

DEVELOPMENT OF GROUP COUNSELING AND THE TASK DRIVEN  
INSTRUCTIONAL MODEL TO ENHANCE AUTONOMOUS LEARNING  
ABILITY OF UNDERGRADUATE STUDENTS

LUAN CHENGCHENG

A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Curriculum and Instruction

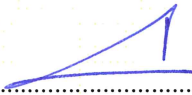
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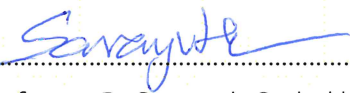
**Thesis Title** Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students

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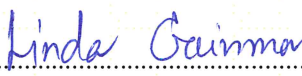
  
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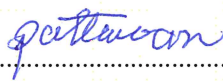
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### ABSTRACT

The objectives of this research were to 1) to examine the factors affecting autonomous learning ability of undergraduate students 2) to develop group counseling and task driven instructional model to enhance autonomous learning ability of undergraduate students and 3) to study the results of implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students. Phases were carried out to answer research objectives 1, 2, 3. The population of Phase 1 were 100 the former students of mental health education course in semester I of academic year 2022 from 3 colleges in Guangxi Province. The target group of phase 2 were 5 experts, and the sample group of phase 3 were 50 students who enrolled in Mental Health Education Course from class section A were obtained by cluster random sampling. The research instruments were 1) a set of questionnaires for students and interviews for lecturers. 2) set of questionnaires for conformity instructional model, 3) lesson plans, and 4) scoring rubric. Data analyzed by percentage, mean and standard deviation, analytics statistics for confirmation of instructional model and data analytics statistics for scoring rubric.

The results were found that:

1. The factors which promote autonomous learning ability of undergraduate students include 2 factors: Internal factors and external factors. Internal factors included physics (engagement in classroom activities and practices) and psychology (promoting autonomous learning ability to keep learners' interest in mental health education course).

External factors included social environment (control of classroom atmosphere to support learners' autonomous learning ability in-class practice), materials (readiness of mental health education course instruments and necessary equipment), teaching methods (integrating various teaching approach) and evaluation (analyzing effectiveness of mental health education course).

2. Group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students included 5 components: 1) principle and rationale, 2) objectives, 3) contents, 4) method of teaching & materials and 5) evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 5 specialists.

3. It was found that the majority of 50 students (94%) demonstrated good autonomous learning ability. Of these, 33 of them are assessed to be at excellent level (66%), 14 of them are assessed to be at good level (28%), and 3 of them are assessed to be at medium level (6%). None of the undergraduate students had a pass or poor level of autonomous learning ability. The result is consistent with the research hypothesis that 80% upwards of the participants will have autonomous learning ability at good level after learning through group counseling and the task driven instructional model.

**Keywords:** Group Counseling; The Task Driven Instructional Model; Autonomous Learning Ability; Undergraduate Students

## Acknowledgement

Time flies, three years of doctoral career fleeting, nostalgia, can not help but arise. The heart of gratitude, never forget.

I would like to take this opportunity to express my infinite and deepest gratitude to all those who have helped and encouraged me in the past three years.

First of all, I would like to thank the Thai and Chinese supervisors for their careful, rigorous and patient guidance. At the same time, I also want to thank all the teachers and dear students of Bansomdejchaopraya Rajabhat University who have helped and guided me. When I was struggling with my own research topic and couldn't figure it out, it was them who lifted the clouds and opened my mind. It is these precious scientific research and practice experiences that have trained and inspired me, from which I have learned the ability to work independently. Thanks to Associate Professor Dr. Areewan Iamsa-ard, Associate Professor Dr. Jittawisut Wimutipanya, Assistant Professor Dr. Sarayuth Sethakhajorn, Professor Tang Dehai and Professor Liu Jia fang very much.

I would like to thank all the students and teachers of Guangxi Minzu University, Baise College and Hechi College who participated in the questionnaire survey, and all the students of Guangxi Minzu University who participated in the group counseling, thank you for participating in the activity on time and actively cooperating with my experiment.

I would like to thank the leaders and teachers of the School of Chemistry and Chemical Engineering of Guangxi Minzu University for their understanding and support to my doctoral study. Thanks to my family for their love and encouragement. The deep family affection is the source of motivation for me to persist.

Three years is a fleeting time, but every bit of this short time will be a beautiful memory in my life. In the new journey ahead, no matter how many difficulties I face, I will carry on firmly and confidently with gratitude, friendship, responsibility, expectations and dreams.

Luan Chengcheng

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# Chapter 1

## Introduction

### Rationale

Mental Health Education Course at Guangxi Minzu university is as a public compulsory course of mental health set up for college students, adheres to the principle of combining facing all students and paying attention to individual differences, undertakes the task of developing students' psychological quality, perfecting students' personality, and promoting students' physical and mental harmony and health, in order to achieve the highest goal of promoting students' self-development and growth. The cultivation of autonomous learning ability is an important part of learning psychology in the course of mental health education for college students .Improving college students' autonomous learning ability is an important topic in current higher education research. Good autonomous learning ability is the prerequisite for college students to learn efficiently. (Guangxi Minzu university, 2022)

At present, college students' autonomous learning ability have some problems to solve ,as follows: First, some college students lack autonomous learning ability, such as lack of independent learning motivation, lack of interest in learning, lack of self-discipline, learning methods are not adapted. Second, many domestic studies on college students' autonomous learning ability found that college students' autonomous learning ability was generally not high, and the overall situation was at a lower than Moderate level. More than half of the students could not carry out effective autonomous learning, and more than 60% of the students believed that the knowledge they learned was useless. How to cultivate college students' autonomous learning ability has attracted the attention of educator. Third, many colleges and universities have launched the practice of cultivating college students' autonomous learning ability, attaching importance to cultivating students' autonomous learning ability in the teaching process, and exploring how to improve college students' autonomous learning ability by focusing on teaching and learning methods and teaching methods. These practices have achieved certain results, but ignored the

impact of college students' mental health on their autonomous learning ability. By investigating the relationship between college students' autonomous learning ability and mental health, the author finds that college students' autonomous learning ability will be affected by their own mental health status, and promoting students' mental health through mental health education is one of the ways to cultivate and improve college students' autonomous learning ability. Learning psychological problem is one of the main problems of college students' mental health, which is mainly manifested as lack of learning motivation, unclear learning purpose and improper learning strategy. Learning problems directly affect the development of college students' autonomous learning ability. The most important thing of independent learning is that learners should be able to actively participate in learning. Without intrinsic learning motivation and clear learning goals, students will not devote themselves to learning, let alone fully independent learning. (Guangxi Minzu university, 2022)

The researcher studied from the books, texts, research paper and academic paper and had found that the traditional Lecture-Based Learning (LBL) has the following drawbacks: 1) Students' participation is not high. In the traditional teaching mode, students often take the role of passive learning, just listen to the teacher's explanation and analysis, and have relatively little practice in practical skills and problem solving. 2) Poor learning initiative. The LBL model is often teacher-centric, leading to limited knowledge exploration and the development of innovative thinking. 3) Insufficient training of practical operation ability. LBL model often attaches importance to the teaching of theoretical knowledge, but lacks the cultivation of practical skills and the solution of practical problems. 4) Students have limited understanding and application of knowledge. In the LBL model, students' understanding of knowledge is often superficial, lacking the ability to apply and understand knowledge in depth. Therefore, we need to develop a teaching model that is more innovative and conducive to student engagement and deep learning - based on group counseling and task-driven teaching instructional model. (Liu, 2015)

This teaching model takes group counseling teaching activities as the main line and tasks as the basis. Students construct the course knowledge system in the process of completing group counseling teaching activities and task solving. The combination of group counseling and the task driven instructional model can make

students have clear task objectives in group guidance activities, and have a sense of achievement and self-efficacy. meanwhile, combined with the sense of fun, it is easier to stimulate students' enthusiasm for participation and the practical effect of good group support. (Yang, 2014)

The combination of group counseling and the task driven instructional model has the following advantages: The first is to emphasize students' active participation and experience in activities by adopting various activities with fun as the main feature. The nature of games makes students more willing to participate in them, so that students can more naturally show their strengths, exert their abilities, and experience the possible experiences and understandings in the process of activities. Second, for students of the same age, generally speaking, their psychological development is basically at the same level, and the problems and puzzles they encounter show universality and regularity. Group counseling programs designed for students' current psychological characteristics can be targeted to help them overcome these problems. Third, it can promote the positive development of psychological quality of students of the same age with tasks, plans, purposes and exploration, and meet the common psychological development needs of students of the same age. By allowing students to experience and understand the significance of psychological knowledge through games, situational dramas and other ways, they can truly transform knowledge into the improvement of internal psychological quality, so as to form excellent psychological quality, improve mental health level, and create a harmonious living atmosphere. The fourth is the application of group counseling and the task driven instructional model in mental health education courses can not only improve the psychological quality of individuals, but also improve the class atmosphere and enhance the class cohesion through a series of activities, providing a good environment for the growth of students. Cultivating emotional goals is an important part of educational psychology, which is conducive to promoting students' mental health. (Han, 2009)

Therefore, teachers should reasonably apply task driven instructional model, effectively cultivate students' emotional values, and enable students to form reasonable psychological cognition. Then, combined with teaching task objectives, teachers should effectively decompose teaching tasks and utilize experiential teaching methods. Students can personally experience the corresponding emotions,

and continue to sublimate them, and finally form a scientific and reasonable emotional value concept, so that task-driven teaching model can be well applied in educational psychology, and give full play to its maximum value. (Han, 2009) Previous studies have found that group counseling and task-driven instructional model can effectively improve students' autonomous learning ability. As follows:

The intervention of college students' autonomous learning ability with group counseling instructional model can improve the level of college students' autonomous learning ability. (Xie, 2008)

Group counseling instructional model can effectively improve the mental health level of college freshmen, and it is the preferred mode of mental health teaching in colleges and universities. (Zhang, 2016)

Task driven instructional model in improving high school students' autonomous learning ability in chemistry applied research -- Taking "Principle of Chemical Reaction" as an example. The results indicated that this study combines task-driven teaching method with improving high school students' autonomous learning ability in chemistry, and applies it to practical teaching. Experimental data analysis shows that task driven instructional model can improve students' autonomous learning ability and chemistry performance. (Sun, 2022)

In the application of task driven instructional model in educational psychology came to the conclusion that in recent years, with the reform and development of China's educational cause, China has continuously optimized and paid attention to the teaching mode, especially the psychological education of students. Among many teaching modes, task-driven instructional model has a very important application value in the process of educational psychology. Task driven instructional model is a new teaching mode, which can effectively mobilize the psychological and emotional changes of students in the learning process, and then play a role in improving the teaching work of teachers and the learning quality of students. (Yang, 2018)

As the rationale shown above, the author realizes the importance of studying "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students".

## Research Questions

1. What are the factors affecting autonomous learning ability of undergraduate students?
2. Is group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students appropriate for further implementation and how?
3. What are the results of implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students?

## Research Objectives

1. To examine the factors affecting autonomous learning ability of undergraduate students.
2. To develop group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students.
3. To study the results of implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students.

## Research Hypothesis

After implementing group counseling and the task driven instructional model, students' autonomous learning ability will be overall improved at 80% (Good Level).

## Scope of the Research

### Population and the Sample Group

#### Population

The total of 150 freshmen from 3 classes of students with different learning achievements levels , who enrolled in Mental Health Education Course at Guangxi Minzu university in semester 1 academic year 2023. Those sections involve the following.

50 students in section A,

50 students in section B,

50 students in section C.

### **The Sample Group**

The 50 students who enrolled in Mental Health Education Course from class section A are obtained by cluster random sampling.

### **The Variables**

#### **Independent Variables**

Group Counseling and the Task Driven Instructional Model.

#### **Dependent Variables**

Autonomous learning ability

### **Contents**

According to the autonomous learning ability in 16 hrs study, the researcher chooses Unit 6 for the experiment. The content was shown below:

Chapter 1: motivation and interest in learning (2 hours)

Chapter 2: self goals and plans (2 hours)

Chapter 3: time plan (2 hours)

Chapter 4: learning strategies (2 hours)

Chapter 5: mode of attribution (4 hours)

Chapter 6: self-efficacy and confidence (4 hours)

### **Time frame**

Semester 1 of academic year 2023 (September – December 2023)

### **Advantages**

1. For students, it can improve their autonomous learning ability. With the development of economy and society, more and more students have psychological problems. Mental health education courses are too traditional and effective. The combination of group counseling teaching the task driven teaching method can more effectively promote the enthusiasm of students in class.

2. For lecturers, it can find a kind of suitable instructional model to improve student's autonomous learning ability. Through experiments, questionnaires and interviews with students, first-hand information about students' attitude and suggestions towards this new instructional model would be collected.

3. For university, it can reduce the number of students with autonomous learning ability problems. it is in line with the current social needs to construct a



scientific and practical teaching model for mental health education course development.

### **Definition of terms**

**The factors affecting autonomous learning ability of undergraduate students** refers to the internal and external factors collected from students using questionnaire and interviews for lecturers designed by the researcher. The internal factors involve the information about students while external factors consist of information about the teacher and circumstances. In addition, the factors will be obtained by structured interviews with the lecturers.

**Development of group counseling and the task driven instructional model** refers to a new instructional framework which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is confirmed by the experts in 4 aspects: 1) Utility Standards, 2) Feasibility Standards, 3) Propriety Standards and 4) Accuracy Standards (Stufflebeam, 2012) as the follows:

**Utility Standards** are intended to ensure that the developed instructional model will serve the information needs of intended users.

**Feasibility Standards** are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

**Propriety Standards** are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results.

**Accuracy Standards** are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

**Group Counseling** refers to refers to base on the theory of group dynamics, leaders use professional strategies and methods to encourage individuals to receive diverse information in the interaction of group members, and stimulate members' interest through situational interaction, so that members can influence each other and grow in the experience, which has the advantages of remarkable coaching effect and high efficiency can be roughly divided into 4 steps. (Zhang, 2016).

Step 1 : Select an activity.

Step 2 : Experience the activity.

Step 3 : Share activities.

Step 4 : Teacher comments.

**Task Driven instructional model** refers to a instructional model to divide teaching content in a scientific and reasonable way, take the divided tasks as the goals of each teaching process, hide teaching knowledge points in them, and attract students' attention by means of task goals. Enable students to actively discover problems, analyze problems, explore problems, and solve problems can be roughly divided into 4 steps. (Liu, 2004).

Step 1 : Create situations and propose tasks.

Step 2 : Clarify problem and analyze tasks.

Step 3 : Cooperate to explore and complete tasks.

Step 4 : Summarize and assign expansion tasks.

**Group Counseling and the Task Driven instructional model** refers to a instructional model to divide the knowledge structure to be taught into several tasks in a scientific way, using the power of groups and various techniques of counseling, divide students into several groups, assign corresponding tasks in the completion of group counseling activities, take the divided tasks as the goal, hide the knowledge content to be taught in the task, and guide students to explore, discuss, share experience and solve problems through the target tasks can be roughly divided into 4 steps. (Zhang, 2016) & (Liu, 2004)

Step 1 : Select an activity and create situations and propose tasks.

Step 2 : Clarify problem and analyze tasks and students experience the activity.

Step 3 : Share activities, cooperate to explore and complete tasks.

Step 4 : Teacher comments, summarizes and assigns expansion tasks.

**Autonomous Learning Ability** refers to the students have ability to take charge of one's own learning, which is embodied in determining learning objectives, deciding learning content and progress, choosing learning methods and strategies, monitoring learning process and evaluating learning effects into 4 dimensions: 1) self-regulation, 2) content and environment, 3) learning strategies, and 4) learning motivation. (Yuan, 2005)

**Self-regulation** refers to the way in which individuals control and direct their own behavior. It includes self-summary, evaluation and monitoring ability, volitional control ability and time planning and management ability.

**Content and environment** refers to learning content selection, learning environment and self-goals.

**Learning strategies** refers to in order to improve the effectiveness and efficiency of learning, learners purposefully and consciously develop complex plans about the learning process. It includes general learning method, organization and finishing strategy, learning aid strategy.

**Learning motivation** refers to an internal motivation that directly pushes students to study is a need to motivate and guide students to study. It includes self-efficacy, learning values, learning interest.

**Undergraduate Students** refers to students who enrolled in mental health education course at Guangxi Minzu University in semester 1 academic year 2024.

**Guangxi Minzu University** refers to the university it is located in the capital of the Guangxi Zhuang Autonomous Region, Nanning City. It now comprises 26 faculties, covering 11 disciplines such as philosophy, economics, law, pedagogy, literature, history, science, engineering, medicine, management and art, with a complete education system offering college program, undergraduate program, master program, and doctorate program. There are more than 20 thousand students in university.

## Research Framework

Based on the research objectives, relevant theories are compiled and studied i.e., group counseling and the task driven instructional model (Zhang, 2016) & (Liu, 2004) and autonomous learning ability (Yuan, 2005). These thoughts and principles are employed as the foundation of the following research framework as shown in figure 1.1

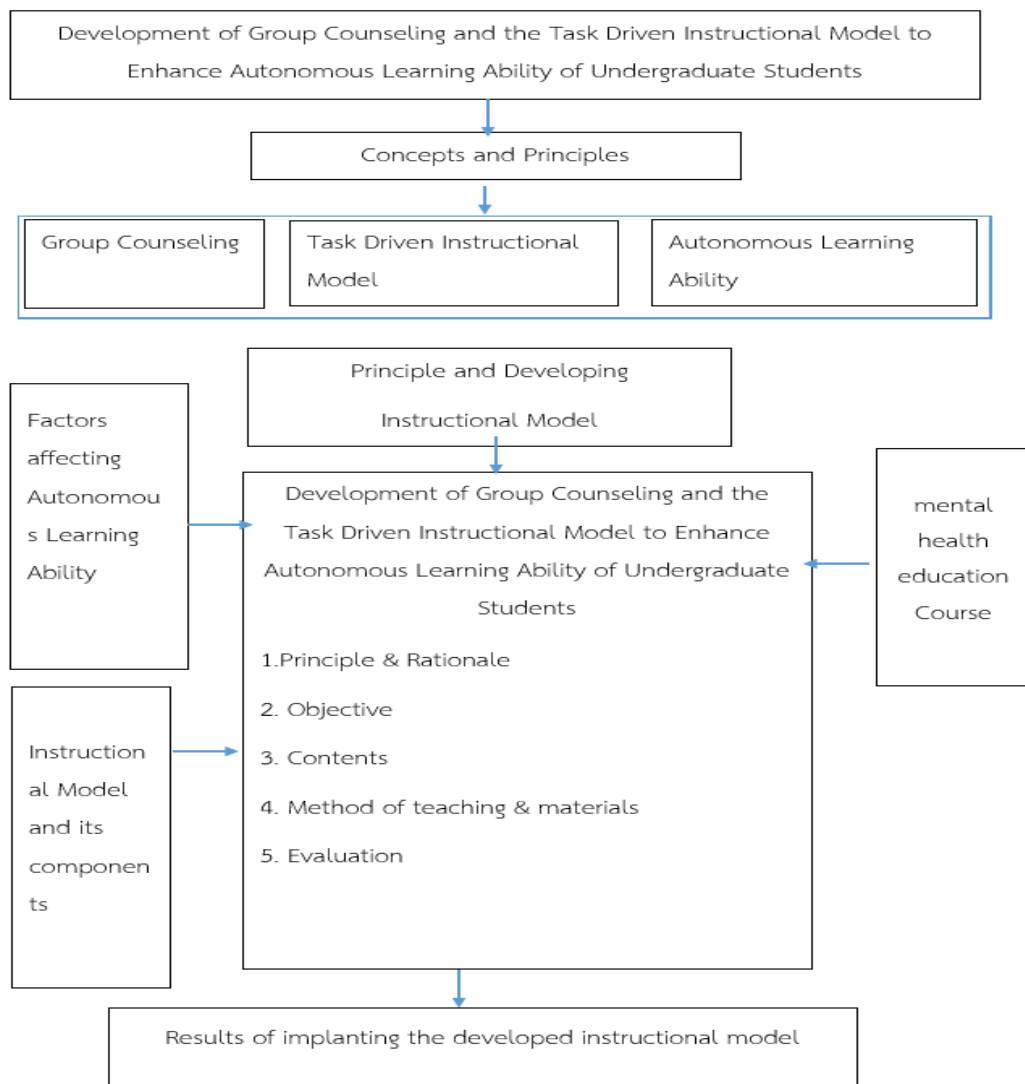


Figure 1.1 Research Framework

## Chapter 2

### Literature Review

In the study of “Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students”, the researcher studied the documents concerning the following.

1. Mental Health Education Course
2. Development of Instructional Model
3. Group Counseling
4. Task Driven Instructional Model
5. Autonomous Learning Ability
6. Related Research

The details are as follows.

#### **Mental Health Education Course**

##### **Principle**

The Mental Health Education Course for College Students in Guangxi Minzu University for Nationalities is a compulsory course of public mental health for college students. It is a public course integrating knowledge imparting, psychological experience and behavior training. The course is studied in the first semester of the university, with 12 classes (36 class hours). "College students' mental health education" course adheres to the principle of facing all students and paying attention to individual differences, and undertakes the task of cultivating students' psychological quality, improving students' personality, and promoting students' physical and mental harmony and health, so as to achieve the highest goal of promoting students' self-development and growth, which is of great significance to promoting college students' physical and mental health and improving their training quality. Group counseling and task-driven teaching design follow the principle of "student-centered, context-mediated, activity-centered, and cooperation-centered", and consider the teaching content from the perspective of students, so as to make students interested in what they learn, improve their learning enthusiasm, and enhance the learning effect.

### Objectives

The course aims to make students clear the standards and significance of mental health, enhance their awareness of mental health care and mental crisis prevention, master and apply mental health knowledge, cultivate self-cognition ability, interpersonal communication ability, self-regulation ability, effectively improve psychological quality, and promote students' all-round development. It is different from the course taught by traditional basic knowledge and indirect experience. It strengthens students' in-depth understanding of themselves; a correct understanding of difficulties and setbacks; Improve the adaptation to the external environment such as society, life, interpersonal relationship and study; Improving students' psychological quality; promote the healthy and harmonious development of personality; Improve students' ability to deal with problems; to meet students' psychological needs and finally achieve self-psychological perfection is the course goal.

### Curriculum Structure

There are 6 Units, 36 hours in mental health education course. The content is shown below:

**Table 2.1** Chapters and Contents Used in the Present Study

| Unit                                  | Chapter                                     | Contents  | Times<br>(36 hrs.) |
|---------------------------------------|---|---|--------------------|
| 1 adaptability                        | 1.1 Environmental change and adaptation     | Characteristics of university environment<br>change, Psychological analysis of adaptation | 4hrs.              |
|                                       | 1.2 Actively adapt to college life          | Common psychological problems of freshmen, How to adapt to college life                   |                    |
| 2. Interpersonal communication skills | 2.1 Overview of interpersonal communication | Interpersonal communication concept, characteristics, theory, psychological effects       | 4hrs.              |

Table 2.1 (Continued)

| Unit  | Chapter   | Contents  | Times<br>(36 hrs.) |
|---|---|---|--------------------|
|   | 2.2 College students interpersonal communication problems and debugging                 | Existing problems, principles of interpersonal communication and art, psychological adjustment of interpersonal communication problems            |                    |
| 3. Frustration coping and stress management                                 | 3.1 Overview of frustration and stress  | The concept of frustration, stress and the relationship with health   | 4 hrs.             |
|   | 3.2 Frustration coping and stress management  | Frustration response mechanism, stress management methods   |                    |
| 4. Emotion management of college students                                   | 4.1 The characteristics and existing problems of emotion management of college students | Emotional characteristics and common emotional problems: anxiety and depression   | 4 hrs.             |
|   | 4.2 Emotion management and regulation   | Overview of emotion management, scientific method of emotion management   |                    |
| 5. Life education and psychological crisis intervention of college students | 5.1 Life education of college students  | Overview, significance and value of life education, How to cherish life   | 4 hrs.             |
|   | 5.2 Psychological crisis and intervention of college students                           | Overview of psychological crisis intervention, implementation of psychological crisis intervention  |                    |
| 6. autonomous learning ability  | 6.1 motivation and interest in learning   | Understand the nature, intensity and personal interest of learning motivation, develop strategies and methods of learning motivation and interest | 16hrs.             |

Table 2.1 (Continued)

| Unit | Chapter                         | Contents   | Times<br>(36 hrs.) |
|------|---------------------------------|--|--------------------|
|      | 6.2self goals and plans         | How to make a study plan suitable for their own characteristics,understand the principles of making learning goals, learn to make short-term and long-term goals |                    |
|      | 6.3time plan                    | How to arrange the time in and out of class  |                    |
|      | 6.4learning strategies          | Cognitive strategy,metacognitive strategy,resource management strategy   |                    |
|      | 6.5mode of attribution          | Attribution characteristics analysis, how to rational attribution  |                    |
|      | 6.6self-efficacy and confidence | Self-efficacy Overview,How to improve self-efficacy and self-confidence  |                    |

Unit 6 is chosen by the research for implementing the developed model in the present study.

## Development of Instructional Model

### Definition of Instructional Model

There are many academic educators defined definition of instructional model as follows:

Zha (2014) defined that instructional model as "is an important method of scientific operation and scientific thinking. It is to solve specific problems, under certain abstract, simplified and hypothetical conditions, reproduce some essential characteristics of the prototype object, which is the intermediary between educational theory and concrete teaching operation."

Yu (1989) defined that instructional model as also known as the instructional structure, is a relatively typical and stable teaching program established



under the guidance of certain teaching ideas. It originates from teaching practice and in turn guides teaching practice.

Liu (2008) defined that instructional model as is short for teaching process model, and instructional model is a system of stable teaching procedures and implementation strategies followed by teachers in the process of education and teaching according to objective teaching laws and theories.

Qian (2003) defined that instructional model as is a generalization of teaching theory, which is lower than theory, easy to operate, concrete and easy to master. Compared with practice, it is higher than practice, more generalized and standardized, and has the role of transfer. It is a bridge between teaching theory and teaching practice, and a Moderate for educators to guide practice with theory.

From the definition above, it can be concluded that instructional model refers to a relatively stable structure and procedure of teaching activities established under the guidance of certain teaching ideas or teaching theories. As a structural framework, it highlights the teaching model to grasp the whole of teaching activities and the internal relations and functions of each element from a macroscopic perspective. As an activity program, it highlights the orderliness and operability of the teaching model.

### **Components of Instructional Model**

There are many academic educators defined definition of instructional model as follows:

Zha (2014) contends that instructional model should consist of five components as follows. It consists enlightenment-innovative instructional model, whole-integration instructional model, communication instructional model, interactive instructional model, aesthetic-American teaching model, and investigation-reflection instructional model, and has analyzed and tested the instructional model in combination with specific practical cases.

Yu (2010) contends that instructional model should consist of six components as follows. He tried to construct a new instructional model based on Bruner's "mastering learning" teaching mode, proposed the discussion objective, diagnosis compensation, unit teaching, unit review, test remedy, summary evaluation, and adopted the method of qualitative analysis and research to verify the instructional model.

Liu (2008) contends that instructional model should consist of four components as follows. It consists teacher-student question-and-answer instructional model, self-discovery instructional model, systematic acceptance instructional model, and integrated instructional model of acceptance and active discovery. However, no matter what kind of instructional model, it is a stable instructional model that follows certain teaching laws and principles and meets the requirements of the Times.

From the information above, the instructional model employed in the present study involve 5 components in line with the theories above i.e., principle and rationale, objectives, contents, methods of teaching & materials and evaluation.

### **Confirmatory Factor Analysis**

To ensure the appropriateness of developed instructional model before implementation, the developed instructional model is confirmed depending on program evaluation standards in 4 aspects: 1) Utility Standards, 2) Feasibility Standards, 3) Propriety Standards and 4) Accuracy Standards (Stufflebeam and Social Impact, 2012), and confirming by the 5 experts in Appendix A.

**Utility Standards** are intended to ensure that the developed instructional model will serve the information needs of intended users.

**Feasibility Standards** are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

**Propriety Standards** are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results

**Accuracy Standards** are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

## **Group Counseling**

### **Background**

Group counseling was originally used as a group therapy for illness. In 1950 H.Pratt organized the first group of lung patients. By encouraging and stimulating the courage and confidence of the patients to overcome the disease in the form of lectures, discussions and presentations, good results have been achieved and a pioneer of group therapy has been created. The history of the group coaching

movement can be traced back to the "Professional and Ethical counseling" class at Ceder Rapids High School in Iowa, in 1907. 1908 "Vocational Information" classes were introduced at Ertpart Connecticut high school. These courses are heavily educative and provide students with information about their careers and lives, and are regarded as the pioneers of professional group counseling. In the 1930s, group tutoring classes spread all over the United States, and group counseling was really used to help normal people improve and improve, and to promote the growth of normal people began in Lewin's "National training Laboratory" in the 1930s. (Peng, 2009)

### **Theory**

There are 4 theories in Group Counseling as follows:

#### **Humanistic theory**

The "student-centered" education model proposed by Rogers is the core of modern education. According to this theory, everyone has the tendency of self-realization. A person's self-concept is formed through his interaction with important people in the environment, and this formed self-concept will determine the way and attitude of an individual to accept and deal with experience. It emphasizes unconditional positive attention, sincerity and empathy. It is believed that it is crucial to create a warm group atmosphere and establish a good relationship between teachers and students in group tutoring teaching and learning. Teachers should understand students' problems and emotions as equals, so that students can fully respect and pay attention to them, and provide students with an opportunity to express and vent freely in this optimized psychological atmosphere. And then help students experience their self-worth and realize their personality growth. (Zhang, 2016)

#### **Social learning theory**

Bandura's social learning theory studies the generation and development of individual behavior from the perspective of human sociality, emphasizes observation learning, and believes that the change of human behavior is not determined by individual internal factors or external environmental factors alone, but is the result of the interaction of three factors: human self, behavior and environment. It is believed that most social behaviors are learned by observing and imitating others. The research results of social learning theory provide a method for how to change

students' maladaptive behaviors in classroom teaching. We can create a special situation full of trust, care and understanding for students through group counseling, and demonstrate multiple models for maladaptive students to imitate. Then the change of this environment will certainly help to change their maladaptive behaviors. (Zhang, 2016)

#### **Group dynamics theory**

The theory of group dynamics was proposed and founded by Lewin in 1933-1935 when he carried out a series of research on group behavior. He emphasized that the group is a dynamic whole, which should be studied as a whole, aiming to explore the law of group development, which mainly includes five aspects: group cohesion, mutual influence among group members, leadership style and group productivity, group goals and group members' movement, and group structure. According to the theory of group dynamics, we should build the teaching object of group guidance as a team, encourage students to participate actively, promote interaction among students, gather the centripetal force of the student group, and then stimulate students' constructive behavior, so that students can experience a strong sense of security and belonging in the group, and more actively invest in the group guidance teaching. (Zhang, 2016)

#### **Experiential learning theory**

In the 1980s, American social psychologist David Kolbo systematically and completely proposed the theory of experiential learning. David Corbo has built an experiential learning model, the "experiential learning Circle". He believes that effective learning should start from experience, then let students express their own views and ideas, constantly reflect on the interaction between teachers and students and students, and finally summarize and form theories. At the same time, theories should be applied to practice. Experiential learning requires students to experience themselves, while emphasizing the integration of knowledge and action. There are two main characteristics of experiential learning, the first is the activity interaction, the second is the unique personal experience. (Li, 2020)

From above summary each of theory in Table 2.2

Table 2.2 summary 4 theories

| 1.Humanistic theory   | 2.Social learning theory   | 3.Group dynamics theory  | 4.Experiential learning theory   |
|---|--|--|--|
| <p>The "student-centered" education model proposed by Rogers is the core of modern education. According to this theory, everyone has the tendency of self-realization. A person's self-concept is formed through his interaction with important people in the environment, and this formed self-concept will determine the way and attitude of an individual to accept and deal with experience. It emphasizes unconditional positive attention, sincerity and empathy.</p> | <p>Bandura's social learning theory studies the generation and development of individual behavior from the perspective of human sociality, emphasizes observation learning, and believes that the change of human behavior is not solely determined by individual internal factors or external environmental factors, but the result of the interaction of human self, behavior and environment.</p> | <p>The theory of group dynamics was proposed and founded by Lewin in 1933-1935 when he carried out a series of research on group behavior. He emphasized that the group is a dynamic whole, which should be studied as a whole, aiming to explore the law of group development, which mainly includes five aspects: group cohesion, mutual influence among group members, leadership style and group productivity, group goals and group members' movement, and group structure.</p> | <p>In the 1980s, American social psychologist David Kolbo systematically and completely proposed the theory of experiential learning. He believes that effective learning should start from experience, then let students express their views and ideas, constantly reflect on the interaction between teachers and students, and finally summarize the theory and apply the theory to practice. Experiential learning requires students to experience firsthand, while emphasizing the combination of knowledge and action.</p> |

The researcher defined that all theories, From the theories above, the group counseling instructional model employed in the present study in line with the 4 theories above. We should be "student-centered", requiring students to experience themselves, while emphasizing the integration of knowledge and action. Through interpersonal interaction within the group, individuals are encouraged to observe, learn, experience, understand themselves, explore themselves, accept themselves, adjust and improve the relationship with others, learn new attitudes and ways of behavior, and develop good adaptability in the process of helping others. By creating a special situation full of trust, love and understanding for students through group counseling, and by demonstrating multiple models for maladaptive students to emulate, this change in the environment will certainly help change their maladaptive behavior. In group tutoring teaching and learning, it is crucial to create a warm group atmosphere and establish a good relationship between teachers and students. Teachers should understand students' problems and emotions as equals, so that students can fully appreciate respect and concern, and provide students with an opportunity to express and vent freely in this optimized psychological atmosphere. And then help students experience their self-worth and realize their personality growth. We should take the teaching object of group guidance as a team to build, encourage students to participate actively, promote interaction among students, gather the centrefire of the student group, and then stimulate students' constructive behavior, so that students can experience a strong sense of security and belonging in the group, and more actively invest in the group guidance teaching.

### **Methods of Teaching**

There are many academic educators defined methods of teaching as follows:

Yang (2014) assigns 5 processes of Group Counseling Instructional Model as follows.

1. Introduction stage: Arouse interest and induce participation.
2. Cognitive stage: subjective cognition, emotional experience.
3. Exploration stage: mutual evaluation and interaction, self-exploration.
4. Summary stage: understanding internalization, summary deepening.
5. Practice stage: practice experience, practice transfer.

Zhang (2016) assigns 4 processes of Group Counseling Instructional Model as follows.

1. Select an activity. According to the psychological characteristics reflected by students in different periods and different nodes, innovative and targeted group counseling activities are carried out.

2. Experience the activity. Group tutoring teaching emphasizes both "cognition" and "experience" and is a "student-centered" guidance teaching method, guiding students to learn while doing and experience while doing.

3. Share activities. The biggest difference between group counseling in psychological teaching and other group activities lies in the psychological sharing after the activity. In this process of sharing, students can accept themselves and pay attention to others, so as to understand the significance of sublimation activities. The sharing experience generally includes two processes: group discussion and class sharing.

4. Teacher comments. After the students' experience sharing, the teacher should review and summarize the whole group counseling activity with an equal and open attitude, acceptance and respect, so that the group members can gradually remove their psychological defense and feel unconditional understanding and respect.

In this study, teaching can be roughly divided into 4 steps from Zhang (2016) put forward teaching can be roughly divided into 4 steps:

Step 1 : Select an activity.

Step 2 : Experience the activity.

Step 3 : Share activities.

Step 4 : Teacher comments.

## **Roles of teachers and students**

### **Roles of teachers**

In group counseling activities, teachers play different roles in different task stages. In the pre-activity stage, teachers are the designers of activities and tasks; In the activity stage, teachers are organizers, guides, supervisors and participants; The post-activity phase is the summarizer and the problem-solver. Teachers must guide

and control the whole teaching practice in the whole process of group counseling, actively create an atmosphere, and mobilize students' emotions.

### **Roles of students**

In the activity, students are the main body of the activity, communicate, discuss and share experience with group members, and students complete the relevant tasks in the activity independently or in a group. Students play the main role of participants and experiments, and students should also participate in the whole process, follow up the whole process, actively integrate into the group activities, and give full play to the role of main participation.

### **Strengths and Weaknesses of Group Counseling**

#### **Strengths of Group Counseling**

Zhang (2016) believes that Group Counseling Instructional Model has the following advantages.

1. It is conducive to creating a harmonious atmosphere and enhancing interaction. In the teaching of group guidance, teachers can create a warm and respectful group atmosphere for students through unconditional positive attention and empathy. Under the guidance of this atmosphere, the members of the group can pay unconditional positive attention to the opinions and behaviors of others, and the members of the mission can eliminate psychological defense, open their hearts and speak freely. Realize that there are many people and their own similar troubles, in the continuous interaction with other members, find their own problems, understand the views of others, and eliminate their bad emotions, enhance the self-confidence to solve problems.

2. It is conducive to providing example learning and improving maladaptive behavior. The social situation created in group counseling activities is more similar to the real life situation. Members of the group can observe the behavior of others while expressing themselves. For maladjusted students, the behavior and views of other members of the group provide them with multiple models to imitate, which helps students to improve their own behavior pattern. And apply the learning results to real life. For example, for students with social difficulties, they can observe and learn the behaviors of others that can be imitated in the group, gradually eliminate worries and fears, try to communicate with others, and then internalize the experience of others to improve maladaptive behaviors.



3. It is conducive to providing timely feedback and ensuring effectiveness. Group guidance teaching emphasizes that students are not only the participants in teaching, but also the builders of the classroom. Teaching is a two-way interactive behavior, and teachers and members of the group should give timely feedback on the behaviors of others. This kind of rich feedback opportunities, different from the single feedback in individual situations, will have a greater influence on members' perspectives and behaviors. For teachers, compared with one-on-one individual counseling, group counseling is more efficient and gives more timely feedback. At the same time, group dynamics can be used to promote more benign changes among members of the group, so that the effect of counseling is easier to consolidate.

Liu (2018) believes that Group Counseling Instructional Model has the following advantages.

1. Group counseling emphasizes students' subjectivity, which has its own advantages compared with traditional teaching mode. First, the group guidance emphasizes the active participation and experience of students in the activities through various activities with fun as the main feature. The game nature makes students more willing to participate in them, so that students can more naturally show their own strengths, exert their own abilities, and experience the possible experience and understanding in the process of activities. Second, the group guidance teaching mode is aimed at students of the same age. Generally speaking, their psychological development is basically at the same level, and the problems and puzzles they encounter show universality and regularity. Group counseling programs designed for students' current psychological characteristics can be targeted to help them overcome these problems. Group guidance teaching mode can promote the positive development of psychological quality of students of the same age in a planned and purposeful way, and meet the common psychological development needs of students of the same age. Third, the group counseling teaching mode allows students to experience and understand the significance of psychological knowledge through games, situational dramas and other ways, which can truly transform knowledge into the improvement of internal psychological quality, so as to form excellent psychological quality, improve mental health level, and create a harmonious living atmosphere. Fourthly, the application of group counseling mode in mental health education curriculum can not only improve

individual psychological quality, but also improve class atmosphere and enhance class cohesion through a series of activities, so as to provide a good environment for the growth of students. In my opinion, I believe that the group counseling instructional model has the following advantages.

First, the group guidance teaching model contains psychological knowledge in emotional experience, interaction and behavioral training, focusing not only on knowledge acquisition, but also on emotion and behavior, emphasizing the integration of the three, so the effect is better.

Second, group counseling can deeply understand the needs and characteristics of students, and the teaching content is targeted.

Third, group counseling makes psychological knowledge and skills not only "into the brain", but also "into the heart" through the live experience and sentiment.

Fourth, group counseling attaches great importance to the creation of atmosphere, and a positive classroom atmosphere is an important condition for members to change. In a sincere, warm and accepting classroom atmosphere, students can devote themselves wholeheartedly to it, open themselves to the greatest extent, release negative emotions, and grow in an atmosphere of mutual acceptance.

Fifth, in the teaching of group counseling instructional model, teachers are present at the scene, can always pay attention to the inner experience of students, and can make students have psychological experience through group activities. In addition, group counseling provides an interactive environment for members to mirror each other, reflect on themselves, strengthen self-awareness, and provide a context for psychological skills training.

### **Weaknesses of Group Counseling**

Wei (2023) believes that due to the short history and lack of experience, there are still some problems and deficiencies in group counseling teaching as a new teaching form in the course of mental health education, which are mainly manifested in the following three aspects.

1. The goal of group counseling is not clear, and the form is greater than the content. At present, most colleges and universities have begun to integrate group guidance into teaching, but in the process of development, they pay attention to the form, but ignore the effect it should play. Group guidance emphasizes the leading

role of teachers and the planning of activity plan design, but it is not difficult to find that most group guidance mainly includes four links: "warm-up - team building - main activity - end sharing". When designing the goals and contents of group counseling, teachers did not make full preparation, but directly carried out the design of the counseling program according to the template or routine. The same group counseling is not targeted to the improvement of students' ability, so that many teaching objectives are not reflected in the process of group counseling, and then some students have a feeling that entertainment is more than learning after finishing a mental health education course that includes group counseling activities, which makes group counseling a mere formality.

2. The problem of middle school students' silence during group counseling is obvious. From the actual situation of college students participating in group counseling, there are not only "phubbing" and playing mobile phones in the classroom, but also many students in outdoor activities do not integrate, do not share, silence and other problems. On the one hand, at the beginning of entering the university environment, students' learning concepts have not been timely changed, and their ideological concepts still continue to "learn what teachers teach" in junior and senior high schools, and they lack a certain degree of autonomy in learning. In addition, many college students view the psychological health education course as "this is an unimportant 'water course'" and think that it is useless to learn, so they treat this public course as positive as the professional course. In addition, some students in the group counseling said that they are "social terror", usually lack of attention to their own psychology, do not understand their own ideas, needs, expectations, let alone accurately describe with words.

3. Lack of standard evaluation mechanism. At present, as one of the teaching and learning modes of mental health education curriculum, there is no separate evaluation method for group counseling, and the effect of group counseling is difficult to be separated from the overall evaluation of mental health education curriculum. At present, the effectiveness evaluation of group tutoring activities is mainly based on student participation, attendance rate and on-site classroom atmosphere, which depends on evaluators and is too subjective to be standardized. Even if it is the same group activity, different teachers have different emphases. Some teachers pay attention to students' activity experience in the game, while

others focus on the thinking and discussion after the completion of the activity. In addition, students gain different things from the same activity, and the effectiveness of the activity cannot be evaluated, let alone quantified. The most important thing is that using a single evaluation method can not understand the current level of mental health and mental adjustment ability of students. For college workers, the evaluation criteria of the effectiveness of group counseling is a problem worth thinking and exploring.

In my opinion, although group counseling instructional model, has the advantages of efficient economy and easy to consolidate the effect, it also has its shortcomings. High requirements on group leaders, unqualified leaders will bring negative effects; Group activities are subject to time, conditions such as venue and number of people; In the group situation, the deep-seated problems of individuals are not easy to expose; and individual differences are difficult to take care of fully. It is not suitable for the socially disabled people who are extremely introverted, shy and self-enclosed. Therefore, group leaders should be fully prepared in all aspects before counseling for some individuals. The problem can be considered the combination of individual tutoring. In addition to the factors of learning motivation, the selection of tutoring objects should also consider whether their needs and goals are consistent with the group goals, and whether they will hinder the group process.

## **Task Driven Instructional Model**

### **Background**

The task driven instructional model is a teaching method which has been widely valued in recent years. Back in 1979, Prabhu put what was then a radical task-based teaching theory hypothesis at Bangalor in South India into language teaching practice, saying that students learn more effectively when they focus their minds on tasks. In 1996, in her book *Task-Driven Learning Framework*, Jane Willis outlined a model of organizational teaching, arguing that every task-driven teaching consists of the following three stages: task determination stage, task realization stage and language focus stage. It believes task driven teaching method is a constructivist teaching method, which divides all the knowledge structure of a subject into several tasks. In the teaching process, the divided tasks are taken as the goal, and the teaching content is hidden in each task. By solving the tasks, students are guided to

actively explore, discover and solve problems. This is different from the traditional teaching mode. In teaching method, participation is more important than teaching. In the training of thinking methods, emphasis is placed on the training of divergent thinking and the training of light convergence thinking. In teaching evaluation, emphasis should be placed on the cultivation of ability and light on the memory of knowledge. (Lv, 2009)

### **Theory**

#### **Constructivist learning theory**

The Swiss scholar Jean Piaget founded the theory of constructivism. He pointed out that scientific knowledge is not acquired directly by teachers, but by students, with the support of teachers and partners, using specific learning situations and learning materials, and then through the method of meaning construction. Constructivism emphasizes that teachers should be transformed from lecturers and indoctrinators of original theoretical knowledge into motivators of assisting students' active learning, and create educational situations and teaching tasks to promote students' learning. Students should be transformed from passive students into subjects of knowledge learning, and actively complete knowledge learning tasks. Students should construct meaning through cooperation and interaction to understand and master the current learning content. Under the guidance of constructivism theory, task-driven teaching method advocates that students, as the subjects of learning, should first create situations and goals related to the current educational environment, and then train students to use their knowledge to carry out independent learning. They fully mobilized their own interests, took the initiative to collect and analyze relevant information, and learned to raise questions and solve them with their professional knowledge. The whole process of classroom teaching is also an important process for students to complete their tasks in practice. (Wu, 2022)

#### **Achievement motivation theory**

The theory of achievement motivation comes from David Pawl Ausubel in the United States. He believes that in the heart of every student is the desire to achieve good results and to learn to recognize and solve problems. If students can clearly know the goal of their academic activities, they will promote their own learning with cognitive learning ability; After the successful completion of various tasks, will form their own development ability, so as to experience the sense of

honor, enhance the sense of responsibility and creativity; In the process of completing the task, to get the recognition given by teachers and students, so as to have more motivation to learn, so as to win better time to complete the task. In the task-driven teaching method, teachers should also be good at exploring the advantages of each student, and fully mobilize the subjective enthusiasm of each student to pursue success, so that each student forms a virtuous cycle of active exploration and active learning, so that each student has a good achievement motivation. (Wu, 2022)

### **Learning by doing theory**

Task-driven teaching also incorporates John Dewey's "learning by doing" approach to quality education. Dewey introduced the basic logic of pragmatism into the topics related to education and teaching, and produced many famous classroom teaching views, mainly "education is life" (a good education begins with reading in daily life), "school is society" (teaching knowledge related to social life in campus education) and so on. He pays attention to the close combination of knowledge and action, and students constantly master new scientific knowledge in the process of doing practice, and accumulate direct experience, and connect the scientific knowledge mastered by students with practical activities in daily life. The basic position of teaching is to cultivate students' development as the focus, pay attention to students' enthusiasm, make each student work hard to complete their studies in practical activities, and cultivate students' interests and hobbies. (Wu, 2022)

From above summary each of theory in Table 2.3

Table 2.3 summary 3 theories

| 1. Constructivist learning theory  | 2. Achievement motivation theory   | 3. Learning by doing theory  |
|--|--|--|
| <p>The Swiss scholar Piaget founded the theory of constructivism. He pointed out that scientific knowledge is not acquired directly by teachers, but by students, with the support of teachers and partners, using specific learning situations and learning materials, and then through means of meaning construction. Constructivism emphasizes that teachers should change from the lecturer and indoctriner of original theoretical knowledge to the motivator who helps students learn actively, and students should change from passive students to the subject of knowledge learning.</p> | <p>The theory of achievement motivation was put forward by David Paul Ausubel in the United States. He believes that every student has an inner desire to get good grades and learn to recognize and solve problems. If students can clearly know their academic goals, they will promote their learning with cognitive learning ability, and get recognition from teachers and classmates in the process of completing tasks, so that they will have more learning motivation and win better time to complete the task.</p> | <p>Task-driven teaching also combines John Dewey's "learning by doing" approach to quality education. He pays attention to the close combination of knowledge and action, and students constantly master new scientific knowledge in the process of doing practice, and accumulate direct experience, and connect the scientific knowledge mastered by students with practical activities in daily life. The basic orientation of teaching is to cultivate the development of students as the focus, pay attention to the enthusiasm of students, so that each student in practical activities to complete their studies, cultivate students' interests and hobbies.</p> |

The researcher defined that all theories, From the theories above, the task driven instructional model employed in the present study in line with the 3 theories above. We should create situations and goals related to the current educational

environment, and then train students to use their knowledge to carry out independent learning. The students fully mobilize their own interests, take the initiative to collect and analyze relevant information, learn to ask questions and use the professional knowledge to solve them, and the whole process of classroom teaching is also an important process for students to complete the task in practice. In task-driven pedagogy, schools carry out so-called "learning by doing" teaching activities to improve abilities in various aspects and help high-level talents. In the task-driven teaching method, teachers should also be good at exploring the advantages of each student, and fully mobilize the subjective enthusiasm of each student to pursue success, so that each student forms a virtuous cycle of active exploration and active learning, so that each student has a good achievement motivation.

### **Methods of Teaching**

There are many academic educators defined methods of teaching as follows:

Jane (1996) assigns 3 processes of task driven instructional model as follows.

1. Task determination stage.
2. Task realization stage.
3. language focus stage.

Liu (2004) assigns 4 processes of task driven instructional model as follows.

1. Create situations and propose tasks.
2. Clarify problem and analyze tasks.
3. Cooperate to explore and complete tasks.
4. Summarize and assign expansion tasks.

Lv (2009) assigns 3 processes of task driven instructional model as follows.

1. Identify tasks and break them down.
2. Implement the task. Task realization is the focus of task-driven teaching.
3. Learning effect evaluation, forming feedback information.

In this study, teaching can be roughly divided into 4 steps from Liu (2004) put forward teaching can be roughly divided into 4 steps:

- Step 1 : Create situations and propose tasks .
- Step 2 : Clarify problem and analyze tasks.



Step 3 : Cooperate to explore and complete tasks .

Step 4 : Summarize and assign expansion tasks.

### **Roles of Teachers and Students**

#### **Roles of teachers**

In the pre-task stage, the teacher is the task designer; In the task implementation stage, teachers are organizers, guides, supporters and supervisors; The post-task stage is the summarizer and the responder of students' questions.

#### **Roles of students**

Compared with traditional teaching mode, task-based teaching mode emphasizes student-centered, students are the main body of learning, participate in the design, discussion and communication of teaching activities, and students complete tasks independently or in groups most of the time in class.

### **Strengths and Weaknesses of Task Driven Instructional Model**

#### **Strengths of Task Driven Instructional Model**

Liu (2010) believes from the teaching effect, task driven instructional model has a good response. The students who use task driven instructional model are significantly different from those who use traditional teaching before. The former is significantly higher than the latter in terms of learning effect and enthusiasm. Because task-driven enables students to do things by themselves, complete tasks by their own manual operation, and change from passive to active, so as to learn the knowledge that they originally felt boring. Many teachers have reported that they feel that students are interested in the whole teaching process, and their hands-on ability has been significantly strengthened. When such students go to work in enterprises, they can basically get started. No longer need to spend a long time training, so it is very popular with enterprises.

Deng (2011) believes the traditional teaching idea is knowledge first, then question and then situation, which is the teaching mode of knowledge orientation, question hypothesis, situation assistance and "hypothesis-verification", and the design of questions is usually well-structured and has fixed answers. As a result, it will be difficult for students to transfer the knowledge and skills they have learned to other situations, and it will be impossible for them to apply the knowledge they have learned to solve problems in the real society. Therefore, more and more educators pay attention to the cultivation of students' learning ability. And "task driven teaching

instructional model "as an effective way to cultivate learners' practical skills, it imparts problem-solving methods and knowledge into the solution of practical problems, guided by problems, so as to solve the problem of the cultivation of learners' "problem-solving ability".

In my opinion, the application of task driven instructional model in the teaching process can not only respect students' thoughts, but also mobilize students' enthusiasm and enthusiasm for learning, so that students can actively explore and make efforts to analyze in the learning process, and find ideas for solving problems. At the same time, this teaching mode can also cultivate students' creativity and improve their comprehensive quality. The most important thing is that the teaching mode is characterized by emphasis on participation and light imparting. If teachers can skillfully use it, it will certainly promote students' divergent thinking, exercise students' learning ability, stimulate students' learning interest, enrich teaching content, bid farewell to the previous rote learning mode, and thus improve students' learning quality and efficiency.

#### **Weaknesses of Task Driven Instructional Model**

Ren (2017) believes task driven instructional model have the following weaknesses.

1. The lack of understanding of task driven instructional model. When task driven instructional model is carried out in many schools, it is difficult to grasp the systematicness of knowledge, and it is easy to learn it as soon as you learn it, forget it after learning it, and only know a basic knowledge, but can not say why this is the case.

2. The teaching goal is one-sided and the teaching effect evaluation is simple. This is mainly reflected in the excessive emphasis on skill training, ignoring knowledge to improve skills, and evaluation pays more attention to the result, ignoring the evaluation of the process of solving problems, and the evaluation is general, lack of pertinence and individuation.

3. Task-driven expansion. No matter what content is completed by task-driven teaching and learning, this will lead to the task is not consistent with the reality, to complete for the sake of completion, simple division of tasks, and ultimately lead to the task can not be effectively landed and implemented.

In my opinion, task driven instructional model have the following weaknesses.

1. Systematic deficiency in subject knowledge system. When teaching in the "task-driven" way, students attach more importance to practice than to theory, and it is difficult to grasp the systematicness of what they have learned. A typical phenomenon is that students "learn it as soon as they learn it and forget it afterwards", only knowing the reason but not knowing the reason.

2. One-sided teaching objectives and oversimplified evaluation of learning effects. Too much emphasis on the training of skills, but neglect of the promotion of knowledge; Attach importance to the evaluation of the result of task completion, ignore the evaluation of the process of task solving, and the evaluation lacks pertinence, flexibility and individuation.

3. Task-driven amplification. No matter whether the teaching content is suitable or not, they try to use task-driven teaching, so that the tasks are simple and uniform like exercises, and some even lead to the separation of tasks from content and tasks from students.

4. Since the whole class is for students to complete the tasks presented by the teacher, the space and time for independent learning are limited. Although students' hands-on ability is cultivated, improper operation will not help students to develop their learning ability.

To serve the objective of the present study, teaching methods of Group Counseling and Task Driven Instructional Model are integrated as follows.

Step 1 : Select an activity and create situations and propose tasks .

Step 2 : Clarify problem and analyze tasks and students experience the activity.

Step 3 : Share activities, cooperate to explore and complete tasks.

Step 4 : Teacher comments, summarizes and assigns expansion tasks.

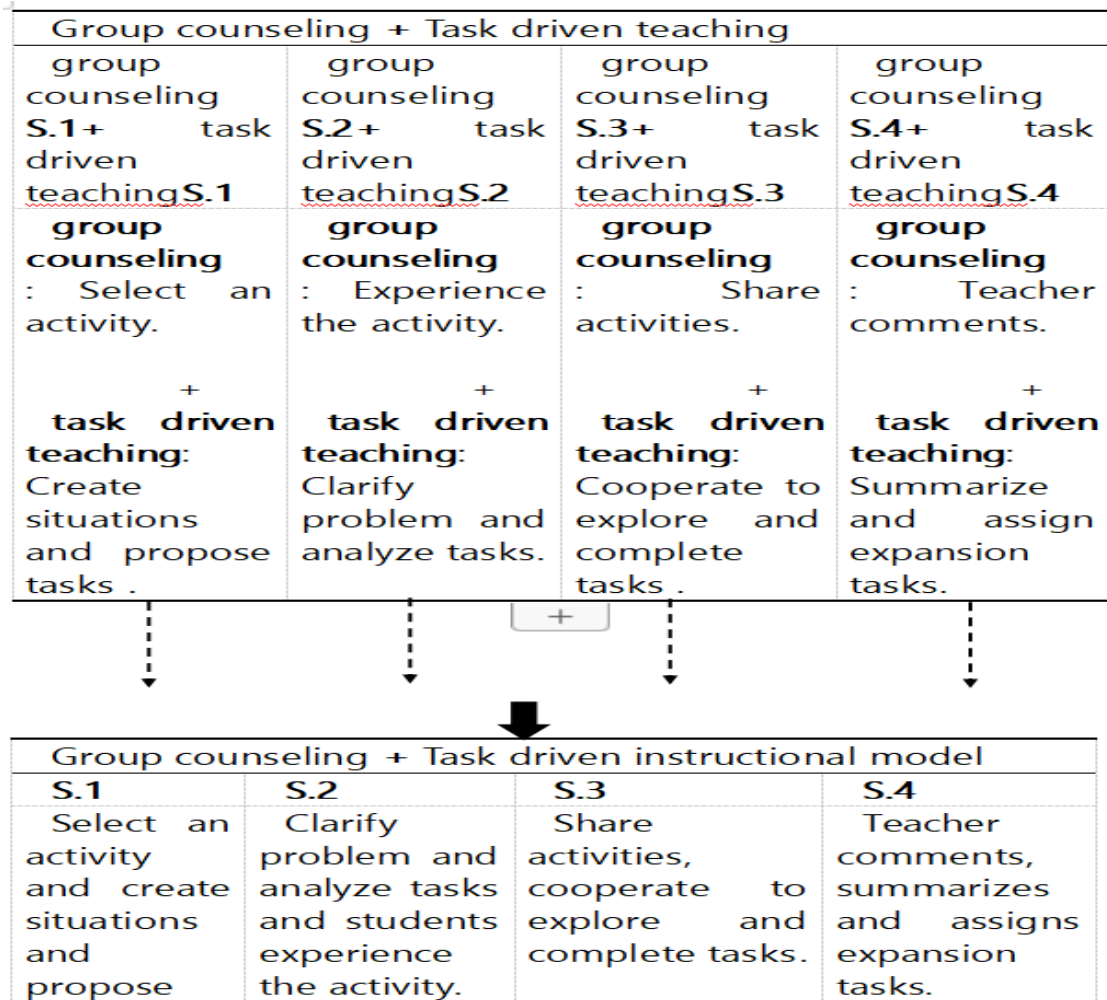


Figure 2.1 Group counseling and task driven instructional model  
(Zhang, 2016)& (Liu, 2004)

### Autonomous Learning Ability

Holec (1981) defined "autonomous learning ability" as "the ability to take charge of one's own learning", which is embodied in determining learning objectives, deciding learning content and progress, choosing learning methods and strategies, monitoring learning process and evaluating learning effects.

Zimmerman (1989) first proposed the concept of autonomous learning ability, the so-called autonomous learning ability is students take the responsibility of independent learning and have the ability to independently bear the consequences of learning or enjoy the results of learning without relying on others to supervise their own learning. Little holds a similar view on the definition of independent

learning. He most values the importance of independence in independent learning ability. Whether it is "taking the responsibility of independent learning", "not relying on others for critical thinking, or bearing the consequences of learning or enjoying the results of learning", it is a manifestation of "taking learning behaviors independently". This also shows that students who can think independently, and can make choices independently and implement them are considered to have a certain degree of independent learning ability. Based on his own research, Dickinson summarized independent learning ability as independent learning ability and correct learning attitude. To be specific, once students constantly feedback and adjust themselves according to their learning state in the learning process, it is the performance of independent learning ability. The correct learning attitude is different from the narrow sense of the traditional orientation, but as mentioned by Zimmerman, students must always be the first responsible person for independent learning. That's the right attitude. Benson believes that the ability of independent learning is simply the ability of students to exercise self-restraint and self-control.

Little (1991) defined "autonomous learning ability" as autonomous learning ability mainly includes three types: one is the ability to accurately and objectively evaluate one's own ability and make decisions; One is metacognitive ability, that is, students' ability to plan, monitor and evaluate learning. Finally, the ability to use effective resources and maintain a good attitude in the process of independent learning. Different from primary and secondary school students, college students have stronger independent learning ability, more initiative, and higher requirements for independent learning ability; The independent learning ability of college students does not apply to the independent learning ability of adults. Adults learn independently in their spare time or in the process of work, and their psychological states and behaviors are obviously different from those of college students.

Pang (2001) have a clear definition of autonomous learning ability, arguing that it is an ability to drive motivation independently, flexibly choose learning content, rationally adjust learning strategies, effectively manage learning time, and create a favorable environment.

In this study, Autonomous Learning Ability refers to the students have ability to take charge of one's own learning, which is embodied in determining learning objectives, deciding learning content and progress, choosing learning

methods and strategies, monitoring learning process and evaluating learning effects into 4 dimensions: 1) self-regulation, 2) content and environment, 3) learning strategies, and 4) learning motivation. (Yuan, 2005)

Self-regulation refers to the way in which individuals control and direct their own behavior. It includes self-summary, evaluation and monitoring ability, volitional control ability and time planning and management ability.

Content and environment refers to learning content selection, learning environment and self-goals.

Learning strategies refers to in order to improve the effectiveness and efficiency of learning, learners purposefully and consciously develop complex plans about the learning process. It includes general learning method, organization and finishing strategy, learning aid strategy.

Learning motivation refers to an internal motivation that directly pushes students to study is a need to motivate and guide students to study. It includes self-efficacy, learning values, learning interest.

## **Related Research**

Cao (2008) studied the application research of "task driven instructional model" in Visual Basic programming courses and the result has found that task driven can cultivate and improve students' quality and fully mobilize students' learning interest and enthusiasm. Because this teaching method emphasizes the cultivation of students' innovative ability and the improvement of their overall quality, it also has certain reference significance for the development of traditional teaching and teaching work.

Xie (2008) studied the intervention of college students' autonomous learning ability and the result has found that group counseling instructional model in autonomous learning ability can improve the level of college students' autonomous learning ability.

Peng (2009) studied the application of group counseling instructional model in improving the learning motivation of higher vocational students and the result has found that group counseling is effective in improving the learning motivation of higher vocational students in general. Group counseling plays a positive role in improving the mental health level of vocational college students. The effective

strategy of group counseling to improve the learning motivation of vocational college students is the positive self-suggestion of group members, encouragement from "important others" of group members, support group leaders, help group members form correct cognition of the learning purpose. The exemplary role of group leaders in the group creates a warm and receptive group belonging for group members.

Zhang (2016) studied group counseling instructional model and the result has found that it can effectively improve the mental health level of college freshmen, and it is the preferred mode of mental health teaching in colleges and universities.

Zhu (2017) studied a task-driven study on the cultivation of autonomous learning ability between teachers and students in middle school examined and the result has found that the introduction of task-driven computer classroom in normal school can effectively promote the cultivation of autonomous learning ability of teachers and students. The intrinsic learning motivation of students is stimulated, so that students can take the initiative to learn. Students learn the application of cognitive strategies. The students' metacognitive adjustment level has been improved to some extent. Make better use of learning resources.

Liu (2018) studied the application of group counseling instructional model to college students' mental health education courses and the result has found that the application of group guidance model to college students' mental health education courses has good promotion value.

Yang (2018) studied the application of task driven instructional model in educational psychology and the result has found that in recent years, with the reform and development of China's educational cause, China has continuously optimized and paid attention to the teaching mode, especially the psychological education of students. Among many teaching modes, task-driven instructional model has a very important application value in the process of educational psychology. Task driven instructional model is a new teaching mode, which can effectively mobilize the psychological and emotional changes of students in the learning process, and then play a role in improving the teaching work of teachers and the learning quality of students.

Hu (2020) studied the application of task driven instructional model in mental health education course of higher vocational colleges and engineers and the

result has found that task driven teaching reform in mental health teaching courses of science and engineering majors not only improves students' comprehensive ability of psychological quality, but also improves teachers' teaching skills, so as to achieve the purpose of improving course teaching quality.

Sun (2022) studied the role of task driven instructional model in improving high school students' autonomous learning ability in chemistry applied research -- Taking "Principle of Chemical Reaction" as an example and the result has found that this study combines task-driven teaching method with improving high school students' autonomous learning ability in chemistry, and applies it to practical teaching. Experimental data analysis shows that task driven instructional model can improve students' autonomous learning ability and chemistry performance.

Hu (2021) studied the application of task driven instructional model in educational psychology and the result has found that under the background of the new curriculum reform, there are new teaching requirements for educational psychology, and the previous teaching mode is obviously unable to satisfy the current teaching environment. The task driven teaching instructional model has a unique advantage, so it is widely used in educational psychology. This teaching mode can not only help teachers grasp the important and difficult points in teaching effectively, but also understand the psychological changes of students according to the distribution and completion of teaching tasks, so as to timely adjust the teaching method and progress, which is conducive to improving the learning quality and efficiency of students.

Summary the connection Group Counseling and the Task Driven Instructional Model with Group Counseling and the Task Driven Instructional Model in Table 2.4



**Table 2.4** Summary the connection Group Counseling and the Task Driven Instructional Model with Group Counseling and the Task Driven Instructional Model

Unit 6: autonomous learning ability

| Chapter/Content/<br>Time                              | Method                | Group Counseling and the Task<br>Driven Instructional Model |             |             |             | autonomous learning ability |                                    |                                |                            | Instru-<br>ments<br>/ Activi-<br>ties |
|---|-----------------------|---|-------------|-------------|-------------|-----------------------------|------------------------------------|--------------------------------|----------------------------|---------------------------------------|
|   |                       | S.1   | S.2         | S.3         | S.4         | D.1                         | D.2                                | D.3                            | D.4                        |                                       |
|   |                       |   |             |             |             | self-<br>regulati<br>on     | conten<br>t and<br>enviro<br>nment | learnin<br>g<br>strateg<br>ies | learning<br>motivati<br>on |                                       |
| 6.1motivation and<br>interest in learning<br>(2hours) | Check<br>exerci<br>se | Teach<br>er   | Stude<br>nt | Stude<br>nt | Teach<br>er |                             |                                    |                                | √                          | Rubric<br>scoring<br>form             |
| 6.2self goals and<br>plans<br>(2hours)                | Check<br>exerci<br>se | Teach<br>er   | Stude<br>nt | Stude<br>nt | Teach<br>er | √                           | √                                  |                                |                            | Rubric<br>scoring<br>form             |
| 6.3time plan<br>(2hours)                              | Check<br>exerci<br>se | Teach<br>er   | Stude<br>nt | Stude<br>nt | Teach<br>er | √                           |                                    |                                |                            | Rubric<br>scoring<br>form             |
| 6.4learning<br>strategies<br>(2hours)                 | Check<br>exerci<br>se | Teach<br>er   | Stude<br>nt | Stude<br>nt | Teach<br>er |                             |                                    | √                              |                            | Rubric<br>scoring<br>form             |
| 6.5mode of<br>attribution<br>(4hours)                 | Check<br>exerci<br>se | Teach<br>er   | Stude<br>nt | Stude<br>nt | Teach<br>er |                             |                                    |                                | √                          | Rubric<br>scoring<br>form e           |
| 6.6self-efficacy and<br>confidence<br>(4hours)        | Check<br>exerci<br>se | Teach<br>er   | Stude<br>nt | Stude<br>nt | Teach<br>er |                             |                                    |                                | √                          | Rubric<br>scoring<br>form             |

## Chapter 3

### Research Methodology

This research used mixed method of research. This research is divided into 3 phases.

**Phase 1** was conducted to answer research objective 1: To examine the factors affecting autonomous learning ability of undergraduate students.

**Phase 2** was conducted to answer research objective 2: To develop group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students.

**Phase 3** was conducted to answer research objective 3: To study the results of implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students.

The details are as follows.

**Phase 1 was conducted to answer research objective 1: To examine the factors affecting autonomous learning ability of undergraduate students.**

#### **Population**

Group 1: 100 former students of mental health education course in semester I of academic year 2022 from 3 colleges in Guangxi Province.

- 1) 42 students from GuangXi Minzu university
- 2) 40 students from Hechi College
- 3) 18 students from Baise College

#### **Research instrument**

The questionnaire for students

#### **Designing instrument 1** (The questionnaire for students)

1. Study literature on related concepts, principles, process and factors affecting autonomous learning ability of undergraduate students at Guangxi Province.
2. Design a questionnaire on factors to improve autonomous learning ability for the students at Guangxi Province, there are 3 Parts : Part 1 is about common data

of the respondent, Part 2 Internal factors 15 numbers, external factors 15 numbers and Part 3 suggestion.

3. Present the draft of questionnaire to the advisors for checking correctness and completion.

4. Assess the validity of questionnaire on factors to improve autonomous learning ability for the students at Guangxi Province by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = The contents are not Guangxi Province related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

5. Design Likert 5-point rating scale questionnaire on the following score rating criteria.

#### **Score rating criteria**

5 means the highest

4 means high

3 means moderate

2 means few

1 means the fewest

The factors affecting autonomous learning ability obtained from the students are interpreted using mean interpretation criteria proposed by Phongsri (2011).

4.51-5.00 means the highest

3.51-4.50 means high

2.51-3.50 means moderate

1.51-2.50 means few

1.00-1.50 means the fewest

#### **Quality Validation**

Using IOC by 3 experts to test the quality of questionnaire.

### Data Collection

1. Ask for permission for data collection.
2. Collect data from the assigned students using the developed questionnaire.

### Data Analysis

Descriptive statistics, frequency, mean ( $\mu$ ) standard deviation ( $\sigma$ ).

The analysis of data was quantitative analysis with content analysis. The statistical values used in the quantitative data analysis were percentages.

Group 2: 3 lecturers who are teaching mental health education course from 3 colleges in Guangxi Province.

- 1) 1 Lecturer from GuangXi Minzu university
- 2) 1 Lecturer from Hechi College
- 3) 1 Lecturer from Baise College

### Research instrument

The interview for the lecturers

#### Designing instrument 2 (The interview for the lecturers)

1. Study literature on related concepts, principles, process, improve of autonomous learning ability and factors affecting autonomous learning ability of undergraduate students at Guangxi Province.
2. Design the draft of open-ended interview on factors affecting autonomous learning ability of undergraduate students at Guangxi Province.
3. Present the draft of open-ended interview to the advisors for checking correctness and completion.
4. Assess the validity of open-end interview on factors affecting autonomous learning ability for the students by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = The contents are not Guangxi Province related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

5. Do the open-end interview in three local College at Guangxi Province.

The open-end interview type can only be answered by the lecturers.

#### **Quality Validation**

Using IOC by 3 experts to test the quality of open-end interview.

#### **Data Collection**

1. Ask for permission for data collection.
2. Collect data from the assigned lecturers using the developed interview.

#### **Data Analysis**

Content analysis

#### **Output Phase 1**

Factors affecting autonomous learning ability of undergraduate students

**Table 3.1** Summary how to conduct research from Phase 1

| <b>Topics</b>             | <b>Details</b>   |
|---------------------------|--|
| <b>Research process</b>   | group counseling and the task driven instructional model design  |
| <b>Research objective</b> | To examine the factors affecting autonomous learning ability of undergraduate students.  |
| <b>Conduct research</b>   | Designing instrument 1 )The questionnaire for students(<br>Designing instrument 2 )The interview for the lecturers(<br>Assess the validity by 5 experts (List name from Appendix A)  |
| <b>Target group</b>       | 1. The former students of mental health education course in semester I of academic year 2022 from 3 colleges in Guangxi Province.<br>2. The lecturers who are teaching mental health education course from 3 colleges in Guangxi Province. |
| <b>Instrument</b>         | 1.Questionnaire for students<br>Part 1 : common data of the respondent<br>Part 2 : Internal factors15numbers , external factors15 numbers<br>1.1 15 items of internal factors<br>1.2 15 items of externa factors<br>Part 3 : Suggestion    |

Table 3.1 (Continued)

| Topics        | Details  |
|---------------|--|
|               | 2. Questions to interview for lecturers<br>Part 1 : common data of the respondent<br>Part 2 : questions<br>2.1 5 questions for internal factors<br>2.2 5 questions for external factors<br>Part 3 : Suggestion |
| Data analysis | 1. Descriptive Statistics i.e., Frequency, mean ( $\mu$ ) standard deviation ( $\sigma$ ) for questionnaires<br>2. Content analysis for interview  |
| Output        | The result 2 factors affecting autonomous learning ability of undergraduate students .   |

**Phase 2 was conducted to answer research objective 2: To develop group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students.**

#### **Research instrument**

Conformity Assessment Form of group counseling and the task driven instructional model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards.

#### **Designing instrument**

1. Study related concepts, principles, process about developing instructional model, including results in terms of factors affecting autonomous learning ability of undergraduate students at Guangxi Province from research objective 1.

2. Design handout of group counseling and the task driven instructional model.

3. Design a questionnaire on confirming the appropriateness of the instructional model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards.

4. Present the draft of open-ended interview to the advisors for checking correctness and completion.

5. Assess the validity of the questionnaire on confirming the appropriateness of the instructional model by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = The contents are not Guangxi Province related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

6. Design the conformity assessment form of group counseling and the task driven instructional model.

#### **Data Collection**

1. Ask for permission of data collection.

2. Collect appropriateness of the instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard from the 5 experts using the developed conformity assessment form of group counseling and the task driven instructional model.

#### **Data Analysis**

Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100%.

#### **Output Phase 2**

Development of group counseling and the task driven instructional model the appropriateness of which is confirmed by experts for further implementation.

Table 3.2 Summary how to conduct research from Phase 2

| Topics             | Details  |
|--------------------|--|
| Research process   | group counseling and the task driven instructional model development   |
| Research objective | To develop group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students.  |
| Conduct research   | 1.Designing instrument (Conformity Assessment Form)<br>2.Assess the validity by 5 experts (List name from Appendix A)  |
| Target group       | undergraduate students at Guangxi Province from research objective 1   |
| Instrument         | Conformity Assessment Form of group counseling and the task driven instructional model in terms of accuracy standard, propriety standard, feasibility standard, and utility standard . |
| Data analysis      | Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100.%   |
| Output             | The result 2 Development of group counseling and the task driven instructional model the appropriateness of which is confirmed by experts for further implementation.                  |

Summary handout of blended learning instructional model by figure 3.1

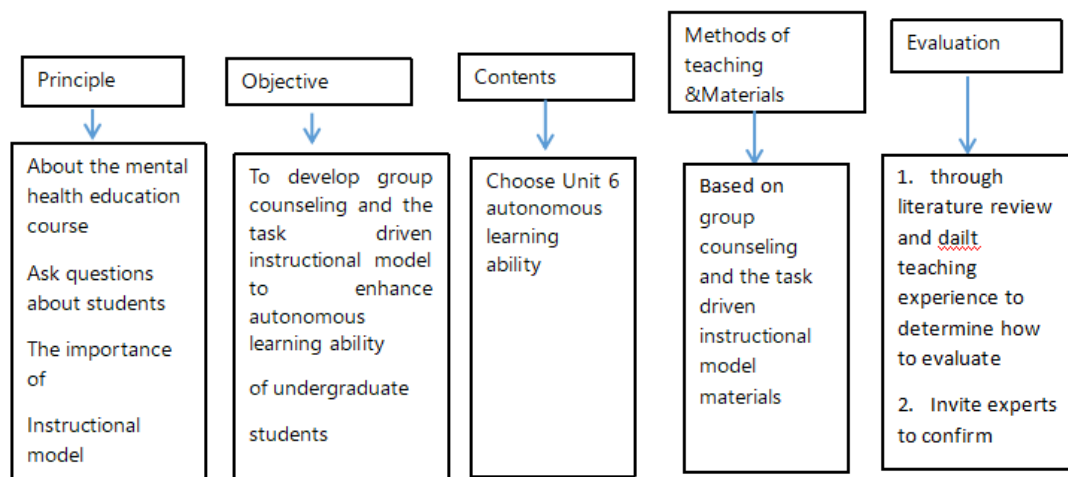


Figure 3.1 Sumary handout of group counseling and the task driven instructional model



From the figure 3.1 show that the summary handout of group counseling and the task driven instructional model that consist of 1) Principle were as about the painting course, Ask question about students and the importants of instructional model 2) Objective there are to develop group counseling and the task driven instructional model to improve autonomous learning ability of undergraduate 3) Contents there are choose unit 6 autonomous learning ability 4) Method of teaching and materials there are based on group counseling and the task driven instructional model materials and 5) Evaluation were as through literature review and daily teaching experience to determine how to evaluate and invite expert to confirm.

**Phase 3 was conducted to answer research objective 3: To study the results of implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students.**

#### **Population**

The total of 150 freshmen from 3 classes of students with different learning achievements, who enrolled in Mental Health Education Course at Guangxi Minzu University in semester 1 academic year 2023. Those sections involve the following.

50 students in class A

50 students in class B

50 students in class C

#### **The Sample Group**

The 50 students who enrolled in mental health education course from class section A are obtained by cluster random sampling.

**Table 3.3** Posttest Only Experimental Design

| <b>Group</b> | <b>X</b>   | <b>T1</b>                             |
|--------------|--|---------------------------------------|
| Sample group | Group counseling and the task driven instructional model | Students' autonomous learning ability |

X - Group counseling and the task driven instructional model

T1 - Students' autonomous learning ability

### Research instruments

1. Lesson plans using group counseling and the task driven instructional model.
2. Rubric scoring form.

#### Designing instrument 1(Lesson plans)

1. Study and design lesson plans with the following  
Components: contents, objectives, methods of teaching, and materials, evaluation.
2. Design lesson plans by format given.
3. Present the lesson plan to the advisors for checking correctness, completion and improvement.
4. Assess the validity of the designed lesson plans by 3 experts through Item-Objective Congruence (IOC) according to the criteria as shown below: (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = The contents are not Guangxi Province related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

5. Conduct a try-out of the developed lessons plans with another group of samples for further improvements and implementation with the sample group.

#### Designing instrument 2 (Rubric scoring form)

1. Study the rubric scoring criteria aligned with autonomous learning ability and design 5-point range rubric scoring within 4 items consist of item 1 self-regulation, item 2 content and environment, item 3 Learning strategies, and item 4 Learning motivation.

2. Design autonomous learning ability scoring criteria.

3. Present the developed rubric scoring criteria to the advisors for checking correctness, completion and improvement.

4. Assess the validity of the designed rubric scoring criteria by 5 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

1 = Sure that the descriptors are related to the issue of assessment

0 = Not sure that the descriptors are related to the issue of assessment

-1 = Sure that the descriptors are not related to the issue of assessment

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

#### **Data Collection**

1. Ask for permission of data collection.
2. Collect students' autonomous learning ability by using rubric scoring before assessment by external raters.

#### **Data Analysis**

Categorize students' autonomous learning ability according to rubric scoring criteria into their levels descriptor.

#### **Output Phase 3 (Rubric scoring form)**

Results of implementing group counseling and the task driven instructional model will enhance undergraduate students' autonomous learning ability at a level good 80% according to rubric scoring criteria into their levels descriptor.

**Table 3.4** Summary how to conduct research from Phase 3

| Topics                    | Details   |
|---------------------------|---|
| <b>Research process</b>   | group counseling and the task driven instructional model implementation   |
| <b>Research objective</b> | To study the results of implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students.   |
| <b>Conduct research</b>   | 1.Designing instrument (Lesson plans and Rubric scoring form)<br>2.Assess the validity by 5 experts (List name from Appendix Lesson plans using group counseling and the task driven instructional model. |
| <b>Target group</b>       | The 50 students who enroll in mental health education course from class section A are obtained by cluster sampling.   |
| <b>Data analysis</b>      | Categorize students' autonomous learning ability according to rubric scoring criteria into their levels descriptor.   |

Table 3.4 (Continued)

| Topics            | Details   |
|-------------------|---|
| <b>Output</b>     | Results of implementing group counseling and the task driven instructional model will enhance undergraduate students 'autonomous learning ability at a level good 80 % according to rubric scoring criteria into their levels descriptor. |
| <b>Instrument</b> | 1.Lesson plans using group counseling and the task driven instructional model.<br>2.Rubric scoring form.  |

## Chapter 4

### Results of Analysis

In the study of “Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students”, the researcher studied the documents concerning the following.

**Part 1:** Analysis results serving research objective 1—to examine the factors affecting autonomous learning ability of undergraduate students

**Part 2:** Analysis results serving research objective 2 – to develop group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students

**Part 3:** Analysis results serving research objective 3 – to study the results of implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students

**Part 1: Analysis results serving research objective 1—to examine the factors affecting autonomous learning ability of undergraduate students**

There are 3 parts to present analysis results serving objective 1 using table and description as well as mean, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise.

#### **4.1 Present Study Participants**

Group 1: The 100 former students of mental health education course in semester I of academic year 2022 from 3 colleges in Guangxi Province. Those sections involve the following.

- 1) 42 students from GuangXi Minzu university
- 2) 40 students from Hechi College
- 3) 18 students from Baise College

Group 2: 3 lecturers who are teaching mental health education course from 3 University in Guangxi Province.

- 1) 1 Lecturer from GuangXi Minzu university

2) 1 Lecturer from Hechi College

3) 1 Lecturer from Baise College

#### 4.2 Present Results of the Survey

**Table 4.1** Common data of the respondent in overall (N- 100)

| Data           | Frequency  | Percentage    |
|----------------|------------|---------------|
| <b>Gender</b>  |            |               |
| A. Male        | 17         | 17.00         |
| B. Female      | 83         | 83.00         |
| <b>Total</b>   | <b>100</b> | <b>100.00</b> |
| <b>Age</b>     |            |               |
| A. below17yrs. | 0          | 0.00          |
| B. 18-20 yrs.  | 94         | 94.00         |
| C. 21-23 yrs.  | 6          | 6.00          |
| D. over23 yrs. | 0          | 0.00          |
| <b>Total</b>   | <b>100</b> | <b>100.00</b> |

From Table 4.1, the common data of the respondent in overall shows that most of the respondents are female, representing 83% of the total participants. The male respondents make up 17% of the total. The age distribution is relatively concentrated, 18-20 years old is the most common, 94% of the respondents belong to this category.

**Table 4.2** The result of questionnaire from students in overview

| Factors  | $\mu$ | $\sigma$ | Level | Rank |
|--|-------|----------|-------|------|
| <b>Internal Factor</b>   |       |          |       |      |
| 1. Students are very interested in mental health education course.   | 4.02  | 0.84     | High  | 30   |
| 2. Students have a clear understanding of autonomous learning ability knowledge and study by group counseling and the task driven Instructional model in mental health education course. | 4.04  | 0.90     | High  | 29   |

Table 4.2 (Continued)

| Factors  | $\mu$ | $\sigma$ | Level | Rank |
|--|-------|----------|-------|------|
| 3. Students believe that the good technique in teaching to improve autonomous learning ability in mental health education course.                  | 4.18  | 0.75     | High  | 23   |
| 4. Students believe that materials and learning resources to improve autonomous learning ability in mental health education course.                | 4.13  | 0.80     | High  | 27   |
| 5. Students are industrious in their learning(Assignments, Projects, Participation, etc.) with the highest potential themselves.                   | 4.18  | 0.79     | High  | 24   |
| 6. Students feel satisfied with the teacher's teaching style.  | 4.09  | 0.76     | High  | 28   |
| Students feel that mental health education course is the great significance to personal growth and development in future.                          | 4.26  | 0.74     | High  | 3    |
| 8. Students explore more knowledge by themselves after the classroom.  | 4.20  | 0.72     | High  | 18   |
| 9. Students believe that high self-efficacy can improve autonomous learning ability.   | 4.25  | 0.64     | High  | 5    |
| 10. Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in mental health education course. | 4.19  | 0.72     | High  | 21   |
| 11. Students believe that the right learning strategies, methods and attitudes can enhance autonomous learning ability.                            | 4.26  | 0.64     | High  | 3    |
| 12. Students are interested in learning activities and get psychological satisfaction, which will stimulate learners are more active in learning.  | 4.22  | 0.67     | High  | 10   |
| 13. Students believe that only when they have a clear learning goal, they will consciously make learning plans, learning progress, learning        | 4.21  | 0.65     | High  | 14   |

Table 4.2 (Continued)

| Factors   | $\mu$       | $\sigma$    | Level       | Rank |
|---|-------------|-------------|-------------|------|
| methods, etc., according to the goal, and improve their autonomous learning ability.  |             |             |             |      |
| 14. Students think that the mental health education courses based on group counseling activities are more vivid and attractive, and task-driven mental health education courses can stimulate their desire for exploration and autonomous learning ability. | 4.20        | 0.69        | High        | 19   |
| 15. Students learn through group counseling and the task driven Instructional model to enhance their autonomous learning ability.   | 4.21        | 0.67        | High        | 15   |
| <b>Total Average</b>  | <b>4.17</b> | <b>0.74</b> | <b>High</b> |      |
| <b>External Factor</b>  |             |             |             |      |
| 16. The lecturers use modern teaching methods in mental health education course. (such as mobile phones, computers, APP platforms effectively, demonstrations, exploration, etc.) to stimulate students' interest in autonomous learning ability.           | 4.18        | 0.73        | High        | 25   |
| 17. The lecturers pay attention to the main position of students, the education concept is not outdated, and do not use the traditional teaching mode, which is conducive to the improvement of independent learning ability.                               | 4.27        | 0.69        | High        | 2    |
| 18. The lecturers can guide students to realize that the learning of mental health education course and autonomous learning ability has a positive impact on their future development.  | 4.29        | 0.64        | High        | 1    |
| 19. The lecturers pay more attention to students' ability to apply autonomous learning ability and its impact in mental health education course.  | 4.23        | 0.65        | High        | 8    |



Table 4.2 (Continued)

| Factors  | $\mu$ | $\sigma$ | Level | Rank |
|--|-------|----------|-------|------|
| 20. The lecturers choose appropriate teaching methods according to the characteristics of mental health education course and the tasks and goals of autonomous learning ability.             | 4.25  | 0.64     | High  | 6    |
| 21. The lecturers combine the teaching method of group counseling and task driven teaching in mental health education course to enhance undergraduate students' autonomous learning ability. | 4.22  | 0.64     | High  | 11   |
| 22. The lecturers can stimulate students' interest and meet the contemporary needs of students, such as group tutoring games, role plays, case studies and so on.                            | 4.21  | 0.67     | High  | 16   |
| 23. The lecturers choose suitable materials and emerging network resources.  | 4.25  | 0.65     | High  | 7    |
| 24. The textbook fully considers the content and objectives of mental health education courses and autonomous learning ability.  | 4.21  | 0.67     | High  | 17   |
| 25. The materials can fully support students' learning in mental health education courses and autonomous learning ability.   | 4.19  | 0.66     | High  | 22   |
| 26. The textbook provides ractical, interactive, and inspiring cases and materials to useful for Students.   | 4.22  | 0.66     | High  | 12   |
| 27. The materials and environment can enhance undergraduate students' autonomous learning ability.   | 4.22  | 0.63     | High  | 13   |
| 28. The availability of learning spaces and the group counseling and task driven teaching can affect students interest in mental health education course.                                    | 4.17  | 0.66     | High  | 26   |

Table 4.2 (Continued)

| Factors   | $\mu$       | $\sigma$    | Level       | Rank |
|---|-------------|-------------|-------------|------|
| 29. Provide a suitable place to study, a variety of facilities to help you learn, a wealth of books and easy access to academic help.   | 4.23        | 0.6         | High        | 9    |
| 30. The environments is clean and bright, with desks and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process. | 4.23        | 0.69        | High        | 20   |
| <b>Total Average</b>  | <b>4.22</b> | <b>0.66</b> | <b>High</b> |      |

Table 4.2 indicates that internal factors affecting the autonomous learning ability for undergraduate students are found to be at a high level overall ( $\mu=4.17$ ). Considering each item individually, it was found that No.7 and No.11 have the highest mean ( $\mu=4.26$ ), followed by No.9 ( $\mu=4.25$ ). and the lowest mean is No.1 ( $\mu=4.02$ ).

For external factors affecting the autonomous learning ability for undergraduate students, the overall level is also found to be at a high level ( $\mu=4.22$ ). Considering each item individually, it was found that No.18 has the highest mean ( $\mu=4.29$ ), followed by No.17 ( $\mu=4.27$ ). and the lowest mean is No.28 ( $\mu=4.17$ ).

Table 4.3 Common data of the respondent in Guangxi Minzu University. (N=42)

| Data           | Frequency | Percentage    |
|----------------|-----------|---------------|
| <b>Gender</b>  |           |               |
| Male           | 6         | 14.00         |
| Female         | 36        | 86.00         |
| <b>Total</b>   | <b>42</b> | <b>100.00</b> |
| <b>Age</b>     |           |               |
| A. below17yrs. | 0         | 0.00          |
| B. 18-20 yrs.  | 42        | 100.00        |
| C. 21-23 yrs.  | 0         | 0.00          |
| D. over23 yrs. | 0         | 0.00          |
| <b>Total</b>   | <b>42</b> | <b>100.00</b> |

From table 4.3, the common data of the respondent Guangxi Minzu University the most gender is female, 86%. All age is 18-20 yrs, 100%.

**Table 4.4** The result of questionnaire from students in Guangxi Minzu University (N=42)

| Factors  | $\mu$ | $\sigma$ | Level | Rank |
|--|-------|----------|-------|------|
| <b>Internal Factor</b>   |       |          |       |      |
| 1. Students are very interested in mental health education course.   | 3.98  | 0.74     | High  | 29   |
| 2. Students have a clear understanding of autonomous learning ability knowledge and study by group counseling and the task driven Instructional model in mental health education course. | 3.95  | 0.79     | High  | 30   |
| 3. Students believe that the good technique in teaching to improve autonomous learning ability in mental health education course.  | 4.17  | 0.61     | High  | 26   |
| 4. Students believe that materials and learning resources to improve autonomous learning ability in mental health education course.  | 4.12  | 0.62     | High  | 27   |
| 5. Students are industrious in their learning(Assignments, Projects, Participation, etc.) with the highest potential themselves.   | 4.21  | 0.60     | High  | 18   |
| 6. Students feel satisfied with the teacher's teaching style.  | 4.05  | 0.69     | High  | 28   |
| 7. Students feel that mental health education course is the great significance to personal growth and development in future.   | 4.29  | 0.63     | High  | 2    |
| 8. Students explore more knowledge by themselves after the classroom.  | 4.26  | 0.58     | High  | 11   |
| 9. Students believe that high self-efficacy can improve autonomous learning ability.   | 4.21  | 0.56     | High  | 19   |

Table 4.4 (Continued)

| Factors   | $\mu$       | $\sigma$    | Level       | Rank |
|---|-------------|-------------|-------------|------|
| 10. Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in mental health education course.  | 4.19        | 0.59        | High        | 24   |
| 11. Students believe that the right learning strategies, methods and attitudes can enhance autonomous learning ability.   | 4.24        | 0.57        | High        | 15   |
| 12. Students are interested in learning activities and get psychological satisfaction, which will stimulate learners are more active in learning.   | 4.21        | 0.56        | High        | 20   |
| 13. Students believe that only when they have a clear learning goal, they will consciously make learning plans, learning progress, learning methods, etc., according to the goal, and improve their autonomous learning ability.                            | 4.21        | 0.67        | High        | 21   |
| 14. Students think that the mental health education courses based on group counseling activities are more vivid and attractive, and task-driven mental health education courses can stimulate their desire for exploration and autonomous learning ability. | 4.21        | 0.64        | High        | 22   |
| 15. Students learn through group counseling and the task driven Instructional model to enhance their autonomous learning ability.   | 4.26        | 0.58        | High        | 12   |
| <b>Total Average</b>  | <b>4.17</b> | <b>0.64</b> | <b>High</b> |      |
| <b>External Factor</b>  |             |             |             |      |
| 16. The lecturers use modern teaching methods in mental health education course. (such as mobile phones, computers, APP platforms effectively, demonstrations, exploration, etc.) to stimulate students' interest in autonomous learning ability.           | 4.19        | 0.63        | High        | 25   |

Table 4.4 (Continued)

| Factors   | $\mu$ | $\sigma$ | Level | Rank |
|---|-------|----------|-------|------|
| 17. The lecturers pay attention to the main position of students, the education concept is not outdated, and do not use the traditional teaching mode, which is conducive to the improvement of independent learning ability. | 4.26  | 0.69     | High  | 13   |
| 18. The lecturers can guide students to realize that the learning of mental health education course and autonomous learning ability has a positive impact on their future development.  | 4.33  | 0.56     | High  | 1    |
| 19. The lecturers pay more attention to students' ability to apply autonomous learning ability and its impact in mental health education course.  | 4.29  | 0.50     | High  | 3    |
| 20. The lecturers choose appropriate teaching methods according to the characteristics of mental health education course and the tasks and goals of autonomous learning ability.  | 4.26  | 0.62     | High  | 14   |
| 21. The lecturers combine the teaching method of group counseling and task driven teaching in mental health education course to enhance undergraduate students' autonomous learning ability.                                  | 4.29  | 0.55     | High  | 4    |
| 22. The lecturers can stimulate students' interest and meet the contemporary needs of students, such as group tutoring games, role plays, case studies and so on.   | 4.24  | 0.65     | High  | 16   |
| 23. The lecturers choose suitable materials and emerging network resources.   | 4.29  | 0.59     | High  | 5    |
| 24. The textbook fully considers the content and objectives of mental health education courses and autonomous learning ability.   | 4.24  | 0.57     | High  | 17   |
| 25. The materials can fully support students' learning in mental health education courses and   | 4.21  | 0.56     | High  | 23   |

Table 4.4 (Continued)

| Factors  | $\mu$       | $\sigma$    | Level       | Rank |
|--|-------------|-------------|-------------|------|
| autonomous learning ability.   |             |             |             |      |
| 26.The textbook provides practical, interactive, and inspiring cases and materials to useful for Students.   | 4.29        | 0.55        | High        | 6    |
| 27. The materials and environment can enhance undergraduate students' autonomous learning ability.   | 4.29        | 0.50        | High        | 7    |
| 28. The availability of learning spaces and the group counseling and task driven teaching can affect students interest in mental health education course.  | 4.29        | 0.55        | High        | 8    |
| 29.Provide a suitable place to study, a variety of facilities to help you learn, a wealth of books and easy access to academic help.   | 4.29        | 0.50        | High        | 9    |
| 30.The environments is clean and bright, with desks and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process. | 4.29        | 0.55        | High        | 10   |
| <b>Total Average</b>   | <b>4.27</b> | <b>0.57</b> | <b>High</b> |      |

Table 4.4 indicates that internal factors affecting the autonomous learning ability for undergraduate students who is in Guangxi Minzu University are found to be at a high level overall ( $\mu=4.17$ ). Considering each item individually, it was found that No.7 have the highest mean ( $\mu=4.29$ ), followed by No.8 and No.15 ( $\mu=4.26$ ) and the lowest mean is No.2 ( $\mu=3.95$ ).

For external factors affecting the autonomous learning ability for undergraduate students who is in Guangxi Minzu University, the overall level is also found to be at a high level ( $\mu=4.27$ ). Considering each item individually, it was found that No.18 has the highest mean ( $\mu=4.33$ ), and the lowest mean is No.16 ( $\mu=4.19$ ).

**Table 4.5** Common data of the respondent in Hechi College (N=40)

| Data           | Frequency | Percentage    |
|----------------|-----------|---------------|
| <b>Gender</b>  |           |               |
| Male           | 7         | 17.50         |
| Female         | 33        | 82.50         |
| <b>Total</b>   | <b>40</b> | <b>100.00</b> |
| <b>Age</b>     |           |               |
| A. below17yrs. | 0         | 0.00          |
| B. 18-20 yrs.  | 38        | 95.00         |
| C. 21-23 yrs.  | 2         | 5.00          |
| D. over23 yrs. | 0         | 0.00          |
| <b>Total</b>   | <b>40</b> | <b>100.00</b> |

From table 4.5 the common data of the respondent in Hechi College, the most gender is female, 82.5% .The most age is 18-20 yrs, 95%.

**Table 4.6** The result of questionnaire from students in Hechi College (N=40)

| Factors   | $\mu$ | $\sigma$ | Level | Rank |
|---|-------|----------|-------|------|
| <b>Internal Factor</b>  |       |          |       |      |
| 1. Students are very interested in mental health education course.  | 3.97  | 0.99     | High  | 30   |
| 2.Students have a clear understanding of autonomous learning ability knowledge and study by group counseling and the task driven Instructional model in mental health education course. | 4.05  | 1.05     | High  | 29   |
| 3. Students believe that the good technique in teaching to improve autonomous learning ability in mental health education course.   | 4.15  | 0.91     | High  | 24   |

Table 4.6 (Continued)

| Factors  | $\mu$ | $\sigma$ | Level | Rank |
|--|-------|----------|-------|------|
| 4. Students believe that materials and learning resources to improve autonomous learning ability in mental health education course.                                  | 4.15  | 0.96     | High  | 25   |
| 5. Students are industrious in their learning (Assignments, Projects, Participation, etc.) with the highest potential themselves.                                    | 4.10  | 0.97     | High  | 28   |
| 6. Students feel satisfied with the teacher's teaching style.  | 4.20  | 0.81     | High  | 19   |
| 7. Students feel that mental health education course is the great significance to personal growth and development in future.   | 4.25  | 0.86     | High  | 9    |
| 8. Students explore more knowledge by themselves after the classroom.  | 4.22  | 0.88     | High  | 16   |
| 9. Students believe that high self-efficacy can improve autonomous learning ability.   | 4.27  | 0.71     | High  | 4    |
| 10. Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in mental health education course.                   | 4.15  | 0.82     | High  | 26   |
| 11. Students believe that the right learning strategies, methods and attitudes can enhance autonomous learning ability.  | 4.27  | 0.67     | High  | 5    |
| 12. Students are interested in learning activities and get psychological satisfaction, which will stimulate learners are more active in learning.                    | 4.20  | 0.75     | High  | 20   |
| 13. Students believe that only when they have a clear learning goal, they will consciously make learning plans, learning progress, learning methods, etc., according | 4.27  | 0.67     | High  | 6    |



Table 4.6 (Continued)

| Factors   | $\mu$       | $\sigma$    | Level       | Rank |
|---|-------------|-------------|-------------|------|
| to the goal, and improve their autonomous learning ability.   |             |             |             |      |
| 14. Students think that the mental health education courses based on group counseling activities are more vivid and attractive, and task-driven mental health education courses can stimulate their desire for exploration and autonomous learning ability. | 4.20        | 0.75        | High        | 21   |
| 15. Students learn through group counseling and the task driven Instructional model to enhance their autonomous learning ability.   | 4.30        | 0.64        | High        | 2    |
| <b>Total Average</b>  | <b>4.18</b> | <b>0.84</b> | <b>High</b> |      |
| <b>External Factor</b>  |             |             |             |      |
| 16. The lecturers use modern teaching methods in mental health education course. (such as mobile phones, computers, APP platforms effectively, demonstrations, exploration, etc.) to stimulate students' interest in autonomous learning ability.           | 4.22        | 0.88        | High        | 17   |
| 17. The lecturers pay attention to the main position of students, the education concept is not outdated, and do not use the traditional teaching mode, which is conducive to the improvement of independent learning ability.                               | 4.30        | 0.71        | High        | 3    |
| 18. The lecturers can guide students to realize that the learning of mental health education course and autonomous learning ability has a positive impact on their future development.  | 4.35        | 0.69        | High        | 1    |

Table 4.6 (Continued)

| Factors  | $\mu$ | $\sigma$ | Level | Rank |
|--|-------|----------|-------|------|
| 19. The lecturers pay more attention to students' ability to apply autonomous learning ability and its impact in mental health education course.   | 4.275 | 0.74     | High  | 7    |
| 20. The lecturers choose appropriate teaching methods according to the characteristics of mental health education course and the tasks and goals of autonomous learning ability.             | 4.27  | 0.67     | High  | 12   |
| 21. The lecturers combine the teaching method of group counseling and task driven teaching in mental health education course to enhance undergraduate students' autonomous learning ability. | 4.25  | 0.70     | High  | 10   |
| 22. The lecturers can stimulate students' interest and meet the contemporary needs of students, such as group tutoring games, role plays, case studies and so on.                            | 4.22  | 0.72     | High  | 18   |
| 23. The lecturers choose suitable materials and emerging network resources.  | 4.25  | 0.70     | High  | 11   |
| 24. The textbook fully considers the content and objectives of mental health education courses and autonomous learning ability.  | 4.25  | 0.73     | High  | 12   |
| 25. The materials can fully support students' learning in mental health education courses and autonomous learning ability.   | 4.25  | 0.70     | High  | 13   |
| 26. The textbook provides practical, interactive, and inspiring cases and materials to useful for Students.  | 4.17  | 0.77     | High  | 10   |

Table 4.6 (Continued)

| Factors   | $\mu$       | $\sigma$    | Level       | Rank |
|---|-------------|-------------|-------------|------|
| 27. The materials and environment can enhance undergraduate students' autonomous learning ability.  | 4.25        | 0.73        | High        | 14   |
| 28. The availability of learning spaces and the group counseling and task driven teaching can affect students interest in mental health education course.   | 4.12        | 0.78        | High        | 27   |
| 29. Provide a suitable place to study, a variety of facilities to help you learn, a wealth of books and easy access to academic help.   | 4.25        | 0.70        | High        | 15   |
| 30. The environments is clean and bright, with desks and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process. | 4.20        | 0.84        | High        | 22   |
| <b>Total Average</b>  | <b>4.25</b> | <b>0.74</b> | <b>High</b> |      |

Table 4.6 indicates that internal factors affecting the autonomous learning ability for undergraduate students who in Hechi College are found to be at a high level overall ( $\mu=4.18$ ). Considering each item individually, it was found that No.15 have the highest mean ( $\mu=4.30$ ), followed by No.9 and No.11 and No.13 ( $\mu=4.27$ ), and the lowest mean is No.1 ( $\mu=3.97$ ).

For external factors affecting the autonomous learning ability for undergraduate students who is in Hechi College, the overall level is also found to be at a high level ( $\mu=4.25$ ). Considering each item individually, it was found that No.18 has the highest mean ( $\mu=4.35$ ). followed by No.17 ( $\mu=4.30$ ), and the lowest mean is No.28 ( $\mu=4.12$ ).

**Table 4.7** Common data of the respondent in Baise College (N=18)

| Data           | Frequency | Percentage    |
|----------------|-----------|---------------|
| <b>Gender</b>  |           |               |
| Male           | 4         | 22.20         |
| Female         | 14        | 77.80         |
| <b>Total</b>   | <b>18</b> | <b>100.00</b> |
| <b>Age</b>     |           |               |
| A. below17yrs. | 0         | 0.00          |
| B. 18-20 yrs.  | 14        | 77.80         |
| C. 21-23 yrs.  | 4         | 22.20         |
| D. over23 yrs. | 0         | 0.00          |
| <b>Total</b>   | <b>18</b> | <b>100.00</b> |

From table 4.7 the common data of the respondent in Baise College, the most gender is female, 77.80% .The most age is 18-20 yrs, 77.80%.

**Table 4.8** The result of questionnaire from students in Baise College (N=18)

| Factors   | $\mu$ | $\sigma$ | Level | Rank |
|---|-------|----------|-------|------|
| <b>Internal Factor</b>  |       |          |       |      |
| 1. Students are very interested in mental health education course.  | 4.22  | 0.63     | High  | 7    |
| 2.Students have a clear understanding of autonomous learning ability knowledge and study by group counseling and the task driven Instructional model in mental health education course. | 4.22  | 0.79     | High  | 8    |
| 3. Students believe that the good technique in teaching to improve autonomous learning ability in mental health education course.   | 4.28  | 0.65     | High  | 1    |
| 4. Students believe that materials and learning resources to improve autonomous learning ability in mental health education course.   | 4.10  | 0.74     | High  | 15   |

Table 4.8 (Continued)

| Factors  | $\mu$ | $\sigma$ | Level | Rank |
|--|-------|----------|-------|------|
| 5. Students are industrious in their learning (Assignments, Projects, Participation, etc.) with the highest potential themselves.  | 4.28  | 0.73     | High  | 2    |
| 6. Students feel satisfied with the teacher's teaching style.  | 3.94  | 0.78     | High  | 29   |
| 7. Students feel that mental health education course is the great significance to personal growth and development in future.   | 4.22  | 0.71     | High  | 9    |
| 8. Students explore more knowledge by themselves after the classroom.  | 4.00  | 0.58     | High  | 23   |
| 9. Students believe that high self-efficacy can improve autonomous learning ability.   | 4.28  | 0.65     | High  | 3    |
| 10. Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in mental health education course.   | 4.28  | 0.73     | High  | 4    |
| 11. Students believe that the right learning strategies, methods and attitudes can enhance autonomous learning ability.  | 4.28  | 0.73     | High  | 5    |
| 12. Students are interested in learning activities and get psychological satisfaction, which will stimulate learners are more active in learning.  | 4.28  | 0.73     | High  | 6    |
| 13. Students believe that only when they have a clear learning goal, they will consciously make learning plans, learning progress, learning methods, etc., according to the goal, and improve their autonomous learning ability. | 4.06  | 0.52     | High  | 18   |
| 14. Students think that the mental health education courses based on group counseling activities are more vivid and attractive, and task-driven mental health education courses can stimulate their desire for exploration and   | 4.17  | 0.69     | High  | 11   |

Table 4.8 (Continued)

| Factors   | $\mu$       | $\sigma$    | Level       | Rank |
|---|-------------|-------------|-------------|------|
| autonomous learning ability.  |             |             |             |      |
| 15.Students learn through group counseling and the task driven Instructional model to enhance their autonomous learning ability.  | 3.89        | 0.81        | High        | 30   |
| <b>Total Average</b>  | <b>4.17</b> | <b>0.71</b> | <b>High</b> |      |
| <b>External Factor</b>  |             |             |             |      |
| 16. The lecturers use modern teaching methods in mental health education course. (such as mobile phones, computers, APP platforms effectively, demonstrations, exploration, etc.) to stimulate students' interest in autonomous learning ability. | 4.06        | 0.52        | High        | 19   |
| 17. The lecturers pay attention to the main position of students, the education concept is not outdated, and do not use the traditional teaching mode, which is conducive to the improvement of independent learning ability.                     | 4.22        | 0.63        | High        | 10   |
| 18. The lecturers can guide students to realize that the learning of mental health education course and autonomous learning ability has a positive impact on their future development.  | 4.06        | 0.62        | High        | 20   |
| 19. The lecturers pay more attention to students' ability to apply autonomous learning ability and its impact in mental health education course.  | 4.00        | 0.67        | High        | 24   |
| 20. The lecturers choose appropriate teaching methods according to the characteristics of mental health education course and the tasks and goals of autonomous learning ability.  | 4.17        | 0.60        | High        | 12   |
| 21.The lecturers combine the teaching method of group counseling and task driven teaching in mental health education course to enhance undergraduate students' autonomous learning ability.   | 4           | 0.67        | High        | 25   |

Table 4.8 (Continued)

| Factors  | $\mu$       | $\sigma$    | Level       | Rank |
|--|-------------|-------------|-------------|------|
| 22. The lecturers can stimulate students' interest and meet the contemporary needs of students, such as group tutoring games, role plays, case studies and so on.  | 4.11        | 0.57        | High        | 16   |
| 23. The lecturers choose suitable materials and emerging network resources.  | 4.17        | 0.69        | High        | 13   |
| 24. The textbook fully considers the content and objectives of mental health education courses and autonomous learning ability.  | 4.06        | 0.70        | High        | 21   |
| 25. The materials can fully support students' learning in mental health education courses and autonomous learning ability.   | 4.00        | 0.75        | High        | 26   |
| 26. The textbook provides practical, interactive, and inspiring cases and materials to be useful for students.   | 4.17        | 0.60        | High        | 14   |
| 27. The materials and environment can enhance undergraduate students' autonomous learning ability.   | 4.00        | 0.58        | High        | 27   |
| 28. The availability of learning spaces and the group counseling and task driven teaching can affect students' interest in mental health education course.   | 4.00        | 0.58        | High        | 28   |
| 29. Provide a suitable place to study, a variety of facilities to help you learn, a wealth of books and easy access to academic help.  | 4.06        | 0.52        | High        | 22   |
| 30. The environment is clean and bright, with desks and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process. | 4.17        | 0.60        | High        | 17   |
| <b>Total Average</b>   | <b>4.08</b> | <b>0.63</b> | <b>High</b> |      |

Table 4.8 indicates that internal factors affecting the autonomous learning ability for undergraduate students who in Baise College are found to be at a high level overall ( $\mu=4.17$ ). Considering each item individually, it was found that No.3 and No.35 and No.9 and No.10 and No.11and No. 12 have the highest mean ( $\mu=4.28$ ), followed by No.1 and No.2 and No.7 ( $\mu=4.22$ ), and the lowest mean is No.15 ( $\mu=3.89$ ).

For external factors affecting the autonomous learning ability for undergraduate students who is in Baise College, the overall level is also found to be at a high level ( $\mu=4.08$ ). Considering each item individually, it was found that No.17 has the highest mean ( $\mu=4.22$ ). followed by No.20 and No.23 and No.26 and No.30 ( $\mu=4.17$ ), and the lowest mean is No.19 and No.21 and No.25 and No.27 ( $\mu=4.00$ ).

The Lecturers Interview analysis results

- 1) Lecturer from Guangxi Minzu University
- 2) Lecturer from Hechi College
- 3) Lecturer from Baise College

**Table 4.9** Common data of the respondent in Guangxi Province

| Data                       | Frequency | Percentage    |
|----------------------------|-----------|---------------|
| <b>Gender</b>              |           |               |
| Male                       | 1         | 33.00         |
| Female                     | 2         | 67.00         |
| <b>Total</b>               | <b>3</b>  | <b>100.00</b> |
| <b>Experience teaching</b> |           |               |
| below 3 yrs.               | 0         | 0.00          |
| 4-6 yrs.                   | 0         | 0.00          |
| 7- 9 yrs.                  | 0         | 0.00          |
| over 9 yrs.                | 3         | 100.00        |
| <b>Total</b>               | <b>3</b>  | <b>100.00</b> |
| <b>Age</b>                 |           |               |
| Below 30 yrs               | 0         | 0.00          |
| 30-40 yrs.                 | 3         | 100.00        |
| 41-50 yrs.                 | 0         | 0.00          |
| over 50 yrs.               | 0         | 0.00          |
| <b>Total</b>               | <b>3</b>  | <b>100.00</b> |



From table 4.9, the data shows that the three lecturers' gender is 1 Male and 2 Female. The experience teaching over 9 years and age is around 30-40 years old.

#### **4.3 Present the results of the questionnaire and interviews**

After questionnaire and interviews with three lecturers, the factors that affect the autonomous learning ability for undergraduate students are summarized as follows.

##### **Internal factors**

*Physics:* In the teaching of group counseling and the task driven instructional model, the three lecturers all hope that students can actively participate in the teaching. From their experience, in the group counseling and the task driven instructional model, multiple teaching methods can comprehensively cultivate students' qualities and abilities, and can improve their mental health knowledge and skills in the practice of mental health education courses. Self-efficacy, learning strategies, academic time management can also influence autonomous learning ability for undergraduate students. The group counseling and the task driven instructional model can improve students' self-regulation ability, the ability to choose positive and correct learning content and environment, the ability to apply learning strategies, the formation of correct learning motivation, and the enhancement of self-efficacy.

*Psychology:* In the teaching of group counseling and the task driven instructional model, the three lecturers all emphasized the active participation of students. The basic element to maintain the lasting learning motivation of mental health education courses is to let students maintain a certain interest, and interest is always the primary gene for students' awareness of autonomous learning ability. Teachers need to use internal and external environments to create an autonomous learning environment in carrying out group counseling activities to promote autonomous learning ability for undergraduate students. They think the influence of psychological and emotional factors on autonomous learning is vital. Students are interested in learning activities and get psychological satisfaction, which will stimulate learners to learn more actively. A good teacher-student relationship can sometimes be a crucial factor in the success of learners, positive emotion can create a psychological state conducive to autonomous learning ability, while negative

emotion can affect the normal play of learning potential. Teachers should pay attention to students' emotional needs.

### **External factor**

*Social environment:* In the course of group counseling and the task driven instructional model, lecturer A emphasized the influence of the external environment on students' learning. For example, in a noisy environment, students are easily affected by the external environment and cannot concentrate on thinking and learning. Lecturer A also emphasized the creation of the classroom environment. In the teaching process, the lecturer's creation of the classroom atmosphere will also affect students' autonomous learning ability. Lecturer B also emphasized the influence of the environment created by the group counseling activity on students' autonomous learning ability. Friendly, equal and united atmosphere and environment can promote students' enthusiasm to participate in activities and improve their independent learning ability. Lecturer C also emphasized social environment is a learning resource available to autonomous learners. In order to be able to carry out independent learning effectively, learners will make full use of favorable factors in the environment and society. Therefore, a good learning environment and abundant auxiliary resources are also an important condition for the success of independent learning, such as suitable learning places and various facilities conducive to learning.

*Materials:* Lecturers agree that teaching models, teaching materials and teaching methods affect students' autonomous learning ability and are important factors. Lecturer A believes that teachers' diverse choices of teaching methods are conducive to improving students' autonomous learning ability. Lecturer B believes that the group counseling and the task driven instructional model has irreplaceable value in education and teaching, this model can driven by strong problem motivation and completing activity tasks, students can conduct independent exploration and interactive and collaborative learning through active application of learning resources, and improve their cognition and application level of autonomous learning ability while completing learning tasks. Lecturer C believes this teaching model can stimulate students' enthusiasm for participation, activate the classroom atmosphere, and provide students with a growth experience channel to understand the environment, understand themselves and adjust themselves. It plays a very

important positive role in solving students' psychological problems and increasing the effectiveness of curriculum development, and is also an inevitable demand for conforming to the psychological development and thinking characteristics of contemporary college students.

*Teaching methods:* All the lecturers believe that appropriate teaching methods can stimulate students' interest in mental health education course, and stimulating students' learning initiative is an important purpose of using teaching methods. Teacher A suggested that in the course of group counseling and the task driven instructional model, group counseling activities should be based on the interaction between students, supplemented by the guidance of teachers, and pay attention to the two-way communication between teachers and students. Curriculum activities can include role playing, problem discussion, homework analysis, activity experience and other learning methods to grasp knowledge and explore problems. Lecturer B suggested that when designing "tasks", teachers should carefully consider each knowledge point, take overall consideration, design and construct a series of typical operational "tasks" for students, so that students can master knowledge, skills and methods in completing "tasks". Lecturer C suggested that group counseling activities can combine group counseling and one-on-one counseling. For students who are silent and have low participation in the activities, one-on-one counseling model can be adopted, which is more targeted and effective.

*Evaluation:* In terms of evaluation, it seems that the three lecturers ignored the role and status of evaluation. In order to leverage the practical value of group counseling and the task driven instructional model, teachers should continuously reflect on teaching, analyze the teaching effectiveness of mental health education courses in different teaching methods, and clarify the precautions in the application of the group counseling and the task driven instructional model.

Through the above analysis, it is found that among the factors that affect autonomous learning ability, students' attitude of actively participating about problems is an important factor. At the same time, self-efficacy, learning strategies, academic time management, appropriate teaching methods, teaching models and interesting teaching materials can better mobilize students' autonomous learning ability. At the same time, the environment in which students' autonomous learning ability includes the external environment of the classroom, the internal environment

of the classroom, and a good teacher-student relationship are also important factors that affect students' autonomous learning ability.

**Part 2: To answer research objective 2 – to develop group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students**

To serve objective 2, the collected data of confirming the appropriateness of 6 components of instructional model are analyzed in 4 areas, i.e. utility, feasibility, propriety, and accuracy and presented by frequency and percentage of the specialists as shown in table and description below.

**Table 4.10** Frequency and percentage of conformability of utility, feasibility, propriety, and accuracy of the instructional model components in 6 areas by specialists

| NO | Instructional Model Of Group counseling and the task driven | Opinion of the Specialists |            |           |            |             |            |           |            |           |            |           |            |           |            |           |            |
|----|---|----------------------------|------------|-----------|------------|-------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
|    |   | Utility                    |            |           |            | Feasibility |            |           |            | Propriety |            |           |            | Accuracy  |            |           |            |
|    |   | Agree                      |            | Disagree  |            | Agree       |            | Disagree  |            | Agree     |            | Disagree  |            | Agree     |            | Disagree  |            |
|    |   | Frequency                  | Percentage | Frequency | Percentage | Frequency   | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| 1  | Principle and Rationale                                     | 5                          | 100        | 5         | 0          | 5           | 100        | 5         | 0          | 5         | 100        | 5         | 0          | 5         | 100        | 5         | 0          |
| 2  | Objectives  | 5                          | 100        | 5         | 0          | 5           | 100        | 5         | 0          | 5         | 100        | 5         | 0          | 5         | 100        | 5         | 0          |
| 3  | Contents Methods of   | 5                          | 100        | 5         | 0          | 5           | 100        | 5         | 0          | 5         | 100        | 5         | 0          | 5         | 100        | 5         | 0          |
| 4  | Teaching & Materials  | 5                          | 100        | 5         | 0          | 5           | 100        | 5         | 0          | 5         | 100        | 5         | 0          | 5         | 100        | 5         | 0          |
| 5  | Evaluation  | 5                          | 100        | 5         | 0          | 5           | 100        | 5         | 0          | 5         | 100        | 5         | 0          | 5         | 100        | 5         | 0          |

From table 4.10, the conformability of each component of the instructional model by 5 specialists can be elaborated as follows.

### **Principle and Rationale**

The utility of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100% of all specialists; feasibility 5 specialists 100%; propriety 5 specialists 100%; and accuracy 5 specialists 100%.

### **Objectives**

The objectives of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100% of all specialists; feasibility 5 specialists 100%; propriety 5 specialists 100%; and accuracy 5 specialists 100%.

### **Contents**

The contents of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100% of all specialists; feasibility 5 specialists 100%; propriety 5 specialists 100%; and accuracy 5 specialists 100%.

### **Methods of Teaching & Materials**

The methods of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100% of all specialists; feasibility 5 specialists 100%; propriety 5 specialists 100%; and accuracy 5 specialists 100%.

### **Evaluation**

The evaluation of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100% of all specialists; feasibility 5 specialists 100%; propriety 5 specialists 100%; and accuracy 5 specialists 100%.

**Part 3 Analysis results serving research objective 3 – to study the results of implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students**

### Criteria to evaluate

| Score        | Grade     |
|--------------|-----------|
| 49-60        | Excellent |
| 37-48        | Good      |
| 25-36        | Moderate  |
| 13-24        | Pass      |
| Less than 13 | Poor      |

**Table 4.11** Students' autonomous learning ability after implementing group counseling and the task driven instructional model assessed by rubric scoring criteria in overview (Total scores=60)

| Items                           | $\bar{x}$    | S.D.        | Level            |
|---------------------------------|--------------|-------------|------------------|
| Item 1: Self-regulation         | 12.60        | 0.80        | Excellent        |
| Item 2: Content and environment | 12.76        | 0.83        | Excellent        |
| Item3: Learning strategies      | 12.82        | 0.76        | Excellent        |
| Item4: Learning motivation      | 12.74        | 0.82        | Excellent        |
| <b>Total Average Scores</b>     | <b>50.92</b> | <b>0.80</b> | <b>Excellent</b> |

Table 4.11 indicates that the total average scores after the experiment from students measure 50.92(Excellent Level). Considering each item individually, it was found that the learners perform item 3 : Learning strategies best ( $\bar{x}$ =12.82, Excellent Level), followed by item 2: Content and environment ( $\bar{x}$ =12.76, Excellent Level) and item 4: Learning motivation ( $\bar{x}$ =12.74, Excellent Level), and the lowest mean is item 1: Self-regulation ( $\bar{x}$ = 12.60, Excellent Level).

**Table 4.12** Students' autonomous learning ability after implementing group counseling and the task driven instructional model assessed by rubric scoring criteria in item 1: self-regulation (Total scores=15)

| Standard   | $\bar{x}$    | S.D.        |
|--|--------------|-------------|
| Standard 1: Self-summary , evaluation and monitoring ability is strong | 4.28         | 0.72        |
| Standard 2: Volitional control ability is strong                       | 4.06         | 0.79        |
| Standard 3: Time planning and management ability is strong             | 4.26         | 0.87        |
| <b>Total Average Scores</b>  | <b>12.60</b> | <b>0.80</b> |

From table 4.12 : For Item 1, self-regulation for undergraduate students, the total average score measures 12.6. Considering each item individually, it was found that Standard 1: Self-summary, evaluation and monitoring ability is strong has the highest mean ( $\bar{x}$ =4.28), followed by Standard 3: Time planning and management ability is strong ( $\bar{x}$ =4.26), and the lowest mean is Standard 2: Volitional control ability is strong ( $\bar{x}$ =4.06).

**Table 4.13** Students' autonomous learning ability after implementing group counseling and the task driven instructional model assessed by rubric scoring criteria in item 2: Content and environment (Total scores=15)

| Standard  | $\bar{x}$    | S.D.        |
|---|--------------|-------------|
| Standard 1: Learning content is right, rich               | 4.18         | 0.79        |
| Standard 2: Learning environment is conducive to learning | 4.36         | 0.84        |
| Standard 3: Self-goals is right, positive                 | 4.22         | 0.86        |
| <b>Total Average Scores</b>                               | <b>12.76</b> | <b>0.83</b> |

From table 4.13: For Item 2, content and environment for undergraduate students, the total average score measures 12.76. Considering each item individually, it was found that Standard 2: Learning environment is conducive to learning has the



highest mean ( $\bar{x}$ =4.36), followed by Standard 3: Self-goals is right, positive ( $\bar{x}$ =4.22), and the lowest mean is Standard 1: Learning content is right, rich ( $\bar{x}$ =4.18).

**Table 4.14** Students' autonomous learning ability after implementing group counseling and the task driven instructional model assessed by rubric scoring criteria in item 3: Learning strategies (Total scores=15)

| Standard   | $\bar{x}$    | S.D.        |
|--|--------------|-------------|
| Standard 1: Have the right, scientific general learning method             | 4.22         | 0.73        |
| Standard 2: Have the right, scientific organization and finishing strategy | 4.36         | 0.71        |
| Standard 3: Have the right, scientific learning aid strategy               | 4.24         | 0.81        |
| <b>Total Average Scores</b>  | <b>12.82</b> | <b>0.76</b> |

From table 4.14: For Item 3, learning strategies for undergraduate students, the total average score measures 12.82. Considering each item individually, it was found that Standard 2: Have the right, scientific organization and finishing strategy has the highest mean ( $\bar{x}$ =4.36), followed by Standard 3: Have the right, scientific learning aid strategy ( $\bar{x}$ = 4.24), and the lowest mean is Standard 1: Have the right, scientific general learning method ( $\bar{x}$ = 4.22).

**Table 4.15** Students' autonomous learning ability after implementing group counseling and the task driven instructional model assessed by rubric scoring criteria in item 4: Learning motivation (Total scores=15)

| Standard  | $\bar{x}$    | S.D.        |
|---|--------------|-------------|
| Standard 1: Have positive and right values about learning | 4.48         | 0.73        |
| Standard 2: Self-efficacy is strong                       | 4.04         | 0.77        |
| Standard 3: Have a strong interest in learning            | 4.22         | 0.88        |
| <b>Total Average Scores</b>                               | <b>12.74</b> | <b>0.82</b> |

From table 4.15: For Item 4, learning motivation for undergraduate students, the total average score measures 12.74. Considering each item individually, it was found that Standard 1: Have positive and right values about learning has the highest

mean ( $\bar{x}$ =4.48), followed by Standard 3: Have a strong interest in learning ( $\bar{x}$ = 4.22), and the lowest mean is Standard 2: Self-efficacy is strong ( $\bar{x}$ = 4.04).

**Table 4.16** The Students' autonomous learning ability level after implementing group counseling and the task driven instructional model in 4 Items (Total scores=60)

| Level        | Frequency | Percentage    |
|--------------|-----------|---------------|
| Excellent    | 33        | 66.00         |
| Good         | 14        | 28.00         |
| Moderate     | 3         | 6.00          |
| Pass         | -         | -             |
| Poor         | -         | -             |
| <b>Total</b> | <b>50</b> | <b>100.00</b> |

From table 4.16, it was found that 66% of 50 students whose autonomous learning ability to be at Excellent level, 28% of them are assessed to be at Good level, 6% of them are assessed to be at Moderate level. The result is consistent with the research hypothesis that 80% upwards of the participants will have autonomous learning ability at Good level after learning through group counseling and the task driven instructional model.

**Table 4.17** The Students' autonomous learning ability in Item 1: Self-regulation (Total scores=15)

| Level        | Frequency | Percentage    |
|--------------|-----------|---------------|
| Excellent    | 26        | 52.00         |
| Good         | 19        | 38.00         |
| Moderate     | 5         | 10.00         |
| Pass         | -         | -             |
| Poor         | -         | -             |
| <b>Total</b> | <b>50</b> | <b>100.00</b> |

From table 4.17, it was found that 52% students whose autonomous learning ability regarding self-regulation is at Excellent level 19% of them are assessed to be at Good level and 10% of them are assessed to be at Moderate level.

**Table 4.18** The Students' autonomous learning ability in Item 2: Content and environment (Total sores=15)

| Level        | Frequency | Percentage    |
|--------------|-----------|---------------|
| Excellent    | 30        | 60.00         |
| Good         | 13        | 26.00         |
| Moderate     | 7         | 14.00         |
| Pass         | -         | -             |
| Poor         | -         | -             |
| <b>Total</b> | <b>50</b> | <b>100.00</b> |

From table 4.18, it was found that 60% students whose autonomous learning ability regarding content and environment is at Excellent level and other 26% at Good level and other 14% at Moderate level.

**Table 4.19** The Students' autonomous learning ability in Item 3: Learning strategies (Total sores=15)

| Level        | Frequency | Percentage    |
|--------------|-----------|---------------|
| Excellent    | 28        | 56.00         |
| Good         | 19        | 38.00         |
| Moderate     | 3         | 6.00          |
| Pass         | -         | -             |
| Poor         | -         | -             |
| <b>Total</b> | <b>50</b> | <b>100.00</b> |

From table 4.19, it was found that 28% students whose autonomous learning ability regarding learning strategies to be at Excellent level ,19% of them are assessed to be at Good level ,3% of them are assessed to be at Moderate level.

**Table 4.20** The Students' autonomous learning ability in Item 4: Learning motivation(Total sores=15)

| Level        | Frequency | Percentage    |
|--------------|-----------|---------------|
| Excellent    | 27        | 54.00         |
| Good         | 19        | 38.00         |
| Moderate     | 4         | 8.00          |
| Pass         | -         | -             |
| Poor         | -         | -             |
| <b>Total</b> | <b>50</b> | <b>100.00</b> |

From table 4.20, it was found that 54% students whose autonomous learning ability regarding learning motivation is at Excellent level, 38% at Good level, 8% at Moderate level.

## Chapter 5

### Conclusion, Discussion and Recommendations

The result in the study of “Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students”, the researcher presented the documents concerning the following.

#### Conclusion

From the objectives of research

1. The factors which promote autonomous learning ability of undergraduate students include 2 factors: Internal factors and external factors. Internal factors included Physics (engagement in classroom activities and practices) and Psychology (promoting autonomous learning ability to keep learners’ interest in mental health education course). External factors included Social Environment (control of classroom atmosphere to support learners’ autonomous learning ability in-class practice) Materials (readiness of mental health education course instruments and other necessary equipment) Teaching Methods (integrating various teaching approach) and Evaluation (analyzing effectiveness of mental health education course).

2. Group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students included 5 components: 1) Principle and rationale, 2) Objectives, 3) Contents, 4) Method of teaching & materials and 5) Evaluation. The model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 5 specialists.

3. It was found that the majority of 50 students (94%) demonstrated good autonomous learning ability. of these, 33 of them are assessed to be at excellent level (66%), 14 of them are assessed to be at good level (28%), and 3 of them are assessed to be at medium level (6%). None of the undergraduate students had a pass or poor level of autonomous learning ability. The result is consistent with the research hypothesis that 80% upwards of the participants will have autonomous

learning ability at Good level after learning through group counseling and the task driven instructional model.

## Discussion

1. The factors which promote autonomous learning ability of undergraduate students include 2 factors: Internal factors and external factors. Internal factors included Physics and Psychology. External factors included Social Environment, Materials, Teaching Methods and Evaluation discussed as followed.

Internal factors included Physics (engagement in classroom activities and practices) and Psychology (promoting autonomous learning ability to keep learners' interest in mental health education course). The ready teaching both students and lecturers can actively participate in the teaching. It is important for lecturers to design method that are suitable for all of group students. It can be used as an activity to create a positive atmosphere in the classroom to keep students focused. And prepare to earn more in class. Physical preparation of students and the mind is important to consider. Psychology is a must for teachers at all educational institutions. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behavior. It helps to promote more effective teaching and learning. Teachers and educators need to have basic knowledge of psychology to understand learner behavior and learning process as well as being able to solve various problems. The basic element to maintain the lasting learning motivation of mental health education courses is to let students maintain a certain interest, and interest is always the primary gene for students' awareness of autonomous learning ability. The influence of psychological and emotional factors on autonomous learning is vital. Students are interested in learning activities and get psychological satisfaction, which will stimulate learners to learn more actively. Zimmerman (2002) found that some emotional factors of students, such as students' attitude and practice towards self-learning and whether learners have strong interest in learning, have an impact on the ability of independent learning, and teachers can actively guide and support students in these aspects. Yang (2018) has found that the psychological and emotional changes of students in the learning process, and then play a role in improving the teaching work of teachers and the learning quality of students. The learning motivation of learners can have a certain impact on their autonomous

learning ability. The higher the motivation of learners, the more effective supervision they will have over their self-learning process, so that their autonomous learning ability can develop steadily and upward.

External factors included Social Environment (control of classroom atmosphere to support learners' autonomous learning ability in-class practice) Materials (readiness of mental health education course instruments and other necessary equipment) Teaching Methods (integrating various teaching approach) and Evaluation (analyzing effectiveness of mental health education course). Appropriate teaching methods can stimulate students' interest in the lesson and interactive/participative methods, student-centered learning approaches in the classroom can improve learning. Appropriate teaching methods can stimulate students' interest in mental health education course, and stimulating students' learning initiative is an important purpose of using teaching methods. Teaching models, teaching materials and teaching methods affect students' autonomous learning ability and are important factors. The social environment, social context, sociocultural context or milieu refers to the immediate physical and social setting in which people live or in which something happens or develops. Friendly, equal and united atmosphere and environment can promote students' enthusiasm to participate in activities and improve their independent learning ability. In terms of evaluation, evaluating a lesson plan sensibly means thinking about the design, or theoretical structure of the lesson. Zimmerman (2002) found that In this social environment, the peers in the learning process, the teachers who give guidance, and the good learning objects that can be followed by them will have certain effects on the improvement of learners' autonomous learning ability to varying degrees. Whether learning resources can be properly used, the specific place where learning is located, and so on, these will have a certain degree of impact on the improvement of learners' autonomous learning ability. The further improvement of the evaluation system makes it more reasonable and has been affirmed by students, which proves that learners' self-evaluation and mutual evaluation can cultivate college students' autonomous learning ability. Pang (2001) found that It is believed that learners' self-efficacy and cognitive strategies can affect the development of learners' autonomous learning ability. Ren (2017) found that learning strategy is the main factor that affects learners' independent learning to result in students' competence.

2. Group counseling and the task driven instructional model was 100% conformed to utility, feasibility, propriety, and accuracy standards as assessed by 5 specialists, include 5 components: 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & Materials and 5) Evaluation, discussed as follows.

**Principle and Rationale** of the utility, feasibility, propriety, and accuracy of the Principle and Rationale of this model have been unanimously recognized by experts, which shows that the group counseling and the task driven instructional model is robust and has a relatively solid theoretical foundation. The teaching mode is conducive to the enhance of students' autonomous learning ability, which provides effective support in theory. Xie (2008) & Sun (2022)

**Objectives** of this model have been unanimously approved by five experts. Clear teaching objectives are the prerequisite for achieving teaching effects. The clarity and clarity of the teaching objectives of this model can enhance students' autonomous learning ability. (Zhang, 2016) & and (Liu, 2004)

**Contents** component also received a 100% confirm ability score from all the specialists, underlining that the learning material and topics are suitable and well-designed for the model's aim. (Zhang, 2016) & and (Liu, 2004)

**Methods of Teaching & Materials.** The methods and materials of the group counseling and the task driven instructional model have been unanimously approved by experts. The well designed group counseling and the task driven instructional model activities and interesting learning experience have good adaptability to the teaching model, which can effectively Promote the improvement of students' autonomous learning ability Xie (2008) & Sun (2022)

**Evaluation** part has been unanimously approved by experts, emphasizing the effectiveness and appropriateness of the evaluation and feedback mechanism in improving students' autonomous learning ability, and can give effective feedback to students' autonomous learning ability. Xie (2008) & Sun (2022)

In conclusion, the unanimous confirmation by the specialists in terms of utility, feasibility, propriety, and accuracy attests to the robustness of the group counseling and the task driven instructional model. It strongly suggests that this model, with its components, is well positioned to enhance undergraduate students' autonomous learning ability when implemented correctly.



3. The result is consistent with the research hypothesis that 80% upwards of the participants will have autonomous learning ability at Good level after learning through group counseling and the task driven instructional model according to.

4. After implementing group counseling and the task driven instructional model to enhance autonomous learning ability of undergraduate students, and assessing learners' autonomous learning ability within 4 scopes of items (12 standards) using rubric scoring criteria, It was found that the majority of 50 students (94%) demonstrated good autonomous learning ability . of these, 33 of them are assessed to be at excellent level (66%), 14 of them are assessed to be at good level (28%), and 3 of them are assessed to be at medium level (6%). None of the undergraduate students had a pass or poor level of autonomous learning ability. The result is consistent with the research hypothesis that 80% upwards of the participants will have autonomous learning ability at Good level after learning through Group counseling and the task driven instructional model.

According to the research of Xie (2008) the results indicated that group counseling instructional model can effectively improve the level of college students' autonomous learning ability, Sun (2020) showed that task driven instructional model can effectively improve the level of students' autonomous learning ability and learning performance ability. Yuan (2005) found 4 aspects: 1) self-regulation, 2) content and environment, 3) learning strategies, and 4) learning motivation, and through four aspects of improvement, students can get higher levels of autonomous learning ability.

Firstly, self-regulation. It refers to the way in which individuals control and direct their own behavior. It includes self-summary, evaluation and monitoring ability, volitional control ability and time planning and management ability. Self-regulation can enable students to better plan their learning activities, rationally allocate learning time, effectively use time, better supervise their learning behavior, and avoid the distraction of attention. From the data point of view, it was found that 52% students whose autonomous learning ability regarding self-regulation is at Excellent level, 19% of them are assessed to be at Good level and 10% of them are assessed to be at Moderate level. This shows that through the teaching of this teaching model, students' self-regulation ability has been significantly improved.

The second aspects, content and environment. Social environment is a learning resource available to autonomous learners. In order to be able to carry out independent learning effectively, learners will make full use of favorable factors in the environment and society. Therefore, a good learning environment and abundant auxiliary resources are also an important condition for the success of autonomous learning. From the data point of view, it was found that 60% students whose autonomous learning ability regarding content and environment is at Excellent level and other 26% at Good level and other 14% at Moderate level. This shows that through the teaching of this teaching model, students' learning content and environment selection ability has been significantly improved.

Third, Learning strategies. The mastery of learning strategies is of great significance to the development of students' autonomous learning ability. At the core of strategies are those cognitive strategies that support the student learning process and learn to learn at great degree means that students master learning strategies and are able to transfer smoothly to other learning situations. How well students master and use cognitive strategies determines whether they can learn easily or not well recall and use the knowledge you have acquired. From the data point of view, it was found that 28% students whose autonomous learning ability regarding learning strategies to be at Excellent level, 19% of them are assessed to be at Good level, 3% of them are assessed to be at Moderate level. This shows that through the teaching of this teaching model, students' learning strategies selection ability has been significantly improved.

The fourth, Learning motivation. Learning motivation is the internal motivation that directly promotes students' learning. It has the ability to initiate, maintain and orient learning effect. Therefore, the nature and intensity of learning motivation directly affect the direction, process and effect of college students' learning. From the data point of view, it was found that 54% students whose autonomous learning ability regarding learning motivation is at Excellent level, 38% at Good level, 8% at Moderate level. This shows that through the teaching of this teaching model, students' have better learning motivation, have more positive and right values, Self-efficacy and interest in learning.

In summary, self-regulation, content and environment, learning strategies, and learning motivation are important dimensions of autonomous learning ability,

and these aspects contribute significantly to the improvement of students' autonomous learning ability. The experiment proves that most of the students (94%) acquire good or excellent autonomous learning ability by implementing group counseling and the task driven instructional model.

## Recommendations

**For students:** From the perspective of students, first, students need to improve their independent learning ability. Including strengthening self-regulation, including time, planning and management, self-monitoring and self-judgment, will control, etc.; Take the initiative to learn, master effective learning strategies, and set reasonable learning goals; Choose an environment conducive to learning; Form good and positive learning motivation, clarify the purpose and significance of learning, enhance learning interest, improve self-efficacy, and cultivate the concept of self-sustained learning. We should have enough self-confidence, do well in the tasks in the activities, improve the learning results, enhance self-identification and self-affirmation, and enhance self-efficacy; Make positive and correct attribution to the success or failure of learning, have a clear understanding of their own advantages and disadvantages, form a positive self-concept, and analyze and understand the status quo of independent learning ability. Second, students need to enhance their psychological cognition in the course of mental health education. It includes enhancing the cognition of teaching tasks, teaching methods, key and difficult points in teaching content, and the cognition of relevant knowledge of their own mental health. Thirdly, students need to enhance their activeness and initiative in group activities. Under the group tutoring and task-driven teaching model, students should enhance self-exposure and reduce problems such as non-integration, non-sharing and silence. Actively participate in the situation, actively participate in the discussion and put forward opinions, find my own position and role in the group, get along well with team members, actively think in my position and find solutions to problems, and earnestly complete every task proposed by the teacher in the activity.

**For lecturers:** From the perspective of lecturers, first, lecturers need to improve the ability of group tutoring and task-driven teaching, strengthen the theoretical armed, and achieve specialization and standardization. When designing "tasks", teachers should carefully consider each knowledge point, take overall

consideration, design and construct a series of typical operational "tasks" for students, so that students can master knowledge, skills and methods in completing "tasks". Group tutoring teaching should take the common problems encountered by students in their growth as a topic to provide follow-up guidance to students, and the teaching content should also be tailored to local conditions to design activities suitable for the characteristics of college students, and guide students to solve their own practical problems through edutainment. Second, lecturers need to attach importance to students' initiative, continue to pay attention to students' self-feeling and emotional experience, and truly care about students' spiritual growth. The lecturer should enhance the students' emotional experience with a variety of thematic tasks and establish a good emotional value for them. Third, lecturers need to carry out objective and comprehensive teaching evaluation and follow-up counseling. First of all, since human psychological growth is a process of evolution, it is necessary to integrate students' classroom performance and thematic assignments into the index system of teaching evaluation. Secondly, the evaluation of the student body is carried out at the end of each semester through the school's online evaluation system, which includes opinions on the curriculum and the teaching level of the teacher. In addition to the main channel of classroom teaching, students can also be tracked through special lectures, online consultation, individual counseling and social practice activities, so as to consolidate the classroom learning effect and make up for some personalized problems ignored in classroom teaching.

**For university:** From the perspective of universities, first, universities need to enrich the psychological education knowledge reserve of teachers, improve the training mechanism, strengthen the continuing education of the existing team members, and ensure the smooth development of mental health education courses. Second, universities need to optimize the system management, strengthen the teaching of lecturers and the supervision of students' learning. The supervision and management mechanism shall be established, and the teaching supervisors shall enter the teachers' classroom to listen to the lectures and summarize the lessons irregularly, so as to better discover the shortcomings of the teachers in carrying out group tutoring activities and make improvements. In the process of teaching, the psychological education system in universities should be combined with other social support systems to form a complementary relationship of mutual cooperation and

combination, so as to build a coordinated development mechanism for the innovation of mental health education in colleges and universities. Third, universities need to strengthen the construction of teaching practice platforms, pay attention to the construction of the second classroom, provide students with a diversified learning platform, solve the needs of lecturers and students, so that lecturers and students have more resources to use. It is necessary to set up psychological counseling centers, improve the scientific nature of psychological counseling, professional staff to diagnose, formulate rules and regulations and schedules. Fourth, universities need to pay more attention to mental health education courses. Universities should incorporate mental health education courses into the teaching curriculum system and include mental health education courses in their curriculum plans, universities should write books according to the goal system of mental health development so that mental health education has certain operability.

#### **Future research**

1. To enhance another ability of undergraduate students in Guangxi Minzu University based on the group counseling and the task driven instructional model, such as career planning ability .
2. To develop another instructional model to enhance autonomous learning ability of undergraduate students, such as blended learning instructional model.
3. To develop group counseling and the task driven instructional model to improve autonomous learning ability of undergraduate students apply more activity methods and techniques, such as face to face psychological counseling technique.

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## Appendices

Appendix A  
List of Specialists and Letters of Specialists Invitation  
for IOC Verification

### List of experts to validate research instruments

1. Assistant Professor Dr.Wapee Kong -In      ducation Program of Institute of Scienc  
e Innovation and Culture(ISIC)  
Rajamangala University of Technology  
Krungthep
- 2.Professor Liu Jiafang                              English Program  
Fujian Normal University
- 3.Professor Tang Dehai                              English Program  
Guangxi Minzu University

### List of experts to validate research instruments

1. Assistant Professor Dr. Tanaput Chanchaen Educational Management and Learning Management Innovation Program  
Bansomdejchaopraya Rajabhat University
2. Assistant Professor Dr.Wanida Ploysangwal English Program  
University of the Thai Chamber of Commerce
- 3.Dr.Panas Jansritong Administration Program  
Kirk University
- 4.Professor Liu Jiafang English Program  
Fujian Normal University
- 5.Professor Tang Dehai English Program  
Guangxi Minzu University

Appendix B  
Official Letters

Ref. No. MHES10643.14/1780



Graduate School  
Bansomdejchaopraya Rajabhat University  
 1061 Itsarapap 15 Itsarapap Rd.  
 Thonburi Bangkok 10600

20 November 2023

**Subject** Request for research tool validation

**Dear Professor Dr. Tang Dchai**

**Attachment** Validation sheets

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs. Luan Chengcheng, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of Associate Professor Dr. Jittawisut Wimitipanya as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Assistant Professor Dr. Saravut Sthakhajorn as co-advisors, the written rubric scoring and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached Rubric and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, rubric scoring, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst. Prof. Dr. Kanakorn Sawangcharoen)  
 Dean of Graduate School  
 Bansomdejchaopraya Rajabhat University

Tel. +660204737000 Ext.  
 Fax. +660204737000



Ref.No.MHESI 0643.14/1782

Graduate School  
Bansomdejchaopraya Rajabhat University  
 1061 Itsarapap, 15 Itsarapap Rd  
 Thonburi Bangkok 10600

20 November 2023

**Subject** Request for research tool validation

**Dear** Assistant Professor Dr. Wapee Kong -In

**Attachment** Validation sheets

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs. Luan Chengcheng a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of Associate Professor Dr. Jitawisut Wimutipanya as major advisor, Associate Professor Dr. Arcewan Lamss-ard as co-advisor and Assistant Professor Dr. Sarayut Sethakhajom as co-advisors, the written rubric scoring and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached Rubric and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, rubric scoring, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst. Prof. Dr. Kanakom Sawangcharoen)  
 Dean of Graduate School  
 Bansomdejchaopraya Rajabhat University

Tel. +660204737000 Ext.  
 Fax. +660204737000

Ref.No MHESI 0643.14/1783



Graduate School

Bansomdejchaopraya Rajabhat University  
1061 Isarapap 15 Isarapap Rd.  
Thonburi Bangkok 10600

20 November 2023

**Subject** Request for evaluation of instructional model

**Dear Assistant Professor Dr. Tanaput Chanchaen**

**Attachment** evaluation sheets

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Mode to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs Luan Chengcheng a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of Associate Professor Dr. Jitawisut Wimitipanya as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Assistant Professor Dr. Sarayut Sathakhajomas co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely, \_\_\_\_\_

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School  
Bansomdejchaopraya Rajabhat University

TeL. (662) 4737000

Fax. (662) 4737000





Ref.No.MHESI 0643.14/1784

Graduate School  
Bansomdejchaopraya Rajabhat University  
 1061 Itsarapap 15 Itsarapap Rd.  
 Thonburi Bangkok 10600

26 November 2023

**Subject** Request for evaluation of instructional model

**Dear Assistant Professor Dr.**Wanida Ploysangwal

**Attachment** evaluation sheets

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs. Luan Chengcheng, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of Associate Professor Dr.Jittawisut Wimutipanya as major advisor, Associate Professor Dr.Areewan lamsa-ard as co-advisor and Assistant Professor Dr.Sarayut Sethakhajomas co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakom Sawangcharoen)

Dean of Graduate School  
 Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref.No.MHESI 0643.14/1785



Graduate School

Bansomdejchaopraya Rajabhat University

1061 Iisarapan 15 Iisarapan Rd.

Thonburi Bangkok 10600

20 November 2023

**Subject** Request for evaluation of instructional model

**Dear** Dr.Panas Jansritong

**Attachment** evaluation sheets

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs.Luan Chengcheng, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of Associate Professor Dr.Jittawisut Wimutipanya as major advisor, Associate Professor Dr.Areeawan Iamsa-ard as co-advisor and Assistant Professor Dr.Saravut Sethakhajomas co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely

(Assistant Professor Dr.Kanakorn Sawangcharoen)

Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel. (662)4737000

Fax. (662)4737000

Ref.No.MHESI 0643.14/1786



Graduate School

Bansomdejchaopraya Rajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

20 November 2023

**Subject** Request for evaluation of instructional model

**Dear Professor Dr.Liu Jiafang**

**Attachment** evaluation sheets

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs. Luan Chengcheng, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of Associate Professor Dr.Jittawisut Wimutipanya as major advisor, Associate Professor Dr.Areewan lamsa-ard as co-advisor and Assistant Professor Dr.Saravut Sethakhajomas co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School  
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref.No.MHESI 0643.14/1787



Graduate School  
Bansomdejchaopraya Rajabhat University  
 1061 Itsarapap 15 Itsarapap Rd.  
 Thonburi Bangkok 10600

20 November 2023

**Subject Request for evaluation of instructional model**

**Dear Professor Dr. Tang Dehai**

**Attachment** evaluation sheets

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs. Luan Chengcheng, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of Associate Professor Dr. Jitawisut Wimutipanya as major advisor, Associate Professor Dr. Areewan Iams-ard as co-advisor and Assistant Professor Dr. Sarayut Sethakhajomas co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate School  
Bansomdejchaopraya Rajabhat University

Tel. (662)4737000

Fax. (662)4737000



Ref.No.MHESI 0643.14/1788

Graduate School

Bansomdejchaopraya Rajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

20 November 2023

**Subject** Request for data collection.

**Dear** President of Baise College

**Attachment** 50 copies of questionnaire

Regarding the thesis titled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs. Luan Chengcheng a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of

**Major Advisor:** Associate Professor Dr. Jitawisut Wimutipanya

**Co-advisor:** Associate Professor Dr. Arcewan lamsa-ard

**Co-advisor:** Assistant Professor Dr. Sarayut Sethakhajom

The researcher needs to collect data using questionnaire in terms of factors affecting autonomous learning ability of undergraduate students from 50 fourth undergraduate students majoring in Mental Health Education Course in Baise College. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 877918061@qq.com.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst. Prof. Dr. Kanakorn Sawangcharoen)  
Dean of Graduate School  
Bansomdejchaopraya Rajabhat University

Tel. +660204737000 Ext.

Fax. 660204737000





Ref.No.MHESI 0643.14/1789

Graduate School

Bansomdejchaopraya Rajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

20 November 2023

**Subject** Request for data collection

**Dear President of Guangxi Minzu University**

**Attachment** 50 copies of questionnaire

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs. Luan Chengcheng a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of

**Major Advisor:** Associate Professor Dr. Jittawisut Wimitipanya

**Co-advisor:** Associate Professor Dr. Areewan Iamsa-ard

**Co-advisor:** Assistant Professor Dr. Sarayut Sethakhajom

The researcher needs to collect data using questionnaire in terms of factors affecting autonomous learning ability of undergraduate students from 50 fourth undergraduate students majoring in Mental Health Education Course in Guangxi Minzu University. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 877918061@qq.com.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst. Prof. Dr. Kanakorn Sewangcharoen)

Dean of Graduate School  
Bansomdejchaopraya Rajabhat University

Tel. +660204737000 Ext.

Fax. 660204737000



Ref.No.MHESI 0643.14/1790

Graduate School  
Bansomdejchaopraya Rajabhat University  
 1061 Itsarapap 15 Itsarapap R.d.  
 Thonburi Bangkok 10600

20 November 2023

**Subject** Request for data collection

**Dear President of Hechi College**

**Attachment** 50 copies of questionnaire

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs. Luan Chengcheng, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of

**Major Advisor:** Associate Professor Dr. Jittawisut Wimitipanya

**Co-advisor:** Associate Professor Dr. Areewan lamsa-ard

**Co-advisor:** Assistant Professor Dr. Sarayut Sethakhajom

The researcher needs to collect data using questionnaire in terms of factors affecting autonomous learning ability of undergraduate students from 50 fourth undergraduate students majoring in Mental Health Education Course in Hechi College. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 877918061@qq.com.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst. Prof. Dr. Kanakorn Sawangcharoen)  
 Dean of Graduate School  
 Bansomdejchaopraya Rajabhat University

Tel. +66204737000 Ext.

Fax. 660204737000



Ref.No.MHESI 0643.14/179L

Graduate School  
Bansomdejchaoprava Rajabhat University  
 1061 Itsarapap 15 Itsarapap Rd.  
 Thonburi Bangkok 10600

2o November 2023

**Subject** Request for permission to implement experiment

Dear President of Guangxi Minzu University

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs.Luan Chengcheng a Ph.D.student majoring in Curriculum and Instruction Programme at Bansomdejchaoprava Rajabhat University code number 6373103226,Thailand under the supervision of

**Major Advisor:** Associate Professor Dr.Jittawisut Wimutipanya

**Co-advisor:** Associate Professor Dr.Areewan Jamsa-ard

**Co-advisor:** Assistant Professor Dr.Sarayut Sethakhajorn

The researcher needs to implement an experiment in compliance with approved methodology and collect data in terms of pre-test and post-test from 50 first year students of section A majoring in Mental Health Education Course in Guangxi Minzu University during the 1st semester of academic year 2023.Hence,I'm formally requesting permission to implement the experiment and access the aforementioned data.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D.course.

I am grateful for your consideration of my request.I pledge to adhere to any stipulations you deem fit.You may reach me at the phone number or email address provided below in case of any related questions.I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)  
 Dean of Graduate School  
Bansomdejchaoprava Rajabhat University

Tel. +660204737000 Ext.

Fax. +660204737000



Ref.No.MHESI 0643.14/1793



Graduate School  
Bansomdejchaopraya Rajabhat University  
 1061 Itsarapap 15 Itsarapap Rd.  
 Thonburi Bangkok 10600

10 November 2023

**Subject** Request for research tool validation

**Dear Professor Dr.Liu Jiafang**

**Attachment** Validation sheets

Regarding the thesis entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students" of Mrs.Luan Chengcheng, a PhD student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103226, Thailand under the supervision of Associate Professor Dr.Jittawisut Wimutipanya as major advisor, Associate Professor Dr.Areewan Iamsa-ard as co-advisor and Assistant Professor Dr.Sarayut Sethakhajorn as co-advisors, the written rubric scoring and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached Rubric and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, rubric scoring, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)  
 Dean of Graduate School  
Bansomdejchaopraya Rajabhat University

Tel. +660204737000 Ext.

Fax. +660204737000

## Appendix C

### Research Instruments

- Questionnaire for students (Objective 1)
- Interview for lecturers (Objective 1)
- Questionnaire for experts (Objective 2)
- Scoring rubric form ((Objective 3)
- Lesson Plan (Objective 3)

## Questionnaire For students (Objective 1)

Directions:

These questionnaires are the instruments for collecting data in 1st phase of the research entitled “Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students ”,conducted by Luan Chengcheng, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

- 1.Assistant Professor Dr. Sarayuth Sethakhajorn
- 2.Associate Professor Dr.Areewan
- 3.Assistant Professor Dr. Sarayuth Sethakhajorn

This questionnaire is divided into 3 sections i.e.

Section 1 Common data of the respondent

Section 2 Information on factors affecting autonomous learning ability of undergraduate students

The questionnaire type is the Closed-ended questions that can only be answered by selecting from provided number to summated rating scale, 5 scales.

The important issues of the items consist of two groups of the factors:

Internal factors (respondents) and External factors (teachers, circumstances, etc.)

Section 3 Further suggestions

Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questionnaires are the instruments for collecting data in 1st phase of the research entitled “Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students ” information communication technology literacy” conducted by Luan Chengcheng, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of Assistant Professor Dr. Sarayuth Sethakhajorn as majoring advisor, Associate Professor Dr. Areewan Iamsa-ard and Assistant Professor Dr. Sarayuth Sethakhajorn as co-advisor.

## Answer the questionnaire:

### Section 1 Common data of the respondent

Directions: Please put ✓ into the  according to your own personal data.

1. Gender is  Male  Female
2. Students from
  - Guangxi minzu university  Baise College
  - Hechi college
3. Age  A. below 17 yrs.  B. 18-20 yrs.  
 C. 21-23 yrs.  D. over 23 yrs.

### Section 2 Questionnaire on factors affecting autonomous learning ability of undergraduate students.

Directions: Please rate the following factors affecting Chinese culture English reading ability by putting ✓ into the attitude level column based on the criteria given below. Each question can select only one answer.

- 5 means you STRONGLY agree with the contents.
- 4 means you QUITE agree with the contents.
- 3 means you remain NEUTRAL. with the contents
- 2 means you DO NOT QUITE agree with the contents
- 1 means you DO NOT STRONGLY agree with the co

| Questions                             |   | Answers |   |   |   |   |
|---------------------------------------|---|---------|---|---|---|---|
|                                       |   | 5       | 4 | 3 | 2 | 1 |
| <b>Internal factors (respondents)</b> |   |         |   |   |   |   |
| No. 1                                 | Students are very interested in mental health education course.   |         |   |   |   |   |
| No.2                                  | Students have a clear understanding of autonomous learning ability knowledge and study by group counseling and the task driven Instructional model in mental health education course. |         |   |   |   |   |
| No.3.                                 | Students believe that the good technique in teaching to improve autonomous learning ability in mental health education course.  |         |   |   |   |   |
| No.4                                  | Students believe that materials and learning resources to improve autonomous learning ability in mental health education course.  |         |   |   |   |   |
| No.5                                  | Students are industrious in their learning(Assignments, Projects, Participation, etc.) with the highest potential themselves.   |         |   |   |   |   |
| No.6                                  | Students feel satisfied with the teacher's teaching style.  |         |   |   |   |   |
| No.7                                  | Students feel that mental health education course is the great significance to personal growth and development in future.   |         |   |   |   |   |
| No.8                                  | Students explore more knowledge by themselves after the classroom.  |         |   |   |   |   |
| No.9                                  | Students believe that high self-efficacy can improve autonomous learning ability.   |         |   |   |   |   |
| No.10                                 | Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in mental health education course.  |         |   |   |   |   |
| No.11                                 | Students believe that the right learning strategies, methods and attitudes can enhance autonomous learning ability.   |         |   |   |   |   |
| No.12                                 | Students are interested in learning activities and get psychological satisfaction, which will stimulate learners are more active in learning.   |         |   |   |   |   |
| No.13                                 | Students believe that only when they have a clear learning goal, they will consciously make learning plans, learning progress, learning methods, etc.,                                |         |   |   |   |   |

| Questions   |   | Answers |   |   |   |   |
|---|---|---------|---|---|---|---|
|   |   | 5       | 4 | 3 | 2 | 1 |
|   | according to the goal, and improve their autonomous learning ability.   |         |   |   |   |   |
| No.14   | Students think that the mental health education courses based on group counseling activities are more vivid and attractive, and task-driven mental health education courses can stimulate their desire for exploration and autonomous learning ability. |         |   |   |   |   |
| No.15   | Students learn through group counseling and the task driven Instructional model to enhance their autonomous learning ability.   |         |   |   |   |   |
| <b>External factors(lecturers, material and circumstance)</b> |   |         |   |   |   |   |
| No.16   | The lecturers use modern teaching methods in mental health education course. (such as mobile phones, computers, APP platforms effectively, demonstrations, exploration, etc.) to stimulate students' interest in autonomous learning ability.           |         |   |   |   |   |
| No.17   | The lecturers pay attention to the main position of students, the education concept is not outdated, and do not use the traditional teaching mode, which is conducive to the improvement of independent learning ability.                               |         |   |   |   |   |
| No.18   | The lecturers can guide students to realize that the learning of mental health education course and autonomous learning ability has a positive impact on their future development.  |         |   |   |   |   |
| No.19   | The lecturers pay more attention to students' ability to apply autonomous learning ability and its impact in mental health education course.  |         |   |   |   |   |
| No.20   | The lecturers choose appropriate teaching methods according to the characteristics of mental health education course and the tasks and goals of autonomous learning ability.  |         |   |   |   |   |

| Questions |   | Answers |   |   |   |   |
|-----------|---|---------|---|---|---|---|
|           |   | 5       | 4 | 3 | 2 | 1 |
| No.21     | The lecturers combine the teaching method of group counseling and task driven teaching in mental health education course to enhance undergraduate students' autonomous learning ability.                  |         |   |   |   |   |
| No.22     | The lecturers can stimulate students' interest and meet the contemporary needs of students, such as group tutoring games, role plays, case studies and so on.   |         |   |   |   |   |
| No.23     | The lecturers choose suitable materials and emerging network resources.   |         |   |   |   |   |
| No.24     | The textbook fully considers the content and objectives of mental health education courses and autonomous learning ability.   |         |   |   |   |   |
| No.25     | The materials can fully support students' learning in mental health education courses and autonomous learning ability.  |         |   |   |   |   |
| No.26     | The textbook provides practical, interactive, and inspiring cases and materials to useful for students.   |         |   |   |   |   |
| No.27     | The materials and environment can enhance undergraduate students' autonomous learning ability.  |         |   |   |   |   |
| No.28     | The availability of learning spaces and the group counseling and task driven teaching can affect students interest in mental health education course.   |         |   |   |   |   |
| No.29     | Provide a suitable place to study, a variety of facilities to help you learn, a wealth of books and easy access to academic help.   |         |   |   |   |   |
| No.30     | The environments is clean and bright, with desks and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process. |         |   |   |   |   |

Section 3 Suggestions for improving the better instruction

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Thank you for your kind cooperation for completing the questionnaire! Researcher



## Interview For lecturers (Objective 1)

### Directions:

This interview is a part of research entitled "Development of Group Counseling and the Task Driven Instructional Model to Enhance Autonomous Learning Ability of Undergraduate Students".

.Research Objectives: To examine the factors affecting autonomous learning ability of undergraduate students.

It is conducted by Luan Chengcheng, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University .

The following open questions are the instrument for collecting data in 1st phase of the research, concerning about factors to affect Chinese culture English reading ability.

Please write down your own opinion for each questions. Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questions are the instrument for collecting data in 1st phase of the research.

1. Gender is  A. Male  B. Female

2.What university did you come to? What secondary college?

A. Guangxi minzu university

B. Baise College

C. Hechi College

3.Experience teaching

A. Below 3 yrs.  B. 4-6 yrs.

C. 7- 9 yrs.  D. Over 10 yrs.

4.Age

A.below 25 yrs .  B. 26-35yrs.

C.35-50yrs.  D. over 50yrs.

Section 2 Interview on factors affecting autonomous learning ability of undergraduate students.

Directions: The type of question is open-ended questions, you can answer according to your actual situation. Your answers will only be used in this research and will not be disclosed individually.

|       |  |  |  |  |  |
|-------|--|--|--|--|--|
| No. 1 | Why do you accept or select to teach this subject?<br>( Example, prefer to teach, be expert in the content, be requested, or other reasons. )  |  |  |  |  |
| No.2  | How do you prepare to teach this subject?<br>(Preparing contents, materials, teaching location)  |  |  |  |  |
| No.3  | What teaching methods do you think can effectively improve the teaching effect of mental health education courses? Do you think group counseling and task-driven teaching can improve students' autonomous learning ability? |  |  |  |  |
| No.4  | Do you always implement teaching according to your teaching plan? Do you think your teaching plan can effectively enhance students' autonomous learning ability? Do you often think about how to improve teaching?           |  |  |  |  |
| No.5  | How do you give the opportunity for students to participate in the teaching? ( Please clarify the methodology. )   |  |  |  |  |
| No.6  | What are the methods of measuring and evaluating students' learning effectiveness? Do you think that your measurement and assessment courses reflect the learning effectiveness and knowledge level of your students?        |  |  |  |  |
| No.7  | Are the students highly motivated in your class?<br>What methods do you think can improve students' learning enthusiasm?   |  |  |  |  |
| No.8  | Do you provide the time for students after their regular class? If yes, how do you help students solve their difficulties?   |  |  |  |  |

|       |  |  |  |  |  |
|-------|--|--|--|--|--|
| No.9  | What aspects of your teaching are required Improvement?or what you want the school to be in support you? |  |  |  |  |
| No.10 | What problems have you encountered in your teaching? How did you find a solution?                        |  |  |  |  |

Comment and recommendation for improving the better instruction

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Thank you for your kind cooperation for completing the questions.

Researcher

## Questionnaire for experts Objective 2

Dear assessors,

The present study is conducted by Luan Chengcheng, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University, Thailand, under the supervision of the following advisors.

1. Major Advisor    Assistant Professor Dr. Sarayuth Sethakhajorn
2. Co-advisor       Associate Professor Dr. Areewan
3. Co-advisor       Assistant Professor Dr. Sarayuth Sethakhajorn

The attached open questions are the instrument for collecting data in phase 2 of the research, the objective of which is to confirm instructional model.

Please write down your own opinion for each question. Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questions involve 3 parts as follows.

Part 1: Assessor's information

Part 2: Assessment of the quality of instructional model on 5-point rating scale basis in 4 aspects 1) Utility Standard 2) Feasibility Standard 3) Propriety Standard and 4) Accuracy Standard.

Part 3: Suggestion

The researcher certifies that all information obtained from this questionnaire will be used for academic purposes and to generate maximum benefit meeting objectives.

Thank you very much for dedicating your valuable time and providing useful information to this research for the benefit of further research and development.

Name: .....

Ph.D. student

Curriculum and Instruction Program  
Bansomdejchaopraya Rajabhat University

## Assessment of confirm the quality of group counseling and the task driven instructional model

Assessor: .....

Position: .....

Workplace: .....

Direction: Assessment of confirm the quality of instructional model

Please answer all questions by making ✓ in the answer box that corresponds to your opinion or the truth using the following criteria.

| No. | Questions   | Rating Results |          |         |
|-----|---|----------------|----------|---------|
|     |   | Agree          | Disagree | Remarks |
| 1   | Utility Standard  |                |          |         |
|     | 1. Group counseling and the task driven instructional model is useful to lecturers to enhance learning achievement.   |                |          |         |
|     | 2. Group counseling and the task driven instructional model is useful to students to enhance learning achievement.  |                |          |         |
|     | 3. Group counseling and the task driven instructional model includes necessary and enough contents.   |                |          |         |
|     | 4. Group counseling and the task driven instructional model promotes to enhance learning achievement more compared to traditional teaching.                               |                |          |         |
|     | 5. Group counseling and the task driven instructional model increases the learning achievement of students.   |                |          |         |
| 2   | Feasibility Standard  |                |          |         |
|     | 1. The lecturer can apply group counseling and the task driven instructional model to enhance learning achievement to their work and it is worth the time for actual use. |                |          |         |
|     | 2. The lecturer can develop the   |                |          |         |

| No. | Questions  | Rating Results |          |         |
|-----|--|----------------|----------|---------|
|     |  | Agree          | Disagree | Remarks |
|     | students to group counseling and the task driven instructional model.  |                |          |         |
|     | 3.Group counseling and the task driven instructional model to enhance autonomous learning ability is easy to use.  |                |          |         |
|     | 4.The students always develop their learning all time by group counseling and the task driven instructional model to enhance autonomous learning ability       |                |          |         |
|     | 5. The students are comfortable in learning by themselves group counseling and the task driven instructional model to enhance autonomous learning ability.     |                |          |         |
| 3   | Propriety Standard   |                |          |         |
|     | 1. Group counseling and the task driven g achievement is appropriate for lecturers to use assessment results to improve the students.                          |                |          |         |
|     | 2. Group counseling and the task driven instructional model to enhance learning achievement is appropriateness for students to create knowledge by themselves. |                |          |         |
|     | 3. Group counseling and the task driven instructional model to enhance learning achievement is convenient to use.  |                |          |         |
|     | 4. Group counseling and the task driven instructional model to enhance learning achievement is a systematic process to use.                                    |                |          |         |
|     | 5. Group counseling and the task driven instructional model to enhance learning achievement is clear and suitable for  |                |          |         |

| No. | Questions   | Rating Results |          |         |
|-----|---|----------------|----------|---------|
|     |   | Agree          | Disagree | Remarks |
|     | use in learning and students development.   |                |          |         |
| 4   | Accuracy Standard   |                |          |         |
|     | 1. Group counseling and the task driven instructional model to enhance learning achievement is comprehensively analyzed from different contexts and sufficient for the synthesis of patterns. |                |          |         |
|     | 2. Group counseling and the task driven instructional model to enhance learning achievement has a clear process.  |                |          |         |
|     | 3. Group counseling and the task driven instructional model to enhance learning achievement are described and the acquisition is clear.   |                |          |         |
|     | 4. Group counseling and the task driven instructional model to enhance learning achievement use techniques and tools which acquires accurate information and communication.                   |                |          |         |
|     | 5. Group counseling and the task driven instructional model to enhance learning achievement is a correct and comprehensive learning system.   |                |          |         |

Suggestions

.....  
 .....  
 .....

Sign.....Assessor

( .....)

Date...../...../.....

## Scoring rubric form (Objective 3)

| Item   | 5   | 4   | 3   | 2   | 1  |
|--|---|---|---|---|--|
| <b>1.Self-regulation</b>   |   |   |   |   |  |
| Standard 1: Self-summary , evaluation and monitoring ability is strong<br>--Evaluate whether group counseling and the task driven Instructional model improves students' self-summary , evaluation and monitoring ability. | Be able to summarize and reflect on learning progress and learning effects over a period of time all the time       | Be able to summarize and reflect on learning progress and learning effects over a period of time frequently       | Be able to summarize and reflect on learning progress and learning effects over a period of time at times       | Be able to summarize and reflect on learning progress and learning effects over a period of time seldom       | Be able to summarize and reflect on learning progress and learning effects over a period of time never       |
| Standard 2: Volitional control ability is strong<br>--Evaluate whether group counseling and the task driven Instructional model improves students' Volitional control ability.   | Be able to immediately remind yourself and quickly focus on studying when you find yourself distracted all the time | Be able to immediately remind yourself and quickly focus on studying when you find yourself distracted frequently | Be able to immediately remind yourself and quickly focus on studying when you find yourself distracted at times | Be able to immediately remind yourself and quickly focus on studying when you find yourself distracted seldom | Be able to immediately remind yourself and quickly focus on studying when you find yourself distracted never |
| Standard 3:<br>Time planning and management ability is strong<br>--Evaluate whether  | Be able to make up for it if my study schedule  | Be able to make up for it if my study schedule  | Be able to make up for it if my study schedule  | Be able to make up for it if my study schedule  | Be able to make up for it if my study schedule   |



| Item   | 5   | 4   | 3   | 2   | 1  |
|--|---|---|---|---|--|
| group counseling and the task driven Instructional model improves students'time planningand management ability.  | is interrupted for special reasons all the time                             | is interrupted for special reasons frequently                             | is interrupted for special reasons at times                             | is interrupted for special reasons seldom                             | is interrupted for special reasons Never                             |
| <b>2. Content and environment</b>  |   |   |   |   |  |
| Standard 1: Learning content is right, rich --Evaluate whether group counseling and the task driven Instructional model can enable students to choose more correct and rich learning content that is conducive to learning | Be able to choose practical, correct and rich learning content all the time | Be able to choose practical, correct and rich learning content frequently | Be able to choose practical, correct and rich learning content at times | Be able to choose practical, correct and rich learning content Seldom | Be able to choose practical, correct and rich learning content Never |
| Standard 2: Learning environment is conducive to learning --Evaluate whether group counseling and the task driven Instructional model can enable students to choose an environment conducive to learning                   | Be able to choose an environment conducive to learning all the time         | Be able to choose an environment conducive to learning frequently         | Be able to choose an environment conducive to learning at times         | Be able to choose an environment conducive to learning seldom         | Be able to choose an environment conducive to learning never         |
| Standard 3: Self-goals is right, positive --Evaluate whether group counseling and the task driven  | Be able to have positive and correct  | Be able to have positive and correct                                      | Be able to have positive and correct                                    | Be able to have positive and correct                                  | Be able to have positive and correct                                 |

| Item   | 5   | 4   | 3   | 2   | 1  |
|--|---|---|---|---|--|
| Instructional model can enable students to choose the right, positive self-goals   | self-goals, both long-term and short-term goals<br>all the time   | self-goals, both long-term and short-term goals<br>frequently   | self-goals, both long-term and short-term goals<br>at times   | self-goals, both long-term and short-term goals<br>seldom   | self-goals, both long-term and short-term goals<br>never   |
| <b>3.Learning strategies</b>   |   |   |   |   |  |
| Standard 1: Have the right, scientific general learning method<br>--Evaluate whether group counseling and the task driven Instructional model can enable students to have the right, scientific general learning method      | Be able to learn from good learning methods, summarize , and improve the methods adopted in learning activities<br>all the time | Be able to learn from good learning methods, summarize , and improve the methods adopted in learning activities<br>frequently | Be able to learn from good learning methods, summarize , and improve the methods adopted in learning activities<br>at times | Be able to learn from good learning methods, summarize , and improve the methods adopted in learning activities<br>seldom | Be able to learn from good learning methods, summarize , and improve the methods adopted in learning activities<br>never |
| Standard 2: Have the right, scientific organization and finishing strategy<br>--Evaluate whether group counseling and the task driven Instructional model can enable students to have the right, scientific organization and | Be able to ask ourselves to memorize it after understanding it when mastering knowledge<br>all the                              | Be able to ask ourselves to memorize it after understanding it when mastering knowledge<br>frequently                         | Be able to ask ourselves to memorize it after understanding it when mastering knowledge<br>at times                         | Be able to ask ourselves to memorize it after understanding it when mastering knowledge<br>seldom                         | Be able to ask ourselves to memorize it after understanding it when mastering knowledge<br>never                         |

| Item  | 5  | 4  | 3  | 2  | 1   |
|---|--|--|--|--|---|
| finishing strategy  | time   |  |  |  |   |
| Standard 3: Have the right, scientific learning aid strategy<br>--Evaluate whether group counseling and the task driven Instructional model can enable students to have the right, scientific learning aid strategy | Be able to use tags (headings, tables of contents, etc.), Outlines, tables, etc. to help me understand and remember all the time | Be able to use tags (headings, tables of contents, etc.), Outlines, tables, etc. to help me understand and remember frequently | Be able to use tags (headings, tables of contents, etc.), Outlines, tables, etc. to help me understand and remember at times | Be able to use tags (headings, tables of contents, etc.), Outlines, tables, etc. to help me understand and remember seldom | Be able to use tags (headings, tables of contents, etc.), Outlines, tables, etc. to help me understand and remember never |
| <b>4. Learning motivation</b>   |  |  |  |  |   |
| Standard 1: Have positive and right values about learning<br>-- Evaluate whether group counseling and the task driven Instructional model can enable students to have positive and right values about learning      | Be able to have positive and correct values about learning all the time  | Be able to have positive and correct values about learning frequently  | Be able to have positive and correct values about learning at times  | Be able to have positive and correct values about learning seldom  | Be able to have positive and correct values about learning never  |
| Standard 2: Self-efficacy is strong<br>--Evaluate whether group counseling and the task driven  | Be able to have a strong sense of self-  | Be able to have a strong sense of self-  | Be able to have a strong sense of self-  | Be able to have a strong sense of self-  | Be able to have a strong sense of self-   |

| Item  | 5  | 4  | 3  | 2  | 1   |
|---|--|--|--|--|---|
| Instructional model can improve students' Self-efficacy and have confidence in study  | efficacy and have confidence in study all the time   | efficacy, and have confidence in study frequently  | efficacy, and have confidence in study at times  | efficacy, and have confidence in study seldom  | efficacy and have confidence in study never   |
| Standard 3: Have a strong interest in learning<br>-- Evaluate whether group counseling and the task driven Instructional model can improve students' interest in learning | Be able to have a strong interest in learning, as long as I can learn a lot from it, even if it is hard to learn, I am willing to learn all the time | Be able to have a strong interest in learning, as long as I can learn a lot from it, even if it is hard to learn, I am willing to learn frequently | Be able to have a strong interest in learning, as long as I can learn a lot from it, even if it is hard to learn, I am willing to learn at times | Be able to have a strong interest in learning, as long as I can learn a lot from it, even if it is hard to learn, I am willing to learn seldom | Be able to have a strong interest in learning, as long as I can learn a lot from it, even if it is hard to learn, I am willing to learn never |

## Lesson Plan (Objective 3)

| Title                          | Content  | Remarks                                       |
|--------------------------------|--|---|
| Mission Support Program topics | Motivation and interest in learning  |   |
| Total Hours                    | 120 minutes  |   |
| Regimental Auxiliary Purpose   | Let students learn reasonable time management and use their time effectively. 2.Through activities, let students understand that forming good time management habits can help build our willpower and complete our plans. 3. Relieve stress and anxiety caused by too many studying tasks and improper time allocation.                                    |   |
| Materials and Expenses         | Paper strip ruler Several heart shaped sticky note pens  |   |
| Activity Highlights            | Introduce the concept of time management to your classmates;<br>Guide students to think about the importance of time management through a series of activities;<br>Guide students to think about their own time management methods and plans.  |   |
| Difficulty in Activities       | How to guide students to manage and plan time according to their own characteristics through the sharing part of the activity?   |   |
| Activity Content               | Part 2 of 3: Taking the Oath 1 Start the conversation and the group oath<br>1)Warm-up activities: -- Snowball<br>Members get to know each other and introduce each other. I am A. I like reading books. I'm sitting next to A, who likes to read, B, who likes to eat, and so on. 10 to 12 people in a circle.<br>(This group does the same for follow-up) | 15 minutes<br>Make it familiar, make it vibe. |

| Title | Content   | Remarks  |
|-------|---|--|
|       | <p>2)Thematic activity - My Learning Path Thematic painting</p> <p>Take middle school study and university study as the theme, through memory, imagination, contrast to sort out the</p>  | 30 minutes   |
|       | <p>view, feeling and experience of learning. Joy, anxiety, rejection and other emotions can be shown through the rendering of color, and in the process of painting, I think about the difference between college study and middle school study. Guide members to freely express their emotional feelings about learning, and let them realize the differences and challenges between college and middle school learning.</p> <p>3)Theme activity -- learning source power</p> <p>After the members described their learning experiences and differences, the leader guided the members to think about the motivation behind the learning phenomenon. In pen and paper, members wrote "In high school, I studied because --" and "Now, I study because --" with three answers for each sentence.</p> <p>Through group discussion and communication, members were guided to think about the differences in learning motivation and the differences in learning effect caused by different learning motivation, so as to emphasize the change of exogenous learning motivation and attach importance to the value and significance of knowledge itself.</p> <p>4)The theme activity -- the value of learning</p> <p>In the form of paper money, members can recall the experience of "one moment, I felt that</p> | <p>30 minutes</p> <p>Comb Feelings Sublimation theme</p> <p>45 minutes</p> |

| Title | Content  | Remarks |
|-------|--|---------|
|       | learning was valuable". And ask the members to summarize the challenges and requirements of university study.<br>(Guide: In the past, did you get good grades in subjects you were interested in, and what did you do then?) |         |

| Title                                | Content  | Remarks  |
|--------------------------------------|--|--|
| Mission<br>Support<br>Program topics | Self goals and plans   |  |
| Group auxiliary<br>object            | First-year students  |  |
| Total hours                          | 120 minutes  |  |
| Materials and<br>fees                | Cardboard box, some white paper of appropriate size, colored pens  |  |
| Activity<br>content                  | <p>1. Opening Remarks<br/>Dear students, hello, we are XXX. Today, I take you to complete today's activities, I hope you can play games with me happily, actively participate in them, seriously share their feelings, and finally hope that you can through today's activities on the basis of understanding themselves, looking for development goals, and actively plan for the future. Next, we make a group contract: willing to participate in the whole process; We will abide by the principles of confidentiality and respect for all discussions within the group. Cellphones and other communication tools will be turned off during the event. Listen to others when they are speaking. I hope you can do the above points, so that we can achieve the expected goal of this activity. On the count of 321, we all clap our fists together, like a seal, to show that we are willing to abide by our contract.</p> <p>2. Warm up section -- peach blossom blossoming<br/>Activity rules: open a few flowers a few people together The loser has a small punishment<br/>Activity 1; Career meditation<br/>Over soft music, the leader guides members slowly into a meditative state. According to the</p> | <p>5 min<br/>Create the atmosphere and introduce the theme</p> <p>10 minutes</p> <p>25 minutes</p> |





| Title | Content  | Remarks |
|-------|--|---------|
|       | <p>next intruder enters the encirclement to break out. Two teams compete to see which team can be the first to get all members out of the encirclement.</p> <p>Share: How did the breakout team feel during the event? How to break through the encirclement? What kind of inspiration does this activity have for yourself?</p> <p>What kind of feelings do the besiegers have? How to stop the intruder? What kind of inspiration does this activity have for yourself?</p> <p>Activity 3: Introducing the smart Principle<br/>smart Principle:</p> <ol style="list-style-type: none"> <li>1. Goals must be Specific</li> <li>2. They must be Measurable.</li> <li>3. The goal must be Attainable.</li> <li>4. Goals must be Relevant to other goals.</li> <li>5. The objective must be Time-based.</li> </ol> <p>S is or specific -- Is your plan of action clear in order to achieve your goal?</p> <p>And M is for measurable, so how do you measure when you do that? In other words, it's better to make your goals measurable and objective, not subjective.</p> |         |
|       | <p>A stands for achievable, how achievable is the goal?</p> <p>R is for relevant, thinking about whether the goal is relevant to other goals.</p> <p>T stands for time-related. Artificially set the schedule timeline. What time does it start? What time does it end? When is the key point in the plan?</p> <p>A qualified plan requires all of the above five principles.</p> <p>Give examples (to help students understand)</p>   |         |

| Title | Content   | Remarks    |
|-------|---|------------|
|       | <p>3. Finishing touches --one step at a time</p> <p>Program of activities:</p> <p>According to this principle and their own situation, write down goals, and specific feasible methods, combined with their own situation, make a detailed list. Let students express, speak out, help students to clear learning goals and makeup their minds to do. How to guide them to speak out?</p> <p>What to watch for:</p> <p>Finally, the leader summarized the group auxiliary activities to achieve sublimation effect.</p> | 40 minutes |

| Title                                | Content  | Remarks   |
|--------------------------------------|--|---|
| Mission<br>Support<br>Program topics | Time plan  |   |
| Total Time                           | 120 minutes  |   |
| Regimental<br>Auxiliary<br>Purpose   | <p>1. Let students learn reasonable time management and use their time effectively.</p> <p>2. Through activities, let students understand that forming good time management habits helps to build our willpower and complete our own plans.</p> <p>3. Relieve stress and anxiety caused by too many studying tasks and improper time allocation.</p>   |   |
| Materials<br>and<br>Expenses         | Paper strip ruler<br>Several heart shaped sticky<br>note pens  |   |
| Activity<br>Highlights               | <p>Introduce the concept of time management to students;</p> <p>Guide students to think about the importance of time management through a series of activities;</p> <p>Guide students to think about their own time management methods and plans.</p>  |   |
| Difficulty<br>in<br>Activities       | How to guide students to manage and plan time according to their own characteristics through the sharing part of the activity?   |   |
|                                      | <p>Set the watch for one minute to make students feel one minute to stand up. Give the student a feedback on who is the fastest, slowest, and closest.</p> <p>3. Have thematic sessions</p> <p>Activity 1: Time Idioms (group)</p> <p>Operation steps: All members count from 1 to 6 in the clockwise direction, and report the members of the same number as a group, which is divided into 6 groups. Each group of members for their own group name, the</p> | <p>45 minutes</p> <p>Recognize the value of time and develop good time management habits.</p> <p>What to watch for:</p> <p>1. You can</p> |

| Title | Content  | Remarks   |
|-------|--|---|
|       | <p>requirement is a time-related idiom, such as "time flies" "smell the chicken dance" and so on, and then each group to their own idiom name as the theme, all members with action to show the meaning of this idiom, and shout out the group name, such as "we are smell the chicken dance group!"</p> <p>Activity 2: note of life</p> <p>Steps:</p> <p>1. Give out rulers and slips of paper in groups. The leader tells the members that a 24cm ruler represents 24 hours, and 1 mm is equal to 6 minutes.</p> <p>2. Members were asked to mark or tear the time spent sleeping, eating, resting, and going back to the dormitory on the ruler. The remaining part represented the time we could use. For example, if this piece of paper represents the time of our day, please mark your sleep time and tear it off (and so on). Finally, look at how long the paper in our hands is, this is the time we can use to study and work in a day.</p> <p>3. Ask the members how much time they have left. What did the event teach you? (Speak first according to the selection of representatives of the group, then speak freely)</p> <p>4. Closing section (Greeting card)</p> <p>Activity steps: Send a Post-it note to each member, writing their expectations and plans for the next six months, one year, three years, and write a wish for themselves, in the following format: Months or years later, what xx (his own name) is becoming and doing. . .</p> <p>May xx (her own name)... !</p> <p>After writing, the two people next to each other</p> | <p>arrange two students to share the time arrangement, the more specific the better, and let other members evaluate the arrangement of these two students, what is good and what is not good.</p> <p>2. Let the members make a time management record after the group activity according to the shared content and their own experience, combined with their own situation.</p> <p>40 minutes</p> <p>Sort out the</p> |

| Title | Content   | Remarks                             |
|-------|---|-------------------------------------|
|       | <p>as a group, read each other's notes to each other, after reading each other to share feelings. Finally, one or two students can exchange feelings in a large group, and finally the instructor will make a summary.</p> <p>The instructor summarizes the materials:<br/>Regarding time management, studies have shown that time management activities help reduce anxiety and procrastination at work. There are times when we think we have our youth and time to waste, but time is passing without notice.</p> <p>Time management is a process, I hope every student can find a suitable way for their own!</p> | <p>theme of feeling sublimation</p> |

| Title                                | Content   | Remarks   |
|--------------------------------------|---|---|
| Mission<br>Support<br>Program topics | Learning strategies   |   |
| Group auxiliary<br>object            | First-year students   |   |
| Total hours                          | 120 minutes   |   |
| Materials and<br>fees                | Cardboard box, some good-sized white paper,<br>colored pens, playing cards  |   |
| Activities                           | <p>1. Opening Remarks<br/>Dear students, hello, we are XXX. Today, I will take you to complete today's activities, I hope you can play games with me happily, actively participate in them, and seriously share their feelings, and finally hope that you can cultivate your learning ability through today's activities, master learning strategies, and learning skills, and improve learning efficiency. Next, we make a group contract: we are willing to participate in the whole process; We will abide by the principles of confidentiality and respect for all discussions within the group. Cell phones and other communication tools will be turned off during the event. Listen to others when they are speaking. I hope you can do the above points, so that we can achieve the expected goal of this activity. On the count of 321, we all clap our fists together, like a seal, to show that we are willing to abide by our contract.</p> <p>2. The warm-up part -- Evolution<br/>Evolution: Step by step evolution through rock, paper, scissors (egg-chicken-chicken-phoenix-man)<br/>Choose three students who win the game first and three who don't win the game last<br/>1) Ask the student who won the competition</p> | <p>5minutes<br/>Set the mood and import the theme</p> <p>25 minutes<br/>Liven things up and break the stiff atmosphere of the group</p> <p>10 minutes</p> |

| Title | Content  | Remarks                             |
|-------|--|-------------------------------------|
|       | <p>first to talk about his or her tips for winning the competition</p> <p>2) Ask the student who lost the game to talk about their feelings and learn from animals</p> <p>Conclusion: Luck ,decisive and has its own strategy</p> <p>Activity 1: Do exercises</p> <p>Give you 1 minute time, there are 30 questions on the paper, the 27th question is actually only need to do a question, (the third question, often what is your name), the rest is actually not need to do.</p>  |                                     |
|       | <p>Activity 2:turn over the cards</p> <p>each team captain to lead the team students into their positions, in front of each team, will put a table (can also be lawn ground), placed on the table 1-13 numbers of cards, in the expansion of the coach's provisions of the starting line to stand into a longitudinal road, the game began in strict accordance with the 1-13 numbers to turn over, shall not mess up the order; 2, the first choice after the flip card to find the number 1 card, such as the open playing card is not the number 1 and then cover the card back to the original place. When the 1 is correctly turned over, place the card back face up. 3. You must look for it in ascending order of number. If you find the 1 card, the next player comes to look for the 2 card; And so on.</p> <p>Activity 3: Introduce learning strategies</p> <p>1)Cognitive strategies: retelling strategies, fine processing strategies, organization strategies</p> <p>2)Metacognitive strategy: planning strategy,</p> | <p>30 minutes</p> <p>30 minutes</p> |



| Title | Content   | Remarks    |
|-------|---|------------|
|       | <p>monitoring strategy, adjusting strategy</p> <p>3)Resource management strategy Time management learning environment hard study help strategy, etc</p> <p>Give examples (to help students understand)</p> <p>In the group, discuss the study strategies you often use for the final exam and choose one student to share them with. (minutes)</p> <p>6. Summary</p> <p>Through the use of appropriate learning strategies can make learning easy and interesting, but at the same time, according to different learning content, we should also flexibly change our thinking and change learning strategies, so as to achieve flexible learning.</p> | 20 minutes |

| Title                                | Content  | Remarks  |
|--------------------------------------|--|--|
| Mission<br>Support<br>Program topics | Mode of attribution  |  |
| Group auxiliary<br>object            | First-year students  |  |
| Total hours                          | 240 minutes  |  |
| Materials and<br>fees                | White paper, pen, questionnaire  |  |
| Activity<br>content                  | <p>1. Opening Remarks<br/>Hello, everyone, my name is XXX. Today, I take you to complete today's activities, I hope you can play games with me happily, actively participate in them, seriously share their feelings, and finally hope that you can through today's activities on the basis of understanding themselves, looking for development goals, and actively plan for the future. Next, we make a group contract: willing to participate in the whole process; We will abide by the principles of confidentiality and respect for all discussions within the group. Cellphones and other communication tools will be turned off during the event. Listen to others when they are speaking. I hope you can do the above points, so that we can achieve the expected goal of this activity. On the count of 321, we all clap our fists together, like a seal, to show that we are willing to abide by our contract.</p> <p>2. Warm-up session - Sit up<br/>Two students sit back to back on the ground, arms folded together, hands do not touch the floor, stand up at the same time. Test the success of members' operation, if it is easy to succeed, it can be increased to a group of four students, and adjust the activity difficulty</p> | <p>20 min<br/>Create the atmosphere and introduce the theme</p> <p>20minutes<br/>Liven things up and break the stiff atmosphere of the group</p> |

| Title | Content   | Remarks  |
|-------|---|--|
|       | <p>appropriately according to the completion status of members.</p> <p>The loser gets a small penalty</p> <p>Ask your team members to share the reasons for success or failure in the game.</p> <p>Activity 1:Attribution diagnosis (20 min.)</p>   |  |
|       | <p>Activity program: First of all, please take out your notes and write down some of the following questions, including the serial number:</p> <ol style="list-style-type: none"> <li>1)No one at home to guide me to study</li> <li>2)The subjects are too difficult</li> <li>3)Poor home environment makes it difficult to study</li> <li>4)My parents don't care about my study</li> <li>5)The atmosphere of study in the class is not good</li> <li>6) School bores me</li> <li>7)The teacher's teaching methods do not suit me</li> <li>8)It is my bad luck that the reviewed content will not be examined</li> <li>9)The exam questions are too difficult</li> <li>10)Don't like some teachers</li> <li>11)I am lazy and reluctant to study</li> <li>12)There is no good way to study</li> <li>13) You are emotionally unstable and often troubled by emotions</li> <li>14)Lack of perseverance</li> <li>15) Inability to organize your study time properly</li> <li>16) Poor study fundamentals</li> <li>17) You don't work hard enough</li> <li>18)I am not in good physical condition and cannot concentrate on my studies</li> <li>19)Lack of interest in studying</li> <li>20) You are not good enough</li> </ol> <p>Teacher: If you think it meets or is more in line with yours, please make a mark on the corresponding</p> | <p>75minutes</p> <p>Through the test to judge their own attribution, and understand the concept of attribution and reasonable attribution methods.</p> |

| Title | Content  | Remarks        |
|-------|--|----------------|
|       | <p>question number above. 5. Choose the five most important ones from your list and write them in order of importance:</p> <p>3. If you think there are other reasons for this please do so.</p> <p>Group communication: First of all, please talk to the students in front of you, to see if you choose the same as them? Why do you choose this?</p> <p>Student feedback: Are there any other reasons? If so, please add.</p> <p>Teacher feedback: Let's now understand a concept: attribution. What is attribution? People have a tendency to look for reasons for the results of actions, which is called attribution. And causes can be divided into internal causes and external causes, so attribution can be divided into internal causes and external causes. Internal attributors are good at finding the causes of success and failure within themselves. Externally attributive people tend to attribute success or failure to external factors that have little to do with themselves. Do you consider yourself an external attributor or an internal attributor?</p> |                |
|       | <p>Student feedback: Think about the response.</p> <p>Teacher's summary: We can use the results of the survey to test whether you are accurate about yourself. If you choose the top 10 more often, you may be more accustomed to external attribution; if you choose more of the last 10, you may be more accustomed to internal attribution. How many of the questions 1 to 10 did you choose? How many did you pick from 11 to 20?</p> <p>Think -- think, besides studying, do you have a similar tendency for other things?</p>  | 65 minutes Use |

| Title | Content  | Remarks  |
|-------|--|--|
|       | <p>2. Connect with Reality (15 minutes)</p> <p>Activity program:</p> <p>Teacher: Different attributional characteristics reflect a person's different views on things, and it will affect the way you act. Unreasonable attribution is like wearing biased glasses, and the effect is that the perception of people and things is very different from the reality. I talked about "unreasonable attribution" . What kind of attribution is unreasonable?</p> <p>Student discussion: or debate.</p> <p>Teacher's summary: Always external attribution or always internal attribution is not appropriate. The former makes people passive and unwilling to make personal efforts to change. The latter tends to make people feel inferior, have no self-confidence and can't do anything well.</p> <p>Case study:</p> <p>1. Xiao Li is a freshman in college. She did well in her freshman year, but her grades dropped in her sophomore year. She thinks that the reason for her poor grades is that she is not the material to study, and it is useless to work hard.</p> <p>Please think about:</p> <p>1) The unreasonableness of Xiao Li's attribution is that :2) you think Xiao Li's subsequent behavior is:</p> <p>2)Xiao Zhang is also a sophomore and used to be the monitor of the class. He was not elected this semester. When analyzing the reasons for his failure, he thinks that the classmates in the class have trouble with him.</p> <p>Please think about:</p> <p>1) The unreasonableness of Xiao Zhang's attribution is that :2) You think Xiao Zhang's</p> | <p>student debate to understand the differences in attributions from person to person, and use case studies to guide students to rational attributions.</p> <p>60 minutes:</p> |

| Title | Content   | Remarks  |
|-------|---|--|
|       | <p>future behavior is:</p> <p>Teacher's summary:</p> <p>Closing Session: Understanding Attribution (10 min.)</p> <p>Teacher: Accurate attribution is a perfect ending to the past and a good beginning to the next success. From the following short story, perhaps you can understand the key to accurate attribution.</p> <p>There was once a general who, before leading his troops into battle, would perform a divination in front of all his men. When he drew lots, all his men would hold their breath, because the results of the lot would tell them whether the campaign would be successful or not. The general solemnly held the sign before the soldiers. It read clearly: "God will help you win the war." All the soldiers cheered. As a result, the general led his army to victory after victory. At the celebration, the soldiers said, "Without God, we would not have won. Let's drink to God." Hearing the proposal, the general smiled and took out all the signatures.</p> <p>Surprisingly, all the signatures were written with the same words. The soldiers were shocked. The general said excitedly : " Brave soldiers, you are the decisive force to win these victories, no God to help us, we are entirely on our own, let us drink to ourselves!"</p> <p>The central idea of this story is the secret to accurate attribution, now do you know? Be able to communicate, and then ask students to answer and summarize;</p> <p>Teacher summary sublimation:</p> | <p>Lead students to understand the importance of correct attribution and the</p> |

| Title                                | Content   | Remarks  |
|--------------------------------------|---|--|
| Mission<br>Support<br>Program topics | Self-efficacy and confidence  |  |
| Total Time                           | 240 minutes   |  |
| Regimental<br>Auxiliary<br>Purpose   | 1. Let students improve their self-efficacy in learning. 2. Through activities, make students understand that difficulties are surmountable and that there are solutions to all problems.<br>3 Build up your self-confidence.   |  |
| Materials<br>and<br>Expenses         | Newspaper   |  |
| vent content                         | <p>I. Opening remarks and group oath</p> <p>2. warm-up activities - the heart is thousands of knots</p> <p>1)Divide all the students into several groups, each group of 10 to 12 people, let each group of players stand in a circle hand in hand, remember their left and right hands respectively.</p> <p>2)In the background music with a strong sense of rhythm, everyone let go and walk around freely. Once the music stops, the footsteps will stop. Find the original left and right hands to hold respectively.</p> <p>3)All participants in the group hold each other's hands, creating an intricate "bracelet." As the rhythm unfolds in the background, the host asks everyone to untangle the interlaced "bracelets" and return to the large circle of holding hands at the beginning, without letting go.</p> <p>4)The first round was quickly completed due to the small number of people in each circle. The second round combines the members of the</p> | <p>40 minutes</p> <p>60 minutes</p> <p>Create the atmosphere and introduce the theme</p> |

| Title | Content   | Remarks  |
|-------|---|--|
|       | <p>two groups to form a large circle and repeats the procedure of the first round.</p> <p>5)The third round combines the players from the two rounds of the second round into a large circle. At this time, all the students form a large circle. Repeat the procedure from the first round.</p> <p>6)All students communicate and share their feelings.</p> <p>3. Help each other</p> <p>1)According to the available newspapers, divide all the students into competing groups of more than 12 members each.</p> <p>2)Place the newspaper in the middle of the open space and see which group gets the most people on the tires of the car for the longest time.</p> <p>3)Communication as a group: How can all the members of the group move in unison and complete the task well? How do good ideas come about?</p> <p>4.My future is not a dream<br/>[Song] Actively share your learning goals for the next stage and ask you how you plan to take the first step to change yourself.</p> <p>The instructor made a summary of the six group lessons.</p> |  |
|       |   | <p>75 minutes<br/>Cultivate students' ability to solveproblems</p> |



| Title | Content   | Remarks   |
|-------|---|---|
|       |   | <p>cooperatively strengthen understanding and their and perception of team spirit.</p> <p>65 minutes<br/>Having students monitor each other can also strengthen the determination to reach the goal</p> |
|       | <p>view, feeling and experience of learning. Joy, anxiety, rejection and other emotions can be shown through the rendering of color, and in the process of painting, I think about the difference between college study and middle school study. Guide members to freely express their emotional feelings about learning, and let them realize the differences and challenges between college and middle school learning.</p> <p>3)Theme activity -- learning source power<br/>After the members described their learning experiences and differences, the leader guided the members to think about the motivation behind the learning phenomenon. In pen and paper, members wrote "In high school, I studied because --" and "Now, I study because --" with three answers for each sentence.</p> | <p>30 minutes<br/>Comb Feelings Sublimation theme</p>   |

| Title | Content  | Remarks    |
|-------|--|------------|
|       | <p>Through group discussion and communication, members were guided to think about the differences in learning motivation and the differences in learning effect caused by different learning motivation, so as to emphasize the change of exogenous learning motivation and attach importance to the value and significance of knowledge itself.</p> <p>4)The theme activity -- the value of learning<br/>In the form of paper money, members can recall the experience of "one moment, I felt that learning was valuable". And ask the members to summarize the challenges and requirements of university study.</p> <p>(Guide: In the past, did you get good grades in subjects you were interested in, and what did you do then?)</p> | 45 minutes |

Appendix D  
The Results of the Quality Analysis of Research  
Instruments

## Appendix 1 Evaluation Results of IOC for Factor Analysis (For Students)

| No                                     | Item  | Experts' rating |             |             | Total | MEAN | Result |
|--|---|-----------------|-------------|-------------|-------|------|--------|
|  |   | Expert<br>1     | Expert<br>2 | Expert<br>3 |       |      |        |
| <b>Part 1</b>                          |   |                 |             |             |       |      |        |
| 1                                      | Gender <input type="checkbox"/> Male <input type="checkbox"/> Female  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 2                                      | Students from<br><input type="checkbox"/> Guangxi minzu university<br><input type="checkbox"/> Baise College<br><input type="checkbox"/> Hechi college                                | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 3                                      | Age<br><input type="checkbox"/> A. below 17 yrs.<br><input type="checkbox"/> B. 18-20 yrs.<br><input type="checkbox"/> C. 21-23 yrs. <input type="checkbox"/> D. over<br>23 yrs.      | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| <b>Internal factors ( respondents)</b> |   |                 |             |             |       |      |        |
| 1                                      | Students are very interested in mental health education course.   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| .2                                     | Students have a clear understanding of autonomous learning ability knowledge and study by group counseling and the task driven Instructional model in mental health education course. | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 3                                      | Students believe that the good technique in teaching to improve autonomous learning ability in mental health education course.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 4                                      | Students believe that materials and learning resources to improve autonomous learning ability in mental health education course.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 5                                      | Students are industrious in their learning (Assignments, Projects,  | +1              | +1          | +1          | 3     | 1.00 | Valid  |

| No  | Item   | Experts' rating |             |             | Total | MEAN | Result |
|-----|--|-----------------|-------------|-------------|-------|------|--------|
|     |  | Expert<br>1     | Expert<br>2 | Expert<br>3 |       |      |        |
|     | Participation, etc.) with the highest potential themselves.  |                 |             |             |       |      |        |
| 6   | Students feel satisfied with the teacher's teaching style.   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 7   | Students feel that mental health education course is the great significance to personal growth and development in future.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 8   | Students explore more knowledge by themselves after the classroom.   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 9   | Students believe that high self-efficacy can improve autonomous learning ability.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 10  | Students are satisfied with the friendly cooperation and interaction between students and teachers or peers in mental health education course.   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 11  | Students believe that the right learning strategies, methods and attitudes can enhance autonomous learning ability.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 12  | Students are interested in learning activities and get psychological satisfaction, which will stimulate learners are more active in learning.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 13  | Students believe that only when they have a clear learning goal, they will consciously make learning plans, learning progress, learning methods, etc., according to the goal, and improve their autonomous learning ability. | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| .14 | Students think that the mental health education courses based on group counseling activities are more vivid and  | +1              | +1          | +1          | 3     | 1.00 | Valid  |

| No  | Item  | Experts' rating |             |             | Total | MEAN | Result |
|---|---|-----------------|-------------|-------------|-------|------|--------|
|   |   | Expert<br>1     | Expert<br>2 | Expert<br>3 |       |      |        |
|   | attractive, and task-driven mental health education courses can stimulate their desire for exploration and autonomous learning ability.   |                 |             |             |       |      |        |
| 15  | Students learn through group counseling and the task driven Instructional model to enhance their autonomous learning ability.   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| <b>External factors(lecturers, material and circumstance)</b> |   |                 |             |             |       |      |        |
| 16  | The lecturers use modern teaching methods in mental health education course. (such as mobile phones, computers, APP platforms effectively, demonstrations, exploration, etc.) to stimulate students' interest in autonomous learning ability. | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 17  | The lecturers pay attention to the main position of students, the education concept is not outdated, and do not use the traditional teaching mode, which is conducive to the improvement of independent learning ability.                     | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 18  | The lecturers can guide students to realize that the learning of mental health education course and autonomous learning ability has a positive impact on their future development.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 19  | The lecturers pay more attention to students' ability to apply autonomous learning ability and its impact in mental health education course.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |

| No  | Item   | Experts' rating |             |             | Total | MEAN | Result |
|-----|--|-----------------|-------------|-------------|-------|------|--------|
|     |  | Expert<br>1     | Expert<br>2 | Expert<br>3 |       |      |        |
| 20  | The lecturers choose appropriate teaching methods according to the characteristics of mental health education course and the tasks and goals of autonomous learning ability.             | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 21  | The lecturers combine the teaching method of group counseling and task driven teaching in mental health education course to enhance undergraduate students' autonomous learning ability. | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 22  | The lecturers can stimulate students' interest and meet the contemporary needs of students, such as group tutoring games, role plays, case studies and so on.                            | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| .23 | The lecturers choose suitable materials and emerging network resources.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 24  | The textbook fully considers the content and objectives of mental health education courses and autonomous learning ability.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 25  | The materials can fully support students' learning in mental health education courses and autonomous learning ability.   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 26  | The textbook provides practical, interactive, and inspiring cases and materials to useful for students.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 27  | The materials and environment can enhance undergraduate students' autonomous learning ability.   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 28  | The availability of learning spaces and the group counseling and task driven   | +1              | +1          | +1          | 3     | 1.00 | Valid  |

| No                         | Item  | Experts' rating |             |             | Total     | MEAN        | Result       |
|----------------------------|---|-----------------|-------------|-------------|-----------|-------------|--------------|
|                            |   | Expert<br>1     | Expert<br>2 | Expert<br>3 |           |             |              |
|                            | teaching can affect students interest in mental health education course.  |                 |             |             |           |             |              |
| 29                         | Provide a suitable place to study, a variety of facilities to help you learn, a wealth of books and easy access to academic help.   | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 30                         | The environments is clean and bright, with desks and chairs, blackboards, podiums, computers, projectors, large screens, loudspeakers and other multimedia facilities to facilitate the teaching process. | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Total (In Overview)</b> |   |                 |             |             | <b>90</b> | <b>1.00</b> | <b>Valid</b> |

Note: Valid when  $\geq 0.60$ .



Table Appendix 2 Evaluation Results of IOC for Factor Analysis (For Lecturers)

| No               | Item  | Experts' rating |             |             | Total | MEAN | Result |
|------------------|---|-----------------|-------------|-------------|-------|------|--------|
|                  |   | Expert<br>1     | Expert<br>2 | Expert<br>3 |       |      |        |
| <b>Part 1</b>    |   |                 |             |             |       |      |        |
| 1                | Gender <input type="checkbox"/> Male <input type="checkbox"/> Female  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 2                | What university did you come to?<br>What secondary college?<br><input type="checkbox"/> Guangxi minzu university <input type="checkbox"/> Baise<br>College <input type="checkbox"/> Hechi college | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 3                | Experience teaching<br><input type="checkbox"/> A. Below 3 yrs.<br><input type="checkbox"/> B. 4-6 yrs.<br><input type="checkbox"/> C. 7- 9 yrs.<br><input type="checkbox"/> D. Over 10 yrs.      | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 4                | Age<br><input type="checkbox"/> A. below 25 yrs . <input type="checkbox"/> B. 26-<br>35yrs.<br><input type="checkbox"/> C. 35-50yrs.<br><input type="checkbox"/> D. over 50yrs.                   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| <b>Questions</b> |   |                 |             |             |       |      |        |
| 1                | Why do you accept or select to<br>teach this subject?( Example, prefer<br>to teach, be expert in the content,<br>be requested, or other reasons. )  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 2                | How do you prepare to teach this<br>subject?(Preparing contents,<br>materials, teaching<br>location)  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 3                | What teaching methods do you think<br>can effectively improve the teaching<br>effect of mental health education<br>courses? Do you think group  | +1              | +1          | +1          | 3     | 1.00 | Valid  |

| No | Item  | Experts' rating |             |             | Total | MEAN | Result |
|----|---|-----------------|-------------|-------------|-------|------|--------|
|    |   | Expert<br>1     | Expert<br>2 | Expert<br>3 |       |      |        |
|    | counseling and task-driven teaching can improve students' autonomous learning ability?  |                 |             |             |       |      |        |
| 4  | Do you always implement teaching according to your teaching plan? Do you think your teaching plan can effectively enhance students' autonomous learning ability? Do you often think about how to improve teaching?    | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 5  | How do you give the opportunity for students to participate in the teaching? ( Please clarify the methodology. )  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 6  | What are the methods of measuring and evaluating students' learning effectiveness? Do you think that your measurement and assessment courses reflect the learning effectiveness and knowledge level of your students? | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 7  | Are the students highly motivated in your class? What methods do you think can improve students' learning enthusiasm?   | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 8  | Do you provide the time for students after their regular class? If yes, how do you help students solve their difficulties?  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 9  | What aspects of your teaching are required Improvement?or what you want the school to be in support you?  | +1              | +1          | +1          | 3     | 1.00 | Valid  |

| No                         | Item  | Experts' rating |             |             | Total     | MEAN        | Result       |
|----------------------------|---|-----------------|-------------|-------------|-----------|-------------|--------------|
|                            |   | Expert<br>1     | Expert<br>2 | Expert<br>3 |           |             |              |
| 10                         | What problems have you encountered in your teaching? How did you find a solution? | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Total (In Overview)</b> |   |                 |             |             | <b>30</b> | <b>1.00</b> | <b>Valid</b> |

Note: Valid when  $\geq 0.60$ .

**Table Appendix 3** Evaluation Results of IOC for instructional model

| No                          | Item   | Experts' rating |       |       |        |       | Total | MEAN | Result |
|-----------------------------|--|-----------------|-------|-------|--------|-------|-------|------|--------|
|                             |  | Expert          | Exper | Exper | Expert | Exper |       |      |        |
|                             |  | 1               | t2    | t3    | t4     | tt5   |       |      |        |
| <b>Utility Standard</b>     |  |                 |       |       |        |       |       |      |        |
| 1                           | Group counseling and the task driven instructional model is useful to lecturers to enhance learning achievement.                         | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 2                           | Group counseling and the task driven instructional model is useful to students to enhance learning achievement.                          | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 3                           | Group counseling and the task driven instructional model includes necessary and enough contents.   | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 4                           | Group counseling and the task driven instructional model promotes to enhance learning achievement more compared to traditional teaching. | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 5                           | Group counseling and the task driven instructional model increases the learning achievement of students.                                 | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| <b>Feasibility Standard</b> |  |                 |       |       |        |       |       |      |        |
| 1                           | The lecturer can apply group counseling and the  | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |

| No                        | Item  | Experts' rating |       |       |        |       | Total | MEAN | Result |
|---------------------------|---|-----------------|-------|-------|--------|-------|-------|------|--------|
|                           |   | Expert          | Exper | Exper | Expert | Exper |       |      |        |
|                           |   | 1               | t2    | t3    | t4     | tt5   |       |      |        |
|                           | task driven instructional model to enhance learning achievement to their work and it is worth the time for actual use.                                  |                 |       |       |        |       |       |      |        |
| 2                         | The lecturer can develop the students to group counseling and the task driven instructional model.  | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 3                         | Group counseling and the task driven instructional model to enhance autonomous learning ability is easy to use.   | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 4                         | The students always develop their learning all time by group counseling and the task driven instructional model to enhance autonomous learning ability  | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| .5                        | The students are comfortable in learning by themselves group counseling and the task driven instructional model to enhance autonomous learning ability. | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| <b>Propriety Standard</b> |   |                 |       |       |        |       |       |      |        |
| 1                         | Group counseling and the task driven g achievement is appropriate for lecturers   | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |

| No                       | Item   | Experts' rating |       |       |        |       | Total | MEAN | Result |
|--------------------------|--|-----------------|-------|-------|--------|-------|-------|------|--------|
|                          |  | Expert          | Exper | Exper | Expert | Exper |       |      |        |
|                          |  | 1               | t2    | t3    | t4     | tt5   |       |      |        |
|                          | to use assessment results to improve the students.   |                 |       |       |        |       |       |      |        |
| 2                        | Group counseling and the task driven instructional model to enhance learning achievement is appropriateness for students to create knowledge by themselves.  | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 3                        | Group counseling and the task driven instructional model to enhance learning achievement is convenient to use.   | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 4                        | Group counseling and the task driven instructional model to enhance learning achievement is a systematic process to use.                                     | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| 5                        | Group counseling and the task driven instructional model to enhance learning achievement is clear and suitable for use in learning and students development. | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |
| <b>Accuracy Standard</b> |  |                 |       |       |        |       |       |      |        |
| 1                        | Group counseling and the task driven instructional model to enhance learning achievement is comprehensively analyzed from different contexts                 | +1              | +1    | +1    | +1     | +1    | 5     | 1.00 | Valid  |

| No | Item   | Experts' rating |       |       |        |       | Total      | MEAN        | Result       |
|----|--|-----------------|-------|-------|--------|-------|------------|-------------|--------------|
|    |  | Expert          | Exper | Exper | Expert | Exper |            |             |              |
|    |  | 1               | t2    | t3    | t4     | tt5   |            |             |              |
|    | and sufficient for the synthesis of patterns.  |                 |       |       |        |       |            |             |              |
| 2  | Group counseling and the task driven instructional model to enhance learning achievement has a clear process.  | +1              | +1    | +1    | +1     | +1    | 5          | 1.00        | Valid        |
| 3  | Group counseling and the task driven instructional model to enhance learning achievement are described and the acquisition is clear.                                     | +1              | +1    | +1    | +1     | +1    | 5          | 1.00        | Valid        |
| 4  | Group counseling and the task driven instructional model to enhance learning achievement use techniques and tools which acquires accurate information and communication. | +1              | +1    | +1    | +1     | +1    | 5          | 1.00        | Valid        |
| 5  | Group counseling and the task driven instructional model to enhance learning achievement is a correct and comprehensive learning system.                                 | +1              | +1    | +1    | +1     | +1    | 5          | 1.00        | Valid        |
|    | <b>Total (In Overview)</b>   |                 |       |       |        |       | <b>100</b> | <b>1.00</b> | <b>Valid</b> |

Note: Valid when  $\geq 0.50$ .

Table Appendix 4 Evaluation Results of IOC for rubric Observation

| No                             | Item  | Experts' rating |             |             | Total | MEAN | Result |
|--------------------------------|---|-----------------|-------------|-------------|-------|------|--------|
|                                |   | Expert<br>1     | Expert<br>2 | Expert<br>3 |       |      |        |
| <b>Self-regulation</b>         |   |                 |             |             |       |      |        |
| 1                              | Standard 1: Self-summary ,<br>evaluation and monitoring ability is<br>strong<br>--Evaluate whether<br>group counseling and the task driven<br>Instructional model<br>improves<br>students' self-summary , evaluation<br>and monitoring ability. | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 2                              | Standard 2: Volitional control<br>ability is strong<br>--Evaluate whether<br>group counseling and the task driven<br>Instructional model<br>improves<br>students' Volitional control<br>ability.  | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 3                              | Standard 3:<br>Time planning and management<br>ability is strong<br>--Evaluate whether<br>group counseling and the task driven<br>Instructional model<br>improves<br>students' time planning and<br>management ability.                         | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| <b>Content and environment</b> |   |                 |             |             |       |      |        |
| 1                              | Standard 1: Learning content is right,  | +1              | +1          | +1          | 3     | 1.00 | Valid  |



| No                         | Item   | Experts' rating |             |             | Total | MEAN | Result |
|----------------------------|--|-----------------|-------------|-------------|-------|------|--------|
|                            |  | Expert<br>1     | Expert<br>2 | Expert<br>3 |       |      |        |
|                            | rich<br>--Evaluate whether<br>group counseling and the task driven<br>Instructional model can enable<br>students to choose more correct<br>and rich learning content that is<br>conducive to learning                                  |                 |             |             |       |      |        |
| 2                          | Standard 2: Learning environment is<br>conducive to learning<br>--Evaluate whether group counseling<br>and the task driven Instructional<br>model can enable students to<br>choose an environment conducive<br>to learning             | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 3                          | Standard 3: Self-goals is right,<br>positive<br>--Evaluate whether group counseling<br>and the task driven Instructional<br>model can enable students to<br>choose the right, positive self-goals                                      | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| <b>Learning strategies</b> |  |                 |             |             |       |      |        |
| 1                          | Standard 1: Have the right, scientific<br>general learning method<br>--Evaluate<br>whether group counseling and the<br>task driven Instructional model can<br>enable students to have the right,<br>scientific general learning method | +1              | +1          | +1          | 3     | 1.00 | Valid  |
| 2                          | Standard 2: Have the right, scientific<br>organization and finishing strategy<br>--Evaluate<br>whether group counseling and the<br>task driven Instructional model can   | +1              | +1          | +1          | 3     | 1.00 | Valid  |

| No                           | Item  | Experts' rating |             |             | Total     | MEAN        | Result       |
|------------------------------|---|-----------------|-------------|-------------|-----------|-------------|--------------|
|                              |   | Expert<br>1     | Expert<br>2 | Expert<br>3 |           |             |              |
|                              | enable students to have the right, scientific organization and finishing strategy   |                 |             |             |           |             |              |
| 3                            | Standard 3: Have the right, scientific learning aid strategy<br>--Evaluate whether group counseling and the task driven Instructional model can enable students to have the right, scientific learning aid strategy | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Learning motivation</b>   |   |                 |             |             |           |             |              |
| 1                            | Standard 1: Have positive and right values about learning<br>-- Evaluate whether group counseling and the task driven Instructional model can enable students to have positive and right values about learning      | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 2                            | Standard 2: Self-efficacy is strong<br>--Evaluate whether group counseling and the task driven Instructional model can improve students' Self-efficacy and have confidence in study                                 | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 3                            | Standard 3: Have a strong interest in learning<br>-- Evaluate whether group counseling and the task driven Instructional model can improve students' interest in learning   | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Total ((In Overview))</b> |   |                 |             |             | <b>36</b> | <b>1.00</b> | <b>valid</b> |

Note: Valid when  $\geq 0.60$ .

Table Appendix 5 Evaluation Results of IOC for Lesson Plan

| No   | Item   | Experts' rating |             |             | Total     | MEAN        | Result       |
|--|--|-----------------|-------------|-------------|-----------|-------------|--------------|
|  |  | Expert<br>1     | Expert<br>2 | Expert<br>3 |           |             |              |
| <b>Learning Objective</b>  |  |                 |             |             |           |             |              |
| 1  | Complying with content of the course                 | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 2  | Covering knowledge, process, and attitude            | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 3  | Being measurable in knowledge, process, and attitude | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Contents</b>  |  |                 |             |             |           |             |              |
| 4  | Complying with learning objective                    | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 5  | Being appropriate in terms of time management        | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Group counseling and the task driven instructional models</b> |  |                 |             |             |           |             |              |
| 6  | Complying with the designed instructional model      | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 7  | Supporting students' learning                        | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 8  | Including various activities                         | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Learning materials</b>  |  |                 |             |             |           |             |              |
| 9  | Complying with the learning objectives               | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 10   | Complying with the contents                          | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Evaluation and Assessment</b>                                 |  |                 |             |             |           |             |              |
| 11   | Complying with the learning objectives               | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| 12   | Including various methods and instruments            | +1              | +1          | +1          | 3         | 1.00        | Valid        |
| <b>Total ((In Overview)</b>                                      |  |                 |             |             | <b>36</b> | <b>1.00</b> | <b>valid</b> |

Note: Valid when  $\geq 0.60$ .

Appendix E  
Certificate of English

This is to certify that

***Mrs. Luan Chengcheng***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C1**

Given on 25<sup>th</sup> January 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

## Appendix F

### The Document for Acceptance Research

MHESI 8038.1/47



**Mcu Ubonratchathani journal  
of Buddhist Studies (TCI.2)**  
Mahachulalongkornrajavidyalaya  
University, Ubon Ratchathani Campus

### RESPONSE FOR PUBLICATION OF THE ARTICLE

6<sup>th</sup> December 2023

The Editorial Department of Mcu Ubonratchathani journal of Buddhist Studies (TCI.2) MCU, Ubon Ratchathani Campus has considered the article

**Title** DEVELOPMENT OF GROUP COUNSELING AND THE TASK DRIVEN INSTRUCTIONAL MODEL TO ENHANCE AUTONOMOUS LEARNING ABILITY OF UNDERGRADUATE STUDENTS

**Writer** Luan Chengcheng, Jittawisut Wimutipanya, Areewan Iamsa-ard and Sarayut Sethakhajorn

**Publication Approval** Mcu Ubonratchathani journal of Buddhist studies (ISSN : 2774-0463 (Online)) Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus

**Period of Publication** 5<sup>th</sup> Year, Volume III (September-December, 2023)

Your article has been sent to 3 experts for peer review and found that its quality is at a “Good” level and academically useful.

Please be informed accordingly.

(Assoc.Prof. Dr.Phrakhruwutthidhampanit)  
Editor of Mcu Ubonratchathani journal of Buddhist studies (TCI)  
Mahachulalongkornrajavidyalaya University,  
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