Dear Dr. Nongnuch Rotjanalert,

On behalf of the Organizing Committee for the 19th International Conference on Learning, I am pleased to inform you that your proposal has been accepted. Details of your proposal have now been added to the public Conference website at:

http://l12.epublisher.com/proposals/637

INFORMATION FOR ATTENDING PARTICIPANTS
* Conference Details:
The 19th International Conference on Learning will be held between 2012/08/14 and 2012/08/16. Presenters are encouraged to submit their paper to The International Journal of Learning.

* Registration:
We recommend that you submit your paid registration early to secure a confirmed position in the Conference program. Please visit http://thelearner.com/conference-2012/register/. We will schedule your presentation in the Conference program after we receive your paid registration. Once your registration has been finalized, you will be given online access to The International Journal of Learning (www.Learning-Journal.com) until one year after the end-date of the Conference.

Please note: Each accepted in-person proposal must be accompanied by a distinct in-person registration to be scheduled in the Conference program. Each accepted virtual proposal must be accompanied by a distinct virtual registration to be eligible to submit a paper to the Journal. Please see http://thelearner.com/conference-2012/call-for-papers/#spl for further details.

INFORMATION FOR ALL PARTICIPANTS: ATTENDING AND VIRTUAL
* Submission of Papers:
Papers may be submitted for peer-refereeing. If your paper is accepted through the refereeing process, you will be asked to comply with a publishing agreement and submit a final version for typesetting and publication. Your paper will then be published in the Journal online bookstore The International Journal of Learning (www.Learning-Journal.com) where it will be made available in print and electronic formats. Again, you will be given online access to the Journal until one year after the end-date of the Conference.

The International Journal of Learning accepts paper submissions for refereeing on a continuous basis any time prior to the Conference, until one month after the end-date of the Conference. If you would like your paper to be refereed before the Conference, you must submit it at least three months prior to the Conference start-date. Please check the submission timeline on the Conference website for submission close dates.

For further details on the submission and refereeing processes, please consult the website at http://thelearner.com/journal/publish-your-paper/#sub gui or email support@commongroundpublishing.com.

If you have any queries, please contact me at conferences@commongroundpublishing.com.

Please quote proposal ID L12P0637 in any correspondence.

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Yours Sincerely,

Homer Stavely, Ph.D.
Conference Program Development
Learning Conference
A Study of Students’ Self-empowerment in a Learning Counseling Group in Silpakorn University and King Mongkut’s University of Technology Thonburi

By: Dr. Nongnuch Rotjanalert, Asst. Prof. Dr. Jureeporn Kanjanakoon

The main purpose of this research was to study self-empowerment in students who studied psychology. The study was conducted in Silpakorn University (SU) and King Mongkut’s University of Technology Thonburi (KMUTT). It was a survey research using quantitative and semi-experimental methodology. The research instruments used to collect data were a structured questionnaire and program of group counseling. The subjects were 154 students who participated in the counseling program in the subject area of psychology. The data analysis involved fundamental statistical analysis, t-test, and chi-square. The results of the research showed that the students’ self-empowerment was at a moderate level (3.29) before counseling, meanwhile it was at a very high level (4.55) after counseling. Additionally, after counseling, the students’ group competency was at a high level (3.54) and their self-empowerment as classified by their personal information (gender, age, and grade point average) did not have significant differences. It is recommended that students who study psychology both at SU and KMUTT should attend the group counseling program for learning to increase their self-empowerment and achieve their goals.

Keywords: Self-empowerment, Learning Counseling Group, Psychology

Stream: Student Learning, Learner Experiences, Learner Diversity

Presentation Type: 30 minute Paper Presentation in English

Paper: A Study of Students’ Self-empowerment in a Learning Counseling Group in Silpakorn University and King Mongkut’s University of Technology Thonburi

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I am a lecturer in the Social Science and Humanities Programme at King Mongkut’s University of Technology Thonburi (KMUTT), School of Liberal Arts, Bangkok, Thailand. I am an assistant professor in the subject area of science and politics. My teaching experiences are in the subject area of mass communication for quality of life, general education, and national and organizational psychology and community research. I received my M.A. in industrial and organizational psychology from Thammasart University and my Ph.D. in development education from Chulalongkorn University, Thailand. I am interested in the learning process in communities. Recently, my successful research was on “Development Approaches of Bang Mod Tangerine Orchard as Learning Resource for Students”
A Study of Students’ Self-empowerment of Learning Counseling Group in Silpakorn University (SU) and King Mongkut’s University of Technology Thonburi (KMUTT)

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Abstract

The main purpose of this research was to study self-empowerment of students who studied in the subject area of Psychology. The study was conducted in Silpakorn University (SU) and King Mongkut’s University of Technology Thonburi (KMUTT). It was a survey research using quantitative and semi-experimental methodology. The research instruments used to collect the data were a structured questionnaire, and program of group counseling for learning. The samples were 184 students who participated in the counseling program in the subject area of Psychology. The data analysis involved fundamental statistical analysis, t-test, and F-test. The results of the research showed that the students’ self-empowerment was at a moderate level ($x = 3.29$) before counseling, meanwhile it was at a very high level ($x = 4.55$) after counseling. Additionally, after counseling the students’ group competency was at a high level ($x = 3.54$) and their self-empowerment as classified by their personal information—gender, age, and grade point average—did not have significant differences. It is recommended that students who studied in the subject area of Psychology both SU and KMUTT should be attended the program of group counseling for learning to increase their self-empowerment and achieve their goals.

Keywords: Self Empowerment and Learning Counseling Group