, 2019).

Integration of religion/spirituality into the therapeutic practice indicates that pastoral counselors have shown their awareness of client's religious beliefs and background. In pastoral counseling activity, addressing the issue of spiritual is essential. Effective counseling has to address not only the body and the mind, but also the spirit. Counselors can help their clients access spirituality as a strength including spiritual strivings, knowledge, experience, practices, relationships, and coping methods. It is no doubt that Pargament (2007) has already made a very rich contribution to the understanding of how to integrate

spirituality into psychotherapy. He (2007) argues that spirituality is an extraordinary part of the ordinary lives of people. According to Pargament (2007) spiritual assessment in counseling not only provides useful information for the therapist, but also opens the door to future discussions to openly talk about religious and spiritual life in therapy activity.

The involvement of spiritual elements in counseling requires a firm commitment of counselors to the values of the individual and especially to the values acting for the benefit of the client subjected to a therapeutic approach. At the same time, therapists or counselors are required to have competencies in working with values. West (in Nyandoro, 2010) demonstrated the importance of counseling skill when he wrote that they are like “a laboratory for integrating psychology, theology, and social sciences”. Pastoral counselors should have a deep knowledge and skills in integrating theological understanding with psychological insight (Woodruff, 2002).

Developing Counseling Competencies

Pastoral counseling is significantly different from any other counseling professions. Benner (2003, in Pedhu, 2019) stated that pastoral counselors are the only professionals who have training in systematic theology, biblical studies, ethics, and church history. Pastoral counselors have to integrate both psychological and spiritual resources in their counseling practice. The failure to integrate those elements indicates that the pastoral counseling has lost its identity and uniqueness (Benner, 2003, in Pedhu, 2019). Pastoral counselors should have counseling skills both in psychology and spirituality necessary for making adequate therapeutic progress. In terms of general counseling, Cormier and Hackney (2008) explained counselors should be able to use different counseling skills, ranging from the basic and simple to more advanced and complex levels in the counseling profession. Counselors need to equip themselves with a variety of strategies and interventions to work with clients (Cormier, 2016). Pastoral counselors need the skills to recognize and assist those who come for counseling. Pastoral counselors need to increase their performance by continually developing their counseling competencies both in psychology and spiritual.

American Association of Pastoral Counselors (in Woodruff, 2002) defines pastoral counseling as a unique form of counseling using spiritual resources as well as psychological understanding. It means that pastoral counseling is provided by counselors who have both in mental health and theological/spiritual training (Woodruff, 2002). Therefore, pastoral counselors must learn to be skilled in the methodology of both psychology and theology (Hunsinger in Malureanu, 2014) in order to be effective in doing counseling. Pastoral counselors should have adequate skills and knowledge in carrying out their pastoral tasks. Oates (in Nyandoro, 2010) expressed that pastor as counselors should have adequate counselling skills due to their involvement in counseling people. Pastoral training alone without formal counseling qualification is not adequate to address counseling issues (Kurebwa, Matyatini, & Wadesango, 2014). To do pastoral counseling professionally is required to have both pastoral training and counseling skills.

The uniqueness of pastoral counseling is about the integration of religion/spirituality in counseling intervention. To provide this unique type of counseling ministry, the integration of pastoral and clinical identities seems to be an essential component in pastoral counselors' professional identity development (Cheney, 2018). Pastoral counselors are demanded to integrate those elements in order to be called as pastoral counseling. Oakes and Raphael (2008, in Walker, Scheidegger, End, & Amundsen, 2012) stated that in order to integrate religion/spirituality into counseling interventions, pastoral counselors need to develop competency in assessment of clients.

Performance Evaluation

To better understand the effectiveness of pastoral counseling, it is important for pastoral counselors to evaluate their performance that refers to the effectiveness with which job occupants execute their assigned tasks as defined by Borman and Motowidlo (1997). Therefore, pastoral counselors need to evaluate themselves continuously in performing pastoral counseling to identify their strengths and weakness. The more pastoral counselors evaluate their performance through both self-evaluation and professional evaluation by professionals, the higher the chance of their success in helping clients.

Performance evaluation is the process of analyzing on counselors' own skills, personal strengths and limitations. Awareness in these areas will enable pastoral counselors to get involved in professional development in order to increase their counseling performance. Study conducted by Madlambayan (2017) revealed that counselors should enhance their performance on certain roles and functions based on the evaluation of client.

The assessment of counseling performance is important for several reasons. Counseling is to help individuals, but sometimes it is harmful to individuals, for example, if the counselor had no skills. Loesch (in Jaafar, 2011)) asserted that the performance of the counselor should be assessed to ensure that the best counselor will be produced from universities so that counseling services provided to clients will benefit them. For assessment purposes, counselors can use reliable and valid assessment tools to evaluate their performance (Tate, Bloom, Tassara, & Caperton, 2014). This idea also supported by Kerl, Garcia, McCullough and Maxwell (2002), whom insisted that counselor educators have to evaluate trainee counselor to ensure they meet the minimum professionally accepted standards of practice.

Supervision

Study investigated by Nyandoro (2010) on assessment of counseling skills among the Roman Catholic priest showed that there was some lack of counseling skills among the clergy and he recommended a thorough training and supervision in pastoral counseling. Supervision is an essential and demanding activity to all mental health profession including pastoral counseling (Norcross & Popple, 2017). Supervision is an integral part of counseling practice and it is central to both counselor education and to the ongoing professional development of all counselors (Ward & House, 1998). It is an ongoing process of support for counselors to monitor, develop and refine their skills (Bernard & Goodyear, 2014). Within supervision, pastoral counselors can enhance their skills and knowledge base, ensure responsible and ethical practice and monitor their self-care and professional competence. It is an educational process in which the supervisor and the supervisee can learn from each other about themselves (Hill, 2001).

Pastoral counseling, like any other professions, requires counselors to become more qualified and professional in performing their jobs. Involvement in supervision service can be an effective way to enhance the performance of counselors (Carroll, 2007). According to Inskipp and Proctor (2001:1) supervision is “a working alliance between the supervisor and counsellor in which the counsellor can offer an account or recording of her work; reflect on it; receive feedback and, where appropriate, guidance. The object of this alliance is to enable the counsellor to gain in ethical competence, confidence, compassion and creativity in order to give her best possible service to the client”. Kofler and Cosgrave (1994, in Pedhu, 2019) explained that supervision helps counselors reflect on how they do their work and the issues they are facing in doing counseling. Supervision helps counselors support counselors’ professionalism and empower their counseling skills and knowledge (Norcross, 2010; in Pedhu, 2019).

Supervision provides an avenue to encourage counselors focus on better understanding of both the client and themselves (Gabbard & Wilkinson, 2000, in Pedhu, 2019). Supervision is an educational process in which the supervisor and

the supervisee reciprocally learns about themselves and each other (Hill, 2001). Supervision provides coaching, assists individuals to identify major and minor strengths, keeps counselors refining skills and enlarging the repertoire of clinical responses and intervention, and keeps pastoral counselors focusing on spiritual/theological integration (Woodruff, 2002).

Consultation

Similar to supervision, pastoral counselors are able to have consultation with a colleague, especially with a senior and experienced counselor. Pastoral counselors can gain new insights related to counseling cases they are facing through consultation. Consultation of a counseling case to a colleague helps counselors get a meaningful feedback which is useful for counseling practice (Pedhu, 2019).

Conclusion

Pastoral counseling plays an essential role in helping individuals improve their lives comprehensively. Pastoral counselors are concerned with the total wellbeing including mental, physical, emotional, spiritual, and social by incorporating both dimensions of spiritual and psychological.

Pastoral counselors should be aware of how to improve their performance due to its impact to clients. It is generally accepted that pastoral counselor performance are widely considered to impact positively on client wellbeing as a whole. To maintain the quality of counseling ministry, pastoral counselors need to evaluate periodically their performance. Pastoral counselors are required to continuously seek for the most effective strategies to improve their performance in counseling practice. There are some strategies that enable pastoral counselors to enhance their performance: professional development, developing counseling competencies, performance evaluation, supervision, and consultation.

References

- Aboazoum, H. M. E., Nimran, U., & Mulsadieq, M. A. (2015). Analysis factors affecting employees job performance in Libya. *IOSR Journal of Business and Management (IOSR-JBM)*, 17 (7), 42-49. DOI: 10.9790/487X-17714249.
- Agilkaya-Sahin, Z. (2016). Theoretical foundations of pastoral care in Christian tradition. *Spiritual Psychology and Counseling*, 1(1), 68-77. DOI: 10.12738/spc.2016.1.0002.
- Allen, D. (2014). Pastoral counseling. In David A. Leeming (Ed.), *Encyclopedia of psychology and religion*. (pp. 1295-1297). New York, NY: Springer Publishing Company.
- Almutairi, D. O., Moradi, E., Idrus, D., Emami, R., & Alanazi, R. (2013). Job satisfaction and job performance: A case study of Five-Star Hotels in Riyadh, Saudi Arabia. *World Journal of Social Sciences*, 3(1), 27-37.
- Bandura, A. (1994). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-148.
- Bartoli, E. (2007). Religious and spiritual issues in psychotherapy practice: Training the trainer. *Psychotherapy: Theory, Research, Practice, Training*, 44, 54-65.
- Benner, D. G. (2003). *Strategic pastoral counseling: A short-term structured model*. Grand Rapids, MI: Baker Academic.
- Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision*. Boston: Pearson.
- Beer, M. (2009). *High commitment, high performance: How to build a resilient organization for sustained advantage*. San Francisco, CA: Jossey-Bass.
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99-109.
- Browning, D. S. (1985). Introduction to pastoral counseling. In Robert J. Wicks, Richard D. Parsons, & Donald E. Capps (Eds.), *Clinical handbook of pastoral counseling*. (pp.5-13). Mahwah, New Jersey: Paulist Press.
- Carroll, M. (2007). One more time: What is supervision? *Psychotherapy in Australia*, 13(3), 34-40.
- Cheney, G. J. (2018). Integrating pastoral and clinical identities: A narrative inquiry of pastoral counselors. *Journal of Pastoral Care & Counseling*, 72 (3), 172-179.
- Clebsch, W. A. & Jaekle, C. R. (1994). *Pastoral care in historical perspective*. New York: Jason Aronson.
- Clinebell, H. J. (2011). *Basic Types of Pastoral Care and Counseling: Resources for the Ministry of Healing and Growth*. Nashville: Abingdon Press.
- Clinebell, H. & McKeever, B. C. (2011). *Basic types of pastoral care and counseling: Resources for the ministry of healing & growth*. Nashville: Abingdon Press.
- Cobia, D. C., & Henderson, D. A. (2007). *Developing an Effective and Accountability School Counseling Program*. Upper Saddle River, New Jersey; Columbus, Ohio: Pearson Education, Inc.
- Collin, K., Van der Heijden, B., & Lewis, P. (2012). Continuing professional development. *International Journal of Training and Development*, 16 (3), 155-163. Doi:10.1111/j.1468-2419.2012.00410.x.
- Cormier, S. (2016). *Counseling strategies and interventions for professional helpers*. Boston, MA: Pearson.
- Cormier, S. & Hackney, H. (2008). *Counseling strategies and interventions*. Boston, MA: Pearson Education.
- Crockett, M. (2007). Continuing professional development and the hallmarks of professionalism: An overview of the current environment for the record-keeping profession. *Journal of the Society of Archivists*, 28 (1), 77-102.
- Crockett, M. (2010). An introduction to continuing professional development. *La Gazette des Archives*, 218 (2), 21-30. Doi:10.3406/gazar.2010.4662.
- Dollarhide, C. T. (2003). School counselors as program leaders: Applying leadership contexts to school counseling. *Professional School Counseling*, 6(5), 304-308.
- Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, 63(4), 489-525.
- Fink, S. L. 1992. *High commitment workplaces*. New York: Quorum Books.
- Foskett, J., & Lynch, G. (2001). Pastoral counseling in Britain: An introduction. *British Journal of Guidance and Counseling*, 29 (4), 373-379.
- Gabbard, G. O. & Wilkinson, S. M. (2000). *Management of countertransference with borderline patients*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Gill-Austern, B. L. (2003). Pastoral counseling: The art of ascetic witnessing. *Pastoral Psychology*, 52 (1/2), 81-96.

- Gysbers, N. C. & Henderson, P. (2012). *Developing managing your school guidance and counseling program*. Alexandria, VA: ACA.
- Haron, S., Jaafar, W. M. W., & Baba, M. (2010). The influence of school climate towards counselor's self-efficacy. *Procedia Social and Behavioral Sciences*, 5, 445-448.
- Hill, E. W. (2001). A collaborative pastoral care and counseling supervisory model. *The Journal of Pastoral Care*. 55 (1), 69-80.
- Inskipp, F. & Proctor, B. (2001). *Making the most of supervision*. London: Cascade.
- Jaafar, W. M. W. (2011). The counseling performance among trainee counselor in Malaysia. *Procedia - Social and Behavioral Sciences*, 30, 512-516.
- Jacobs, M. (2004). Pastoral counseling and psychotherapy. In David Willows & John Swinton (Eds.), *Spiritual dimensions of pastoral care: Practical theology in a multidisciplinary context*. (pp.90-94). London & Philadelphia: Jessica Kingsley Publishers.
- Kerl, S. B., Garcia, J. L., McCullough, S., & Maxwell, M. E. (2002). Systematic evaluation of professional performance: Legally supported procedure and process. *Counselor Education and Supervision*, 41 (4), 321-334.
- Kurebwa, M., Matyatini, J. P., & Wadesango, N. (2014). An analysis of pastoral counselling practices for married persons among selected Christian Churches in Gweru Urban. *Study Tribes Tribals*, 12 (1), 43-52.
- Lambert, M. J. (2003). Psychotherapy outcome research: Implications for integrative and eclectic therapists. In John C. Norcross & Marvin R. Goldfried (Eds.), *Handbook of Psychotherapy Integration*. (pp.94-129). New York: Oxford University Press, Inc. pp. 94-129.
- Lartey, E. Y. (2002). Pastoral counseling in multicultural context. *American Journal of Pastoral Counseling*, 5 (3-4), 317-329.
- Lartey, E. Y.. (2003). *In Living Color: An Intercultural approach to pastoral care and counseling*. London & New York: Jessica Kingsley Publishers.
- Latini, T. F. (2009). Grief-work in light of the cross: illustrating transformational interdisciplinarity. *Journal of Psychology and Christianity*, 37, 87-95.
- Leibert, T. W. (2011). The dimensions of common factors in counseling. *International Journal of Advance Counseling*, 3, 127-138. DOI 10.1007/s10447-011-9115-7.
- Little, C., Packman, J., Smaby, M.H., & Maddux, C.D. (2005). The skilled counselor training model: Skills acquisition, self-assessment, and cognitive complexity. *Counselor Education and Supervision*, 44, 189-200.
- Lynch, G. (2002). *Pastoral care and counseling*. London, Thousand Oaks, New Delhi: Sage Publications.
- Madlambayan, J. V. (2017). Students' perceived level of importance and performance of school counselor roles and functions. *International Journal of Innovation and Research in Educational Sciences*, 4 (4), 456-463.
- Magezi, V. (2016). Reflection on pastoral care in Africa: Towards discerning emerging pragmatic pastoral ministerial responses. *In die Skriflig*, 50 (1), 1-7.
- Malureanu, A. (2013). Pastoral counseling of the sick. *International Journal of Orthodox Theology*, 4 (4), 124-153.
- Malureanu, A. (2014). The meaning, the relevance and the necessity of pastoral counselling in the conceptual perspective. *Theologia*, 60 (3), 24-33.
- Mathis, R. L. & Jackson, J. H. (2010). *Human resource management*. Mason, OH: South-Western Cengage Learning.
- Milne, D. (2009). *Evidence-based clinical supervision: Principles and practices*. London, UK: Wiley-Blackwell.
- Neary, S. (2016). Only qualifications count: Exploring perceptions of continuing professional development (CPD) within the career guidance sector. *British Journal of Guidance & Counseling*, 44 (4), 466-476. Doi: 10.1080/03069885.2016.1180665.
- Norcross, A. E. (2010). A case for personal therapy in counselor education. *Counseling Today*. Retrieved from: <https://ct.counseling.org/2010/08/reader-viewpoint/>.
- Norcross, J. C. & Popple, L. M. (2017). *Supervision essentials for integrative psychotherapy*. Washington, DC: American Psychological Association.
- Nyandoro, R. (2010). Assessment of counselling skills among the clergy: A case study of The Roman Catholic priests in The Diocese of Masvingo in Zimbabwe. *Master Thesis*. Pretoria: University of South Africa.
- Oakes, K. E. (2008). Spiritual assessment in counseling: methods and practice. *Counseling and Values*. 52(3), 240-252.

- Pargament, K. I. (2007). *Spiritually integrated psychotherapy: Understanding and addressing the sacred*. New York, London: The Guilford Press.
- Pedhu, Y. (2019). Efforts to overcome countertransference in pastoral counseling relationships. *Journal of Pastoral Care & Counseling*, 73(2), 74–81.
- Richards, P. S., & Bergin, A. E. (2005). *A spiritual strategy for counseling and psychotherapy*. Washington, DC: American Psychological Association.
- Rønnestad, M. H., Orlinsky, D. E., Schroder, T. A., Skovholt, T. M., & Willutzky, U. (2018). The professional development of counselors and psychotherapists: Implication of empirical studies for supervision, training and practice. *Counseling and Psychotherapy Research*, 19 (3), 214-230.
- Schaeffle, S., Smaby, M. H., Packman, J., Maddux, C. D. (2007). Performance assessment of counseling skills based on specific theories: Acquisition, retention and transfer to actual counseling sessions. *Education*, 128 (2), 262-273.
- Sierra, J. (2014). Counseling: An expression of the ministry of the Church. *The Asbury Journal*, 69 (1), 74-88.
- Sigmund, J. A. (2002). Pastoral counseling: What is it, and when can it help? *Current Psychiatry*, 1(11), 49–57.
- Snodgrass, J. L. (2015). Toward holistic care: integrating spirituality and cognitive behavioral therapy for older adults. *Journal of Religion, Spirituality & Aging*, 21, 219-236. DOI: 10.1080/15528030902803913.
- Stansbury, K. L., Harley, D. A., King, L., Nelson, L., & Speight, G. (2012). African American Clergy: What are Their Perceptions of Pastoral Care and Pastoral Counseling? *Journal Religious Health*, 51, 961-969. DOI 10.1007/s10943-010-9413-0.
- Stewart, G. L., & Brown, K. G. (2010). *Human resource management linking strategy to practice*. River Street, Hoboken, NJ: John Wiley & Sons, Inc.
- Studer, J. R., & Bundy, M. L. (2013). A TEAM Approach for Evaluating School Counselors. *VISTAS ONLINE*, 1-10.
- Tate, K. A., Bloom, M. L., Tassara, M. H., & Caperton, W. (2014). Counselor competence, performance assessment, and program evaluation: Using psychometric instruments. *Measurement and Evaluation in Counseling and Development*, 47 (4), 291-306. DOI: 10.1177/0748175614538063.
- Tsikati, A. F. (2018). Factors contributing to effective guidance and counselling services at University of Eswatini. *Global Journal of Guidance and Counselling in Schools: Current Perspectives*, 8(3), 139-148.
- Walker, K. R., Scheidegger, T. H., End, L., & Amundsen, M. 2012. The misunderstood pastoral counselor: knowledge and religiosity as factors affecting a client's choice. *VISTAS Online*. Volume 1, 1-20.
- Ward, C. C., & House, R. M. (1998). Counseling supervision: A reflective model. *Counselor Education and Supervision*, 38 (1), 23-33.
- Woodruff, C. R. (2002). Pastoral counselling: an American perspective. *British Journal of Guidance & Counselling*, 30 (1), 93-101. DOI: 10.1080/030698880220106546.
- Yeo, A. (2008). Pastoral care and counseling: An Asian perspective. *American Journal of Pastoral Counseling*, 5 (3-4), 175-189.
- Young, J. L., Griffith, E. E. H., & Williams, D. R. (2003). The integral role of pastoral counseling by African-American clergy in community mental health. *Psychiatric Services*, 54 (5), 688-692.

Analysis of learning anxiety among senior high school students

Taty Taty^{1*)}

¹Universitas PGRI Palembang, Indonesia

*)Corresponding author, ✉e-mail: tattyfauzi62@gmail.com

Abstract

Learning is the primary task of every student. However, there are many factors responsible for the success or failure such as anxiety, which is the unpleasant feeling of worry, concern, and fear. Therefore this study aims to measure students' anxiety levels in learning and determine efforts to overcome this condition. This is a quantitative descriptive study, with data collected from 192 students using anxiety instruments. The results showed that most students' anxiety levels were in the normal category; this is because the majority chooses to confide in their close friends.

Keywords: Learning anxiety, counseling, student.

How to Cite: Taty, T. (2020). Analysis of Learning Anxiety Condition Among Senior High School Student. *COUNS-EDU: The International Journal of Counseling and Education*, 5(1), 39-45.
DOI:10.23916/0020200526720



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author.

Introduction

Adolescence is a period of transition from childhood to early adulthood (Copeland et al., 2013). It comprises of various types of biological, cognitive, social, and emotional changes (Friedman et al., 2016; Network, 2005). In addition, subjects become more complex and specific as children transition into adolescence in senior high schools, compared to kindergarten, elementary, and junior schools (Efrila, 2020). At this stage, unresolved problems and pressures experienced by students cause anxiety (Khasanah, 2019).

According to Cranney, Leman, Fergus, & Rowatt (2018), anxiety is not pathological because it can be a source of strong motivation (Corey, 2015). Low anxiety is a positive effect on student learning performance and tends to increase learning motivation (Howard, 2020; Yang & Quadir, 2018). In principle, anxiety is essential as it increases motivation and helps students achieve their set goals. Yanti, Erlamsyah, Zikra, & Ardi (2013), stated that low-level academic anxiety tends to arouse students' enthusiasm to study. However, when anxiety is high, it leads to various physical and psychological disturbances.

Anxiety is a manifestation of mixed emotional processes, which occurs when students experience feelings of stress, frustration, and inner conflict (Palitz & Kendall, 2020). It is also an unpleasant condition that includes fear, tension, worry, and confusion. Ifdil et al. (2019) stated that anxiety is one's feelings of fear or tension in dealing with learning problems. Anxious students think of learning as something that is not fun. According to Petrowski, Buehrer, Niedling, & Schmalbach (2020) the symptoms of anxiety are reviewed through three, namely psychological components, such as nervousness, tension, insecurity, fear, and shock; physiological such as palpitations and cold sweat on the palms (Meriyati, Shaulita, & Turnip, 2018); and social, which is associated with environmental factors in the form of behavior (attitude) and disturbance, and seclusion (Chardon, Janicke, Carmody, & Dumont-Driscoll, 2016).

Many factors trigger the emergence of anxiety in students; these include: 1) high learning achievement outlined by the curriculum; 2) non-conducive learning climate; 3) assigning a lot of tasks; and

4) a strict and unfair assessment system (Megawanti, 2015). According to Kusmaryono & Ulia (2020), anxiety is also due to the unfriendly, fierce, rude, and less competent teachers' attitude towards students. The application of strict school discipline that prioritizes punishment, poor climate condition, and limited learning facilities and infrastructures, also trigger anxiety in students (Lestari, Latief, & Widiastuti, 2013). Estonanto & Dio (2019) stated that parents' expectation of children's abilities is also a contributing factor (Orji & Oko, 2018; Stoet, Bailey, Moore, & Geary, 2016).

The high intensity of learning anxiety creates various adverse effects on physical and psychological health. It also tends to affect their academics, thereby leading to low motivation, poor learning strategies, low self-esteem, negative self-evaluation, difficulty concentrating, and poor health perceptions (Mukhlis, Triaristina, Wahyudi, Kameliwati, & Putri, 2020; Ramos et al., 2002). The high level of student anxiety has a negative impact on learning (Chanda & Guha, 2018; Cooper & Brownell, 2020; Downing, Cooper, Cala, Gin, & Brownell, 2020), academic competition, self-confidence, self-acceptance, and self-concept (Anderson, 1999; Shabrina & Rachmawati, 2019).

When students experience problems, their psychology tends to respond in accordance with the brain. These thoughts influence decisions and how to tackle problems (Idris & Idris, 2019). Therefore, during such situations, efforts such as coping anxiety tend to have a positive influence on the individual and improve their ability to solve problems, regulate emotions, think more positively and accept oneself (Mukminina & Abidin, 2020; Simpson, Lincoln, & Ohannessian, 2020). Aysan, Thompson, & Hamarat (2001), and Kumaraswamy (2013), stated that anxiety is strengthened until it is resolved. Therefore, this study aims to measure and analyze students' anxiety levels in learning and the efforts made to overcome this condition. Also, the efforts made by students, school personnel, and parents also play a role in directing their anxiety to be positive. Similarly, school counselors can make various preventive and curative efforts through various services to prevent or overcome anxiety in students.

Method

This is a quantitative descriptive study, with data collected from 192 students by measuring their anxiety aspects and efforts to overcome this condition. The aspects of anxiety measured are the frequency of participation, unpleasant communication experiences, self-avoidance, self-control, and self-expression. A total of 75 instrument items were appropriate to use because they were tested valid and reliable. In addition, the percentage formula was used for data analysis.

Results and Discussions

Figure 1 shows the learning anxiety of high school students in Seberang Ulu 2018/2019 academic year. The highest is in the normal category at 53.13% and with a frequency of 102 students. This is followed by a moderate category of 46.88% with a frequency of 90 students, and there is none in the weight category.

According to Figure 1, most high school students' learning anxiety in Seberang Ulu is in the normal category. This is in accordance with their frequency of participation, unpleasant communication experiences, self-avoidance, self-control, and self-statements are presented in table 1.

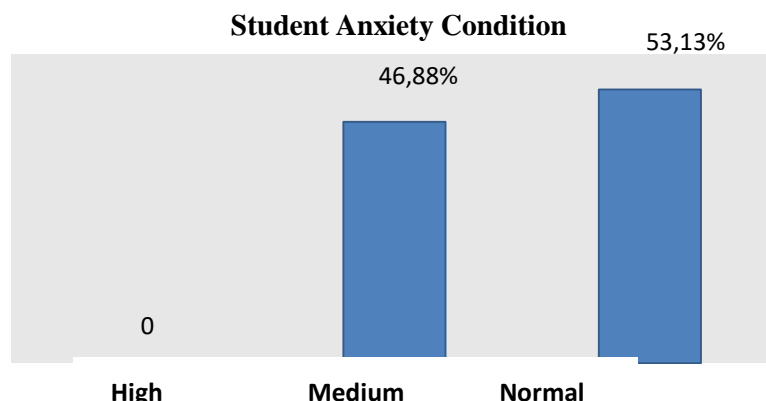


Figure 1: Student learning anxiety level

Table 1 shows that the highest anxiety frequency is in the normal category, with 110 students at 57.29%. The unpleasant communication aspect is in the medium category, with a frequency of 113 at 58.85%. Regarding self-avoidance, it is in the normal category, with a frequency of 116 students at 60.42%. The highest aspect of student self-control anxiety is the normal category with a 98 at 51.04% frequency. In accordance with self-statement, students' anxiety was highest in the normal category, with a frequency of 116 at 60.42%. When viewed from the weight category, the aspect of self-statement has the highest frequency of 7, while the unpleasant communication experience aspect is 5. The self-control aspect is 3 at a frequency of 2 students, and self-avoidance aspect of one.

Table 1: Aspects of frequency of student anxiety participation

Aspects	Category	Frequency	Percentage
Participation Frequency	High	2	1.04
	Medium	80	41.67
	Normal	110	57.29
Unpleasant Communication Experience	High	5	2.60
	Medium	113	58.85
	Normal	74	38.54
Self-Avoidance	High	1	0.52
	Medium	75	39.06
	Normal	116	60.42
Self-Control	High	3	1.56
	Medium	91	47.40
	Normal	98	51.04
Self-Statement	High	7	3.65
	Medium	69	35.94
	Normal	116	60.42

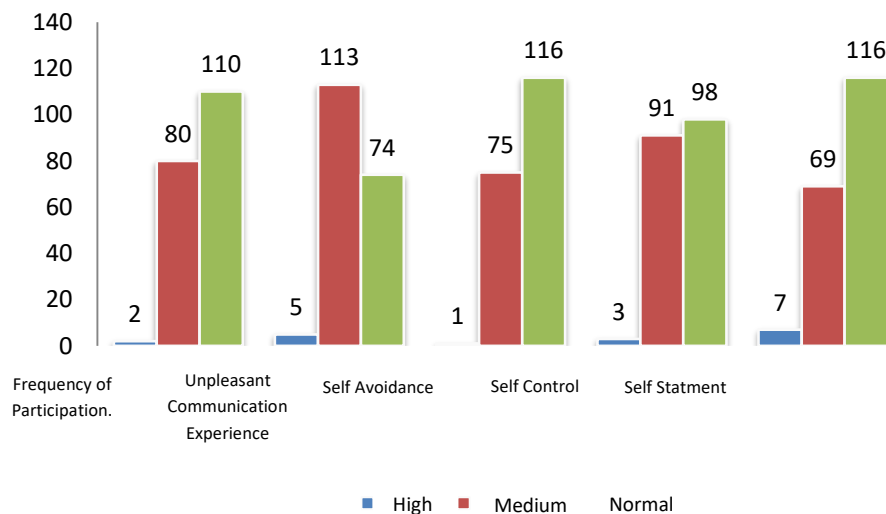


Figure 2: Conditions of student learning anxiety based on anxiety aspects

Figure 2 showed that from the five aspects, four had the highest anxiety and in the normal category. Furthermore, the frequency of participation, self-avoidance, self-control, and self-expression are also in the normal category. The aspect with the highest anxiety of 113 students is unpleasant communication experience. When viewed from the category of severe anxiety, self-statements, and unpleasant communication experiences, a high frequency of 7 and 5 students experience severe anxiety in these aspects.

Based on the efforts made in overcoming learning anxiety, it is found that the highest choice is choosing to confide in close friends, as shown in table 2.

Table 2: Efforts made by students in overcoming learning anxiety

Efforts made by students	Frequency	Percentage
Confide in with close friends	22	11,45 %
Ask a lot	20	10,41%
Listen to songs	19	9,89%
Confide with parents	18	9,37%
Repeat the subject matter	17	8,85%
Prayer	17	8,85%
Make a study plan	17	8,85%
Confide with a boyfriend	13	6,77%
Join group study	12	6,25%
Watching TV	12	6,25%
Come to school counselor	10	5,20%
Set playtime	8	4,16%
Confide in brother	7	3,64%
Play at the mall	7	3,64%
Exercise	7	3,64%
Play station	6	3,25%
Confide in the homeroom teacher	4	2,08%
Smoke	4	2,08%
Pour it out by writing	3	1,56%
Playing the guitar	3	1,56%
Staying up late	2	1,04%
Total	192	100%

Table 2 shows that the efforts made in overcoming their anxiety based on the 5 highest frequencies are as follows: 22 (11.45%) chose to confide in their close friends, 20 (10.41%) chose to ask questions, 19 (9.89%) listened to songs, 18 (9.37%) confided in parents, 17 (8.85%) repeated the subject, while 10 (5.20%) met the school counselor.

The result showed that student anxiety in learning is in the normal category at 53.13%, with a frequency of 102. It is also in the moderate category of 46.88%, with a frequency of 90 students, with none in the weight category. This shows that the level of anxiety is still in the reasonable category and tends to motivate them to learn. Normal and moderate anxiety levels encourage learning, while high anxiety levels interfere with it (Daharnis et al., 2019). Elliott stated that low-level anxiety has a positive effect on student learning performance, while at a high level, it disrupts and worsens their behavior (Elliot & McGregor, 1999).

Under normal or moderate conditions, anxiety is not pathological, because it can be a powerful motivational force. Yanti et al. (2013) stated that anxiety results from an awareness of responsibility. Student's learning anxiety determines their motivation in school (Alizamar et al., 2019; Corey, 2015). In principle, anxiety is important and tends to increase students' motivation in achieving their set goals. According to behavioral theory, when students are unable to control anxiety through rational ways, the ego relies on unrealistic ways (Cohen & Kaplan, 2020). However, when they are able to overcome the symptoms, these feelings become a source of motivation, and the tense experienced is an incentive to carry out an activity.

Most student anxiety is in the normal and moderate category where the four aspects with the highest conditions are aspects of self-avoidance, self-control aspects, and self-expression. One aspect of the highest student anxiety is in the medium category, with a frequency of 113 students on unpleasant communication experience. However, 18 students experienced anxiety in the heavy category on the aspect of self-statement with the highest frequency with 7 students. Unpleasant communication self-control, frequency of participation, and self-avoidance were experienced by 5, 2, 3, and 1 person.

Anxiety is a person's feelings in the form of fear or tension in dealing with learning (Ifdil et al., 2019; Simpson et al., 2020). Students with anxiety analyze learning as a boring activity. This feeling arises because of several factors derived from personal experiences related to the teacher or taunts of friends. This leads to a negative influence on students and decreases their academic achievement (Cohen & Kaplan, 2020; Elliot & McGregor, 1999).

Anxiety is a useful stimulus used to solve problems (Yanti et al., 2013). The frequency of students that decided to reduce their anxiety by choosing to vent with close friends is 22 students at a percentage of 11.45%. When students experience problems, psychology responds accordingly and influences the way they think and make decisions. Furthermore, students feel anxiety, when given workload that exceeds their capability (O'Rourke, Halpern, & Vaysman, 2020). However, assuming they can control this anxiety condition, it strengthens and helps to resolve problems (Mukminina & Abidin, 2020). However, cases of severe anxiety need to acquire handlers from experts such as school counselors. Therefore, preventive efforts are needed for school counselors to optimize guidance and counseling services (Hutagaol, 2020). Some of these efforts include counseling and extra-curricular activities (Ifdil, Hariko, Bariyyah, Zola, & Amalianita, 2020; Wijaya, 2020). This means the availability of professional counselors in schools is absolutely needed.

Conclusion

Based on the study, it can be concluded that the anxiety of senior high school students in Seberang Ulu Palembang is in the normal category. In addition, the frequency of participation, self-avoidance, self-control, and self-expression are normal. However, one aspect of the medium category is an unpleasant communication experience. Students tend to confide in close friends to overcome anxiety, and this has the highest frequency. In conclusion, parents and school counselors play a role in directing student anxiety to be positive with curative efforts to prevent and overcome this condition and enable development.

References

- Alizamar, A., Afdal, A., Ifdil, I., Ardi, Z., Ilyas, A., Zikra, Z., et al. (2019). *Are there statistical anxiety differences between male and female students?* Paper presented at the Journal of Physics: Conference Series.
- Anderson, D. (1999). *Coping with test anxiety*. Florida: Gulf Coast University.
- Aysan, F., Thompson, D., & Hamarat, E. (2001). Test anxiety, coping strategies, and perceived health in a group of high school students: A Turkish sample. *The Journal of genetic psychology*, 162(4), 402-411.
- Chanda, T., & Guha, A. (2018). Effect of learning anxiety on ability in learning of higher secondary students. *research journal of social sciences*, 9(8).
- Chardon, M. L., Janicke, D. M., Carmody, J. K., & Dumont-Driscoll, M. C. (2016). Youth internalizing symptoms, sleep-related problems, and disordered eating attitudes and behaviors: A moderated mediation analysis. *Eating behaviors*, 21, 99-103.
- Cohen, J. N., & Kaplan, S. C. (2020). Understanding and Treating Anxiety Disorders: A Psychodynamic Approach *Clinical Handbook of Anxiety Disorders* (pp. 315-332): Springer.
- Cooper, K. M., & Brownell, S. E. (2020). Student anxiety and fear of negative evaluation in active learning science classrooms *Active Learning in College Science* (pp. 909-925): Springer.
- Copeland, W. E., Adair, C. E., Smetanin, P., Stiff, D., Briante, C., Colman, I., et al. (2013). Diagnostic transitions from childhood to adolescence to early adulthood. *Journal of Child Psychology and Psychiatry*, 54(7), 791-799.
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*: Nelson Education.
- Cranney, S., Leman, J., Fergus, T. A., & Rowatt, W. C. (2018). Hell anxiety as non-pathological fear. *Mental Health, Religion & Culture*, 21(9-10), 867-883.
- Daharnis, D., Nirwana, H., Ifdil, I., Afdal, A., Ardi, Z., Taufik, T., et al. (2019). *Mathematics anxiety among prospective elementary school teachers and their treatment*. Paper presented at the Journal of Physics: Conference Series.
- Downing, V. R., Cooper, K. M., Cala, J. M., Gin, L. E., & Brownell, S. E. (2020). Fear of Negative Evaluation and Student Anxiety in Community College Active-Learning Science Courses. *CBE—Life Sciences Education*, 19(2), ar20.
- Efrila, M. (2020). *Pelaksanaan Layanan Konseling Kelompok dengan Pendekatan Behavioral untuk Mengatasi Kecemasan Siswa di Sekolah Madrasah Tsanawiyah Darel Hikmah Pekanbaru*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Elliot, A. J., & McGregor, H. A. (1999). Test anxiety and the hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and social Psychology*, 76(4), 628.
- Estonanto, A. J. J., & Dio, R. V. (2019). Factors causing Mathematics Anxiety of Senior High School Students in Calculus. *Asian Journal of Education and e-Learning (ISSN: 2321-2454)*, 7(01).
- Friedman, N. P., Miyake, A., Altamirano, L. J., Corley, R. P., Young, S. E., Rhea, S. A., et al. (2016). Stability and change in executive function abilities from late adolescence to early adulthood: A longitudinal twin study. *Developmental psychology*, 52(2), 326.
- Howard, E. (2020). A review of the literature concerning anxiety for educational assessments.
- Hutagaol, T. (2020). *Penanganan Kasus Kecemasan Sosial Siswa dalam Layanan Bimbingan dan Konseling (Studi Kasus di Sekolah Menengah Kejuruan Muhammadiyah 3 Terpadu Pekanbaru)*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Idris, I., & Idris, I. (2019). Emotional Freedom Technique Dalam Mengatasi Kecemasan Siswa Menghadapi Ujian. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 7(2), 106-115.
- Ifdil, I., Fadli, R. P., Zola, N., Erwinda, L., Sari, A., Churnia, E., et al. (2019). *Chromotherapy: An alternative treatment for mathematics anxiety among elementary school students*. Paper presented at the Journal of Physics: Conference Series.
- Ifdil, I., Hariko, R., Bariyyah, K., Zola, N., & Amalianita, B. (2020). Evaluation of the understanding of School Counselors on Individual Counseling Process in Indonesia.
- Khasanah, W. N. (2019). *Hubungan Antara Efikasi Diri Dan Partisipasi Siswa Mengikuti Konseling Kelompok Dengan Kecemasan Ujian Akhir Di Sman Sokaraja*. Universitas Negeri Semarang.

- Kumaraswamy, N. (2013). Academic stress, anxiety and depression among college students: A brief review. *International review of social sciences and humanities*, 5(1), 135-143.
- Kusmaryono, I., & Ulia, N. (2020). Interaksi Gaya Mengajar dan Konten Matematika sebagai Faktor Penentu Kecemasan Matematika. *Mosharafa: Jurnal Pendidikan Matematika*, 9(1), 143-154.
- Lestari, Y., Latief, S., & Widiastuti, R. (2013). Mengurangi Kecemasan Siswa Di Sekolah Dengan Menggunakan Teknik Desensitisasi Sistematis. *ALIBKIN (Jurnal Bimbingan Konseling)*, 2(3).
- Megawanti, P. (2015). Meretas Permasalahan Pendidikan Di Indonesia. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 2(3).
- Meriyati, M., Shaulita, R., & Turnip, L. N. (2018). Problem Based Learning Strategy: the Impact on Mathematical Learning Outcomes viewed from Anxiety Levels. *Al-Jabar: Jurnal Pendidikan Matematika*, 9(2), 199-208.
- Mukhlis, H., Triaristina, A., Wahyudi, D. A., Kameliwati, F., & Putri, R. H. (2020). Anxiety Confronts Practice Exam Reviewed from Optimism, Emotional Intelligence, and Social Support on Student of STIKES. *Journal of Talent Development and Excellence*, 12(2s), 830-842.
- Mukminina, M., & Abidin, Z. (2020). Coping Kecemasan Siswa SMA dalam Menghadapi Ujian Tulis Berbasis Komputer (UTBK) Tahun 2019. *JURNAL AL-AZHAR INDONESIA SERI HUMANIORA*, 5(3), 110-116.
- Network, N. E. C. C. R. (2005). *Child care and child development: Results from the NICHD study of early child care and youth development*. Guilford Press.
- O'Rourke, E. J., Halpern, L. F., & Vaysman, R. (2020). Examining the relations among emerging adult coping, executive function, and anxiety. *Emerging Adulthood*, 8(3), 209-225.
- Orji, E. U., & Oko, F. O. C. (2018). Predictive Relationships of Parenting Style and Role of Students Self-Efficacy on Examination Anxiety among O'level Students in Afikpo North LGA. *The Melting Pot*, 4(1).
- Palitz, S. A., & Kendall, P. C. (2020). Anxiety Disorders in Children *Clinical Handbook of Anxiety Disorders* (pp. 141-156): Springer.
- Petrowski, K., Buehrer, S., Niedling, M., & Schmalbach, B. (2020). The effects of light exposure on the cortisol stress response in human males. *Stress*, 1-7.
- Ramos, A., Kangerki, A. L., Basso, P. F., Santos, J. E. D. S., Assreuy, J., Vendruscolo, L. F., et al. (2002). Evaluation of Lewis and SHR rat strains as a genetic model for the study of anxiety and pain. *Behavioural brain research*, 129(1-2), 113-123.
- Shabrina, N. B. U., & Rachmawati, M. A. (2019). Husnudzan and Anxiety in Students Dealing with National Examination.
- Simpson, E. G., Lincoln, C. R., & Ohannessian, C. M. (2020). Does Adolescent Anxiety Moderate the Relationship between Adolescent-Parent Communication and Adolescent Coping? *Journal of Child and Family Studies*, 29(1), 237-249.
- Stoet, G., Bailey, D. H., Moore, A. M., & Geary, D. C. (2016). Countries with higher levels of gender equality show larger national sex differences in mathematics anxiety and relatively lower parental mathematics valuation for girls. *PLoS ONE*, 11(4).
- Wijaya, F. (2020). Bimbingan Konsling Islamiperspektif Bibliotherapy dalam Mengatasi Gangguan Kecemasan siswa Di MA NW Apitaik. *At-Tadbir: Jurnal Manajemen Pendidikan Islam*, 4(1), 32-47.
- Yang, J. C., & Quadir, B. (2018). Effects of prior knowledge on learning performance and anxiety in an English learning online role-playing game. *Journal of Educational Technology & Society*, 21(3), 174-185.
- Yanti, S., Erlamsyah, E., Zikra, Z., & Ardi, Z. (2013). Hubungan antara Kecemasan dalam Belajar dengan Motivasi Belajar Siswa. *Konselor*, 2(1).