

# Life Skills Development in Prevention of Smoking in Female Student by Integrative Group Counseling, Rat Pracha Nukhro School

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**Abstract---** *The research objectives were: 1) to study the life skills level to prevent smoking of female students. 2) to compare the life skills level to prevent smoking of female students in the experimental group receiving the integrated group counseling consisted of pre-experiment, post-experiment and follow-up phase, and 3) to compare the life skills level to prevent smoking of female students by integrative group counseling between experimental group and control group consisted of pre-experiment, post-experiment and follow-up phase. The samples were 16 students from sixth grade female students in the second semester of academic year 2017, at Rat Pracha Nukhro School. Selected through random sample simple to be experimental group 8 and control group 8. The result as follows: 1). The life skills level for preventing smoking among female students is in a low level With mean ( $x = 2.09$ ) ( $SD = 0.81$ ) 2). The experimental group female students who received the integrated group counseling program had life skills to prevent smoking during pre-experiment, post-experiment and follow-up phase statistically significant differences at the .05 level. 3). Life skills to prevent smoking of the female students in the experimental group receiving the integrated group counseling program is higher than female students in the control group without integrated group counseling during pre-experiment, post-experiment and follow-up phase statistically significant differences at the .01 level.*

**Keywords---** *Life Skills to Prevent Smoking, The Integrated Group Counseling Program, Rat Pracha Nukhro School.*

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## I. INTRODUCTION

Cigarettes is the second important cause of population death around the world. Smoking statistics found there are smoker in United State 21.7 percent, United Kingdom 19.0 percent, Korean 15.5 percent and Thailand 19.8 percent (Kongwattananon, 2017) which were found in both woman and man. Although many research found the smoking rate of man is higher than the smoking rate of woman, woman are continually higher in the last 10 years especially for teenage girls. National Statistical Office report survey result in 2015 that teenage girls start smoking under 12 years old 10.2 percent, start smoking when they are 12-13 years old 21.2 percent, and more than 80 percent teenage girl start smoking at the age 13-21 years old which is a school age especially female adolescents in junior high school level starting to smoke under 12 years old 3.8 percent which is ranked in the third in Asian after Indonesia. The smoking rate of juvenile dose not decrease in the last 20 years (Khom Chat Leak. Retrieved December 12,

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2017, from <http://www.komchadluek.net>).

Smoking of Thai women (2015) the number of Thai women smoking has 616,622 and 8 out of 10 graduated primary level or less 1 out of 2 is the poor until the poorest. Smoke Addicting of juveniles have 200,000 of new smoke starter (2015) showed that there is new smoke starter 547 a day. Thai juveniles who addict to cigarettes has more risky behavior than juveniles who avoid cigarettes and alcohol 3.5 times, drugs 17.0 times, going out at night 3.2 times, having sex 3.7 times and Gambling 3.3 times. Education level of Thai smokers (2015) consist of graduated primary level or less 18.2 percent, graduated junior high school level almost 78 percent or 4 out of 5 percent of Thai smoker graduated junior high school level or less (Wathisathokkit. Retrieved May 31, 2017, from <http://www.nationtv.tv>). Most of the Thai girl teenagers realize about the danger of smoking; however, the study reported that there is the increasing of smoking in the last 3 years (Kongwatananon, 2017). There are a various social factor affecting on smoking behavior. Most of them are craving, social stereotype or imitation of what friends did. Juveniles smoke because of craving and it is normal for teenagers or adolescents. They think it is challenge and exciting. Besides, the study of Taphaophon (2017) found friends having a great influence on smoking. The next factor is family surrounding especially smoker family members which create more chance of adolescent to smoke. If parents smoke, children may tend to smoke triple. Personal factor is psychosomatic, depression and major depressive disorder (especially found in female adolescent group). Someone smokes for reliving stress from school, house or love problems. The final factor is advertising media which is reachable to juveniles. They receive cigarette information of other countries through newspaper, radio, and television. There are many illegal advertising strategies of cigarette industries in case of Commercial Registration by using cigarette locos which focus on special target such as music performance, racing car for teenager, exhibition cloths for ladies, tie-ins by popular actors smoking and showing that locos. Every kind of advertising has an influence on smoking.

Rat Pracha Nukhro School is a welfare school, coeducation system. Living in school for 24 hours, students has a variety of ages, hometowns, families, habit as well as experiences that they have been through differently. One of the entrance regulations is children who are likely to be drug addiction. Cigarettes are basic drugs which is easily reachable to male students. Also smoking behavior quickly spread through female students. Reviewing literature found that behavior of female students smoking has more increase and happen in lower education level. Basic interview of teachers and students showed that female students start having smoking behavior and most of them are facing with divorced family problems, smoking of their close friends, smoking of family members and relieving stress. The resource of cigarettes is getting from friends because of living together in school, so it is difficult to reduce smoking ; although, smokers want to stop smoking.

Study of life skills gets attention from related organization such as Office of the Basic Education Commission: OBEC (2017) which gives precedence and meaning to life skills in case of person ability consisted of knowledge, attitude and capability for coping with problems in social nowadays and adapting preparation in the future; therefore, having life skills is like connection which affects students ability to cope with Internal and external impulsion. It needs to be practiced basic person abilities for facing troubles and challenging in daily life. Researchers survey the preliminary information (Pilot Study) by open-ended questions and interviewing to study students life skills following opinions of 5 teachers and 15 student and join concern searching. It is clear that life

skill of female students is Self awareness, decision skill, solving skill and refusing skill.

From study concern searching of life skills and integrative group counseling showing group counseling psychology theory; the center is people, Transactional Analysis and Gestalt Therapy are important devices to create motivation for changing smoking behavior and to develop life skills of prevention smoking of students. Researchers expect that those of methods are able to develop life skills and prevent smoking behavior.

## II. CONCEPT AND THEORY

Studying the element of life skills in prevention of smoking in female students, researchers learned from documents and concern researches about development of life skills in prevention of smoking in female students. As the Office of the Basic Education Commission : OBEC (2017) mentioned earlier can be concept to study elements of life skill to prevent smoking of female students plus with preliminary information by using open-ended questions for study life skills in prevention of smoking in female students as the below the Figure.

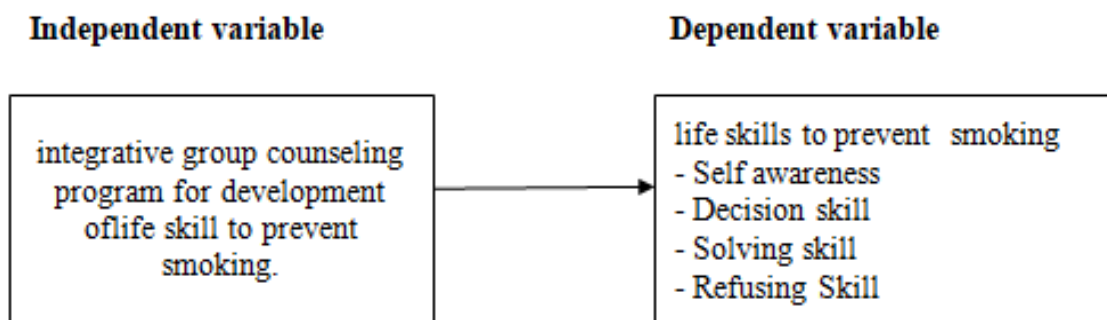


Figure 1: Study of Life Skill to Prevent Smoking of Female Students Concept

### Objectives

1. To study life skills level to prevent smoking of female student.
2. To compare the life skills level to prevent smoking of female students in the experimental group receiving the integrated group counseling consisted of pre-experiment, post-experiment and follow-up phase.
3. To compare the life skills level to prevent smoking of female students by integrative group counseling between experimental group and control group consisted of pre-experiment, post-experiment and follow-up phase.

## III. DEFINITIONS

1. Life Skills is student abilities consisted of awareness of self, decision skill, solving skill and refusing skill to live life, solve problems in the future and refuse who invited you to smoke.
  - 1.1 Self awareness is to support abilities of female students of Rat Pracha Nukhro School, understanding and knowing what are they thinking, how they feel, what do they do to yourself and others, being able to estimate the situation, knowing that you are once person who risk to smoke, understanding that cigarettes are bad things and brings the severe diseases.

- 1.2 Decision Skill is to support abilities of female students of Rat Pracha Nukhro School, thinking logically for being a decision guidance and proper behavior. They can make a right decision when they face problems or risky situation leading to smoking and be a proper prevention of smoking behavior.
- 1.3 Solving Skill is to support ability of female students of Rat Pracha Nukhro School, facing problems by using analysis of the problems, identification of the solving problems, analysis of the advantage and disadvantage of each alternative, evaluation of alternative and decision of the proper alternatives. They can make a right decision when they face problems or risky situation leading to smoking and be a proper prevention of smoking behavior.
- 1.4 Refusing Skill is to support ability of female students of Rat Pracha Nukhro School, using words, body language for communication about feeling and thought to refuse smoking and find the solution when they were urged to smoke properly without relationship affects.
2. Prevention Smoking is female students of Rat Pracha Nukhro School, having analytical thinking, self-restraint, self-awareness and self-prevention even they will be persuaded to smoke. Students can make proper decision without relationship affects.
3. Integrative group counseling program for development of life skill to prevent smoking is group counseling operation plan which consists of significant concept, target and method and apply theory, techniques, group counseling, psychology techniques and group activities according to development of life skills in prevention of smoking of students in each element such as self awareness, decision skill, solving skill and refusing skill plus integrative group counseling showing group counseling psychology theory; the center is people, Transactional Analysis, Gestalt Therapy for assisting students in group to interact between thoughts and feelings and having changing the way to prevent smoking. For this research is integration. It is thought combination, theory, techniques and group counseling process. Each theory is combined properly with problems and desires to develop life skills to prevent smoking for concordance with problems of clients effectively.
4. Female students are grade 6 female students second semester Academic calendar for academic year 2017. Rat Pracha Nukhro 42 School, Satun.
5. Rat Pracha Nukhro School, Rat Pracha Nukhro 42 School, Satun school established under Rajaprajanugroh Foundation Under The Royal Patronage for support disadvantaged kids, orphan and affected children from South of Thailand unrest to educate thoroughly which is welfare school teaching from grad 7-12.

### ***Hypothesis***

1. Female students of experimental group received integrative group counseling have different life skills during pre-experiment, post-experiment and follow-up phase.
2. Life skills in prevention of smoking of female students between received Integrative group counseling program and group without Integrative group counseling program during post-experiment and follow-up phase is different.

## **IV. METHODOLOGY**

### ***Population and Sample***

Population used in study of development life skills to prevent smoking of students grade 6 female students second semester Academic calendar fo academic year 2017. Rat Pracha Nukhro School.

Sample are grade 6 female students second semester Academic calendar fo academic year 2017. Rat Pracha Nukhro School and choose 16 students having the development score of the life skills level in prevention of smoking are lower than 50th percentile and random sample simple to be experimental group 8 students and control group 8 students. Experimental group attend integrative group counseling and control group did not attend integrative group counseling.

### ***Research Instrument and Method of Research Instrument Creation***

1. Measure form of life skills to prevent smoking has creation procedure by life skills researchers that they study from document, book and related research for being creation guideline of measure form to cover element of life skill which is rating scale for four levels following Likert. There are four levels: more, most, low and very low. We bring it to a thesis advisor for checking and bring back to improve. We have Researchers check suitability of contents and language. There is index of item-objective congruence from 0.60 to 1.00. There is reliability 8.1.
2. Integrative group counseling program for development life skills in prevention of smoking has creation procedure by life skills researchers that they study from document, book and related research for being creation guideline to examine the objective of counseling methodology, group counseling theory and techniques for linking these with student condition. We bring it to a thesis advisor for checking and improving. We have experts check index of item-objective congruence; it is from 0.60 to 1.00 and bring back to improve. We try it out and improve before using by attending group counseling twice a week, sixty to ninety minutes a times for 10 times. Control group did not get involved.

### ***Data Analysis and Statistics***

1. Mean and Standard Deviation.
2. Analysis the quality of tools: Content Validity and Index of Item Objective Congruence.
3. Hypothesis Testing statistics compares life skills development in prevention of smoking between pre-counseling and post-counseling by wilcoxon signed ranks test and compares result of life skills development in prevention of smoking after group counseling during before after and follow-up between experimental group and control group and mann-whitney u test was performed.

## **V. RESULT**

1. In order to study the level of life skills for smoking prevention among female students by integrated group counseling.

Table 1: The Level of Life Skills for Smoking Prevention among Female Students

<i>Life skills to prevention of smoking</i>	$\bar{x}$	S.D.	<i>translate</i>
Self awareness skill	2.00	0.50	low
Decision skill	1.91	0.65	low
Solving skill	2.62	0.82	high
Refusing skill	1.83	0.76	low
<b>Total</b>	<b>2.09</b>	<b>0.81</b>	<b>low</b>

As illustrated in table1, level score of life skills to prevention of smoking of sample group is low, mean ( $\bar{x}$  =2.09)(S.D. = .81) and when it was considered each skill found that Solving skill is in a high level and is the highest, mean is ( $\bar{x}$  = 2.62) (SD = .82) followed by Self awareness skill, is in a low level and mean is ( $\bar{x}$  =2.00) (S.D. = .50), and Decision skill in in a low level and mean is ( $\bar{x}$  = 1.91) (S.D. = 0.65)The last level is Refuse skill, it is in a low level and mean is ( $\bar{x}$  = 1.83) (S.D. = .76)

2. The female students in the experimental group receiving the integrated group counseling program had life skills in prevention of smoking before the experiment, after the experiment and the follow up phase. It is different statistically significant at the .05 level, as shown in Table 2.

Table 2: Compares Life Skills in Prevention of Smoking of Female Students in the Experimental Group and Follow-up Phase

<b>Life skills to prevention of smoking</b>	<b>before the experiment</b>			<b>after the experiment</b>			<b>Follow-up phase</b>		
	$\bar{x}$	S.D.	Tran- slate	$\bar{x}$	S.D.	Translate	$\bar{x}$	S.D.	Tran- slate
Experimental group	1.81	0.39	Low	3.59	0.32	Highest	3.27	0.36	Highest

From table 2, it was found that score of life skills of female students in prevention of smoking before the experiment, after the experiment and the follow-up phase in experimental group has a different result. Before the experiment has low score, after the experiment had highest score and follow-up phase had most score.

3. The female students in the experimental group receiving the integrated group counseling program had higher skills than the female students in the experimental group without receiving this program. Before the experiment, after the experiment and the follow-up phase is different statistically significant of 0.01 as shown in table 3.

Table 3: Compares Level of Life Skills in Prevention of Smoking by Integrated Group Counseling Program between Experimental Group and Control Group before the Experiment, after the Experiment and the Follow-up Phase

<b>life skills to prevention of smoking</b>	<b>before the experiment</b>			<b>after the experiment</b>			<b>Follow-up phase</b>		
	$\bar{x}$	S.D.	Tran- slate	$\bar{x}$	S.D.	Tran- slate	$\bar{x}$	S.D.	Tran- slate
Experimental group	1.81	0.39	Low	3.59	0.32	Highest	3.27	0.36	highest
Control group	2.43	0.41	Low	2.90	0.49	High	2.98	0.43	high

The table 3 revealed that score of life skills of female students in prevention of smoking between experimental group and control group before the experiment, after the experiment and the follow-up phase are different statistically significant of 0.01.

## VI. DISCUSSION

Development of life skills in prevention of smoking in female students researched by integrative group counseling of Rat Pracha Nukhro School indicated that

1. Prevention of smoking of female students after integrative group counseling was higher than before statistically significant of .05 which is based on hypothesis of Jeuseng's study (2016) earlier. It was found that experimental group with integrative group counseling after experiment is higher than before experiment statistically significant of .05 level.

It is clear that integrative group counseling in order to develop life skill in prevention of smoking of students in Rat Pracha Nukhro School is higher.

2. Development of life skills in prevention of smoking of female in experimental group by integrative group counseling is higher than Development of life skills in prevention of smoking of female in control group without integrative group counseling statistically significant of .01 level. Score of Development of life skills in prevention of smoking of female in experimental group is more than control group statistically significant of .01 level which is based on hypothesis 2 of Jeuseng's study (2016) . It was about integrative group counseling for decline mental effect and losing beloved people after crisis event happen of high school students: case study of Dechapattananukul School, Pattanee. It was found that integrative group counseling group has more mental effect than control group statistically significant of .05 level like Mongkholsin (2007) who studied the result of learning process to develop life skills on smoking prevention behavior in early adolescents in Bangkok. It revealed that experimental group with integrative group counseling had more behavior scores than control group after experiment statistically significant of .05 level and experimental group with integrative group counseling had more prevention behavior scores than control group in follow-up phase statistically significant of .05 level. However, when control group was considered it will see that the scores of development of life skills in smoking prevention of students without integrated group counseling has the same as post-experiment score but the female students who received the integrated group counseling had higher scores on life skills development for smoking prevention than the control group without the integrated group counseling.

It is clear that the score of life skill development in experimental group with integrated group counseling in follow-up phase is higher than control group without integrated group counseling.

3. Life skills in prevention of smoking in follow-up phase with integrated group counseling are not different from post-experiment of experiment group with integrated group counseling and control group without integrated group counseling statistically significant of .05 level which is claimed from Mongkholsin (2007) that score of smoking behavior of early adolescences who received learning process for development of life skill in prevention behavior of smoking in follow-up phase one month is higher early adolescences who received normal learning process statistically significant of .01 level. It also linked with the study of Lapwongwattana, Lakampan, Nonthasorn, and Nanthasukon (2004) which studied effectiveness of Life skills development program towards on smoking prevention of grade 7 students in Bangkok found self awareness, decision skill, solving skill refusing skill and prevention behavior of smoking in a week after

experiment which is better than pre-experiment and control group significant of .01 level. A month later, experimental group still having prevention behavior of smoking which is better than pre-experiment and control group significant of .01 level.

It is clear that female student in integrated group counseling is an example group which received development of important life skills and necessary to prevent yourself from smoking joined integrated group counseling. It made adolescent learn from modeling behavior and use proper skill in prevention of smoking. When they faced real situation, it made they improve and change prevention behavior of smoking. Meanwhile, mean of life skills in prevention of smoking in female after experiment and follow-up phase is higher than control group without integrated group counseling, so integrated group counseling program join integrated group counseling is an effective program and cause the life skills in prevention of smoking in student.

## **VII. RECOMMENDATION**

### ***1. Recommendation for Using Beneficially the Result of this Study***

1.1 People who are interested about this integrative group counseling program to applying should study the process and techniques more because the integrative group counseling can increase efficiently life skill in prevention of smoking for female students group and can apply the result of this study to plan the appropriate strategy for encouraging the prevention of smoking for students while hospital and school provide the activities for teenagers to acquire good habit that is prevention of smoking.

1.2 Should support to have the process of learning about encouraging the prevention of smoking for students in curriculum. The curriculum should get the students have knowledge, understanding, and life skill in prevention of smoking for teenagers; moreover, realize the importance for the significant strength to prevent smoking that is the proactive health service.

### ***2. Suggestion for the Next Study***

2.1 Should use this integrative group counseling program to develop life skill in prevention of smoking for female students and apply for decreasing the habits which are common problems of teenagers such as addiction, prevention of AIDS, premature sex, sexual risk behaviors, etc.

2.2 The next study should increase in number of time for counseling in order to enhance the efficiency of program that maybe affect the long-term behavior changing after ending this program and follow long-term prevention of smoking behavior for checking durability such as 3 to 6 months.

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