The Effect of the Adventure Based Counseling Module toward the Job Satisfaction and Organizational Commitment among University Staff

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Abstract: The purpose of this research is to determine the effects of Adventure Based Counseling module towards job satisfaction and job commitment among the staff in Universiti Pendidikan Sultan Idris. This research uses experimental methods and involves 40 employees UPSI. The study used two questionnaires of job satisfaction questionnaire and job commitment applies modules Adventure Based Counseling. Analysis of the data is Paired Samples T-Test for mean differences before and after treatment. The outcomes revealed that the level of job satisfaction and work commitment increased after joining module ABC.

Keywords: Job Satisfaction, Organizational Commitment, Adventure based Counselling

1. Introduction

University is a place where students continue their studies. The university certainly has various positions. Both from the academic and non-academic groups. Every member in the university has a huge role to play. Each role of academic and non-academic staff is of course an effort to increase the productivity of the university. Therefore, every member must hold this role with strong responsibilities and commitment embedded in themselves.

However, there is also the possibility that a university has similar problems related to the turnover tendency, job satisfaction and work commitment. When there is dissatisfaction in work and the result of work ilhizam also decreases, then the impact felt by a university is a decrease in work productivity which leads to a tendency to change jobs. This can happen, resulting in the productivity of a university will decrease. When academic staff feel dissatisfied with their job, then the individual tends to move to another university or quit his job. So this will be to the detriment of the university, students will be idle and the university will suffer losses. Other aspects such as work commitment can also have an impact on non-academic staff, where the staff will feel completely irresponsible and often skip work. This will also be to the detriment of the management of a University. The biggest impact is that if it decreases, then the turnover tendency increases. This will definitely be to the detriment of the university.

The job satisfaction factor is a very important thing. When job satisfaction is not taken into account properly, then this will contribute to the deterioration of job performance. However, weaknesses are not only seen from the aspect of job satisfaction, but the factor of psychological strength actually greatly influences the efforts of an employee to think and feel in building every step that is arranged in his job. Therefore, job satisfaction should have a leading place in an organization. Apart from that, work commitment is very close to job satisfaction. This happens when job satisfaction is not met well, then work commitment decreases. Job dedication is very necessary for people, because with work dedication to the company then staff loyalty to the organization through acceptance of targets -Targets, organizational values, willingness or progress to strive to be part of the organization, as well as the desire to survive within the organization is increasing.

In Malaysia, job satisfaction and work commitment are very important. There are many organizations and departments both government and private that develop their employees to take various courses, both skills and mental courses. It is hoped that these courses can enhance personal skills and can develop the skills and knowledge of staff. Training is a cycle in which people are able to attain such capabilities to support the goals of the organization, therefore this process is tied to the goals of the organization (Mathis, 2002). This is as an effort to increase job satisfaction, work commitment and organization towards staff.

Job satisfaction is the general mindset of a person to his job. An individual with a high degree of job satisfaction displays a positive attitude towards his work, while people who is not happy with their job shows a negative attitude towards work among UPSI staff. Job satisfaction is measured by a job satisfaction questionnaire based on the factors Smith, Kendall and Hulin (in Gibson, Ivancevich, and Donnelly, 2010) consisting of five important characteristics that influence job satisfaction, namely: the job itself, wages or salaries, supervisors or superiors, promotional opportunities, colleagues. This view is individual about how a person feels about their work. In line with Robbins' opinion, Luthans (2010) states that job satisfaction is an expression of employee
satisfaction about how their job can benefit the organization, or in other words, what is earned in the job already meets what is considered important.

Organizational commitment is defined as a condition in which an individual has a huge desire to still be a part of the organization, a desire to strive as much as possible such as what the organization does and confidence in organizing and performing tasks within the organization. Work commitment is measured by using a questionnaire based on three forms of attitude, namely: strong belief and acceptance of the goals and values of the organization, the desire to work and work hard for the organization, and the desire to remain a member of the organization. Measurement of Work Commitment using Scale from Porter (1998).

According to Meyer (1989) there are two ideologies about the opposite definition of commitment, namely Porter ideology and Becker ideology. Porter understanding defines commitment as "the strength of an individual's identification with and involvement in a particular organization". Meanwhile, Becker defines commitment as consistent lines of activity. Based on these two definitions, it can be concluded that altizam carries the meaning of attachment, consistency plays an important role in making a person to continue to survive in an organization that contains the meaning of reciprocity between organizational interests and organizational goals.

The power of individual identification and involvement in an organization. Adventure-based counseling (ABC) is a group-oriented program that helps participants learn to improve their self-awareness, accept responsibility for their choices, act as they wish, and emphasize potential customers. This result is in line with the principles of invasive theory in which the presence of a combination of two approaches offers unique opportunities to help individuals achieve positive therapeutic outcomes (Scott, 2009). According to Moote & Wodarsky (in Glass, 2001), experiential technique counseling, as well as adventure-based counseling is a group activity focused on developing teamwork and enhancing interpersonal skills and adolescent self-esteem. The results of Page & Chandler's study (in Glass, 2001) show that there is improvement in student self-esteem as an outcome of group activity. Classroom unity can be developed when groups are asked to collaborate on various tasks, and adventure-based counseling is one of the methods. Adventure-based counseling uses expressive education in the outdoors to enhance self-esteem, trust in others, and positive student behavior (Glass, 2001). In addition, Almigo (2012) has explained the purpose and benefits of the Adventure Based Counseling Module more clearly is:

a. Improve participants' ability to work in groups
b. Increase self-motivation and self-ability to motivate yourself and others.
c. Enhance a sense of togetherness and mutual trust.
d. Helps provide the psychological and emotional balance of participants, as well as open space to become successful and progressive individuals.
e. Minimize the number of problematic staff in the organization while ensuring the program through the involvement of all participants.
f. To produce a dynamic, knowledgeable and highly skilled group in achieving personal, group and organizational goals.

Overall, there are two research questions that are highlighted are:

a. Is there a difference in the mean job satisfaction before and after following the Adventure Based Counseling module?
b. Is there a difference in the mean work commitment before and after following the Adventure Based Counseling module?

2. Method

This research is intended to find out about the effect of Adventure Based Counseling (ABC) on job satisfaction and work commitment among UPSI staff who are actively serving. Therefore, to implement this study, the researcher has used the approach or method of experimental research, namely Quasi Experiment. This method uses an experimental model approach in that there are groups that are manipulated and controlled in the selection of samples and treatment of the sample to be studied. Apart from that the researcher also chose a qualitative descriptive method (i.e. interview to experts) to discuss the content and methods in this adventure-based counseling. The researcher also chose the Pretest-Posttest Control Group Design method which will divide the sample into two selected groups through purposive random sampling. Both groups will then conduct a Pretest to find out the initial situation before the intervention is carried out.
Table 1: Scheme Pretest–Posttest Design

<table>
<thead>
<tr>
<th>Groups</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$Y_1$</td>
<td>$X$</td>
<td>$Y_2$</td>
</tr>
<tr>
<td>B</td>
<td>$Y_1$</td>
<td>$-$</td>
<td>$Y_2$</td>
</tr>
</tbody>
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In this research, the independent variable is the adventure based counseling module that cannot be carried out randomly. This is because the adventure based counseling module is a treatment that will be conducted to the study sample. The focus of this research was differences in work gratitude and work commitment among samples before and after treatment.

The population of this sample consists of staff of Sultan Idris University of Education. The sample of this study is UPSI staff who are actively serving. The selection of a group of subjects is based on certain characteristics or features that are defined to have a strong relationship with the characteristics or characteristics of a previously known population (Hadi, 1995). The selection of samples is based on a list issued by the Training Unit, UPSI Human Resources Division of 40 staff.

Samples were selected by purposive random sampling showing randomly selected sample selection. All samples were considered the same and selected based on the characteristics appropriate to the investigation. Cohen (1988) set the subject sample size at power = .80 and $d = 1.0$, two-tailed (alpha = .5). If applied in this study, $N$ is a total of 20 people for each group, therefore, the researcher needs a total of 40 people to meet the sampling requirements that have been set.

The Job Satisfaction Questionnaire was measured using the Job Description Index or JDI measurement questionnaire from Smith (1987) which has been translated and adapted. These questionnaires are often used and presented a series of questionnaires or statements that are estimated in relation to the job satisfaction given to the subject and asked the subject to fill in according to what he feels. This study has obtained validity and reliability by Almigo (2004) with an alpha coefficient or reliability index of 0.91. The features found in JDI are the job itself, promotional opportunities, salaries, supervisors, and colleagues. The Likert scale was used in answering the questionnaire using four measurement scales. Measurement of Work Commitment using adaptations from questionnaires made by Gordon (in Klandermans, 1989 and Tetricka.l. 1989). There are four elements expressed in work commitment, namely dedication to the company, responsibility towards the company, the desire to work for the organization, and confidence in the organization. The Likert scale was used in answering the questionnaire using four measurement scales.

The Adventure Based Counseling module is a training module based on the game simulation where participants are given a simulation based on the challenges that have counseling elements in it. In addition, the Adventure Based Counseling Module is also a group-oriented program that helps participants to learn in raising self-awareness, accepting responsibility from their choices, acting in a deliberate manner, and emphasizing potential customers. The methods of the adventure-based counseling module by slots in Table 1.

Table 2: Slot in Adventure Based Counseling

<table>
<thead>
<tr>
<th>Adventure Based Counseling Module</th>
<th>Slot I</th>
<th>Slot II</th>
<th>Slot III</th>
<th>Slot IV</th>
<th>Slot V</th>
<th>Slot VI</th>
<th>Slot VII</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ice Breaking + Debrief</td>
<td>Full Value Contract + Debrief</td>
<td>Games (Team Building) + Debrief</td>
<td>Games (Communication) + Debrief</td>
<td>Games (Corporate Culture) + Debrief</td>
<td>Games (Group Task) + Debrief</td>
<td>Games (Application at Work) + Debrief</td>
</tr>
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</table>
The Adventure Based Counseling module applies a process in challenge-based counseling. This module also focuses on four main constructs namely Input, Process, Output and Outcome. These four main branches will have a profound effect on the prospective participants are:

a. **Input**. Individuals basically have existing knowledge, both personal experience and the experience of others. Each individual has different goals and expectations as well as perceptions. Therefore, it is necessary to equalize the vision to harmonize all the different backgrounds.

b. **Process**. Process is a form of treatment or treatment for individuals to modify what is desired from what has been planned. Therefore it is necessary to make a treatment (treatment) that suits the problem. Understand and understand what happened, the real situation, what the potential is, and make a good decision (win-win solution).

c. **Output**. With the treatment that has gone through, it is expected that the output produced is more than expected. Apply and develop what you have learned as something that is beneficial to yourself or to help others.

d. **Outcome**. The hope that from the results of the output received, it will be felt the impact on the self and can be continued in daily life. This will bring about more positive change and to develop themselves and be able to motivate others.

### 3. Results

Based on the data analysis shows that there is a gap between in job satisfaction and work commitment before and after following the Adventure Based Counseling (ABC) module on UPSI Staff in the Experimental Group. The results can be seen in Table 3 and 4 below:

| Table 3. (Experimental and Control Group) Paired-Samples T-Test Job Satisfaction |
|---------------------------------|--------|--------|
| Group                          | Before (n=20) | After (n=20) | Pvalue |
| Experimental Group             | M       | SD     | M     | SD     | 0.01* |
| Control Group                  | 57.00   | 6.09   | 56.65 | 6.34   | 0.739 |

*p< 0.05; **p< 0.01; ***p<0.001

The outcome of the research (table 3) show that there is a significant increase between all the contracts in the Job Satisfaction Instrument. This is indicated by the increase in mean before and after following this ABC program. The mean value before is 56.00 (SD 4.03) and after the mean is 58.72 (SD 4.66). As for the Control Group with the results of the study (table 3) show that there is a decrease between all the contracts in the Job Satisfaction Instrument. This is indicated by a decrease in mean before and after following other programs. Mean value before 57.00 (SD 6.09) and after 56.65 mean (SD 6.34).

| Table 4. (Experimental and Control Group) Paired-Samples T-Test Organizational Commitment |
|---------------------------------|--------|--------|
| Groups                          | Sebelum (n=20) | Selepas (n=20) | Pvalue |
| Experimental Group              | M       | SD     | M     | SD     | 0.015* |
| Control Group                   | 44.80   | 4.55   | 43.6  | 3.92   | 0.430  |

*p< 0.05; **p< 0.01; ***p<0.001

The outcome of the research (table 4) show that there is a significant increase between all the contracts in the work Commitment questionnaire. This is indicated by the increase in mean before and after following this ABC program. The mean value before is 44.87 (SD 3.48) and after the mean is 46.70 (SD 4.55). As for the Control Group with the results of the study show that there is a decrease between all the contracts in the commitment Instrument. This is indicated by the decrease in Mean before and after following other programs. The mean value before is 44.80 (SD 4.55) and after the mean is 46.70 (SD 3.92).

### 4. Discussion and Conclusion
Based on the data analysis shows that there is an effect of following the Adventure Based Counseling (ABC) module there is job satisfaction and work commitment before and after on UPSI Staff. This is shown by the increase in the mean job satisfaction before and after by 2.72 and the increase in work commitment before and after by 1.83. Before the ABC Module was conducted on the participants, the researcher had ensured that there were no major variations between the respondents in the treatment group and the control group. Analysis was done to see the difference in mean scores between the two groups in the pre-study stage. This method is carried out to ensure that there is no significant mean difference from the contract of job satisfaction, work commitment to the control group and the treatment group. The outcome showed that there was a significant difference in the mean of job satisfaction and work commitment to the experimental group and in the control group there was a decrease after training.

Job Satisfaction variables were measured using the Job Satisfaction questionnaire taken from Almigo (2010) which covers aspects of the job itself, promotional opportunities, salaries, supervisors, and co-workers. Respondents were asked to answer this Job Satisfaction questionnaire before and after participating in Adventure Based Counseling to see the effectiveness of the ABC program on this element. The Organizational Commitment construct was measured using the Work Commitment questionnaire taken from Almigo (2010) which includes four elements namely loyalty to the company, responsibility towards the company, desire to work for the organization, and confidence in the organization. Respondents were asked to answer this Job Satisfaction questionnaire before and after participating in Adventure Based Counseling to see the effectiveness of the ABC program on this element.

One of the goodness of adventure-based counseling modules is debriefed or reflection section at each of the activities. (Carlson & Cook, 2007; Gillen & Balkin, 2017; Ragsdale, Cox, Finn, & Eisler, 1996) Mentioned that reflection is the inner-self thing (potentially to become outer-self thing such a mentor), and it can affect our emotions. Reflection/debrief us to recall previous events and make us react to it. In this situation, reflection helps a coach to summarize what had happened and take lessons from that, either mistakes or the right things (Roth, 2016). In sum, adventure-based counseling modules initially are a simulation of real-world or everyday lives that are counseling into “game,” and after that, it is transformed back to real-world (work) as in the form of reflection (debrief) (Armitage & Conner, 2001; Hermans, 2014).

This study uses the features of a research study to critique and refine the first elements of the explanatory model developed in earlier stages. The aspects of the service are to enhance the reliability of the conceptual findings (smaller segments of the transcript, clearer articulation of module elements, module element refinement, and observational support triangulations. Previously found a way to generalize samples in the same population and reinforce fine-tuning modules, so this study has shown that problem-solving frameworks can be a useful tool in problem-solving directions. It is a one-solution framework that includes a meta-cognitive process that can be a more effective tool in issue instructions. This study has also made a profound impact in terms of work practices at UPSI. This study highlights the need to address contextual issues related to organisational stress and well-being interventions. It suggests that management may need to implement new strategies and/or promote existing stress management and reduction strategies for academics, and their staff are either new to the university or those who have worked for the organization for a longer period of time to ensure that they are aware of organizational strategies to promote employee well-being and enthusiasm in their work environment.

Overall, the experimental study that has been conducted shows that the ABC module is effective in increasing Job Satisfaction and Work Commitment among UPSI support staff. Based on the analysis of Paired Samples T-Test that has been conducted shows that there is a significant difference between the mean score of the pre-test and the post test for the job Satisfaction and Work Commitment construct. The findings prove that the ABC module can have a high impact on both the contracts.

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References


