The impact of a Counseling program in self-efficacy among secondary school students in Bahrain

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master’s Degree in Counseling Psychology

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Abstract

This study aimed at identifying the impact of a counseling program on developing self-efficacy among the students of the secondary schools in Bahrain through investigating the significance of differences between the achievement of the experimental group and the achievement of the control group on the self-efficacy pretest.

The semi-experimental approach was used. The study sample consisted of 40 students from the students the third secondary grade studying in Muharraq Secondary School for Boys. The subjects were randomly distributed into two groups; an experimental group and a control group, with (20) students in each group. The mean of the students age is (17.48) with a standard deviation of (0.68).

The study used the self-efficacy scale which was developed by Abdullah and Akkad (2009), and consisted of (49) items divided into three subscales: initiative behavior, self-confidence, and perseverance in facing the obstacles. Moreover, the researcher built the current counseling program depending on the theory of social cognitive learning, the theory of self-efficacy, and the cognitive-behavioral theory. The program consisted of (12) counseling sessions and were conducted within (6) weeks; two sessions each week.

The results showed the equivalence of the two study groups in age and in the level of self-efficacy before applying the counseling program to the subjects of the experimental group. The results showed the effectiveness of the counseling program in developing students self-efficacy. The results revealed that there are statistically significant differences (0.05) between the mean scores of the experimental group and the mean scores of the control group on the total score of the self-efficacy post-scale as well as the scores of its subscales in favor of the experimental group. The study also showed that there are statistically significant differences (0.05) between the mean scores of the experimental group on self-efficacy post-test and their mean scores on self-efficacy pre-test in favor of the post-rest.