

THE EFFECT OF DEVELOPMENT AND TREATMENT GROUP COUNSELLING ON THE RESILIENCY OF DELINQUENT STUDENTS

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Abstract - This experimental study was conducted based on two main objectives. First, to measure the effect of Development and Treatment Group Counselling (KKPR) on resiliency between treatment groups and control groups. Second, to measure the impact of Development and Treatment Group Counselling (KKPR) on resiliency between marathon treatment groups, weekly treatment groups and control groups. A total of 60 subjects were divided into three groups consists of weekly treatment group, marathon treatment group and control group. Pre-test and post-test data were collected through The Resiliency Scale and analysed descriptively and inferentially through statistical test of mean, MANCOVA and Post-Hoc Tukey at the significance level of 0.05. The results showed that first, was significantly effective in increasing resiliency of subjects in treatment group compared to the subjects in control group. Second, KKPR more effective on the weekly treatment group compared to the marathon treatment group. As a conclusion, KKPR is effective to improve resiliency among the subjects in treatment group. Overall, the outcomes of this study give a new perspective theoretically and practically in the field of counselling and psychology in order to address the delinquent behavior among students.

Keywords: group counselling, resiliency, treatment groups, control groups

I. INTRODUCTION

Identity and personality development is important thing to everybody at every stage of age. The process of identity and personality development can be fostered through a structured education system starting from the primary school to the highest education institution. Personality development is not only about changes in traits but also about changes in other layers of the self, such as the identity layer. Forming one's identity is thought to be the key developmental task of adolescence, but profound changes in personality traits also occur in this period^[1]. In a country such as Malaysia, with its uniquely diverse population, national unity is essential to harmonious living among its citizens. To achieve this, Malaysia has demonstrated serious efforts to its economic, education and social programs. The aspiration to promote unity began as an effort to seek and develop commonness and shared values among Malaysian^[2]. According to Bakar^[3], Malaysian current education system needs to be functional and community building oriented. In order to optimize the diversity of talent, capabilities, skills and interests among students, the Ministry of Education (MOE) has established several types of schools to meet these needs including National Religious

Secondary School (SMKA). The diversity of secondary schools established has its own goals, rules and norms, but ultimately

upholds the National Education Philosophy in order to have a generation that is spiritually and physically balanced ^[4].

SMKA is very special institution with its own system. As a well-established educational institution, SMKA consists of students who came from early to middle adolescence stage and here, they have outlined and several key goals which are to educate students with Islamic beliefs, providing knowledge that meets the demands of the world and hereafter, and develop students' potential in terms of interest, creativity, personality and leadership. According to Bakar^[3], SMKA is an important institution for empowering students to have a strong sense of identity, strong religious beliefs as well as being excel in academic, personal and disciplinary by not getting involved in any delinquent behaviour ^[3].

However, despite the planning and strategy set by the Ministry of Education (MOE), issues regarding to delinquent behavior among students has spread to students at SMKA. Moreover, this study involved a group of students at National Islamic Secondary School (SMKA) who are excel in academic and co-curricular, but some of them were involved in delinquent behavior. Students who had been selected to study in SMKA were chosen based on the excellent results obtained in the Primary School Evaluation Test (UPSR) for admission to Form 1 and the Form 3 Assessment (PT3) for entry into Form 4 in SMKA.

The differences and unique identities of SMKAs have always been respected by the community but on the other hand, the community is very sensitive to what is happening to these students at SMKA ^[5]. Despite attending SMKA, it is possible that this delinquent and behavioural problem is still present as not the whole time the student is in the hostel especially during the school holidays ^[6]. Therefore, in this study, a development and treatment group counselling (KKPR) module has been developed as an intervention treatment on psychological aspect which is resiliency by focusing on the process of development and treatment. The approach that being used for this study purpose is Rationale Emotive Behavior Therapy (REBT).

II. LITERATURE REVIEW

There are many factors that can lead to adolescent delinquency and one of the significant factors is resiliency ^[7]. According to Grotberg^[8], resilience is a key aspect in children's ability to cope with and survive adversity. Promoting resilience is therefore critical as this may contribute to the prevention of negative outcomes for youth challenged in their daily life. Masten^[9] said that resiliency broadly defined as the process through which positive outcomes are achieved in the context of adversity. This opinion same like what was said by Desmita^[10] that resiliency is a dynamic process of individual in developing ability to face, overcome, strengthen and transform the experiences suffered in a difficult situation towards the achievement of a positive adjustment.

According to Reivich & Shatte^[11], there are many variations in the definition and characteristics of resilient. Resilient appear to be two main domain in the flow of human thought which later became principal of this concept, namely as a response to stress,

resilient focus on the recovery of the ability to come back from stress conditions, or a capacity to regain balance quickly, and be able to return to its original personality condition. Evidence suggests that resilient adolescents are characterized by social competence, problem-solving skills, mastery, autonomy and a sense of purpose and future despite challenging or threatening circumstances^[12]. According to Reivich & Shatte^[11], the concept of resilience is the ability of individuals to eliminate stress that can adapt to the problems encountered in our daily lives. Problems that occur in individuals appear to come from yourself, from outside and our own environment. This proves that the resilient owned by an individual, either from the environment effect individual schools or learning environment and daily lives. Individuals who have a resilient will have an effect on an individual's health both physically and mentally, and to determine an individual's success in relation and interact with the environment.

Research conducted by Achenbach^[13] show there are some characteristics of lower level of resiliency's students such as problems of observation and thinking like failure to concentrate, thinking recklessly, avoiding classroom situations, poor academic performance, and poor control of thinking. Furthermore, this group of students involves cheating and aggressive behaviors such as engaging in problematic student relationships, often cheating, fighting, being rude to others, demanding attention and destroying other people's possessions. Spencer^[14] conducted a study aimed at evaluating social and resilient characters for delinquent and non-delinquent among secondary school's students. The result show that there are significant differences between social and resilient actors between delinquent and non-delinquent students. Research conducted by Kõiv^[15] found that among juvenile delinquents, analysis shows that there is negative significant correlation between resiliency and negative behaviour (aggressiveness, anger, contempt, disappointment, disgust, fear, remorse, sadness, submission). Finding from another study by Blakely-McClure et al.^[16] revealed that having higher levels of resiliency lead to decreases in relational aggression across the transition to adolescence. Levey et al.^[7] in their study found that adolescents who have low level of self-concept reported higher levels of delinquency and he suggested that future research need to examine the protective role of resiliency in preventing adolescent delinquent behaviour. In a study conducted by Hehsan et al.^[17] at one SMKA in Kelantan, they found there were five significant factors contribute to students' resiliency which were environment, self-awareness, family, teachers and school.

III. DATA COLLECTION

This study involved 60 male students who had low level of resiliency at one National Islamic Secondary School in Perak, Malaysia. In order to measure their resiliency, they need to filled up a questionnaire known as The Resiliency Scale^[18] before being choose as subject in the experimental study. This questionnaire has 25 items included 4 major sections, which is resiliency of self-strength, resiliency of self-management, resiliency of emotional and resiliency of optimistic. Subjects in this quasi-experimental study were divided into two major groups which were treatment (R) and control groups (K) by using pair random sampling method. For treatment group, this group consists of two groups which were marathon treatment group (R1) and weekly treatment group (R2). Subjects participated in the

9 treatment session through Development and Treatment Group Counselling (KKPR) that adapted from a Development and Treatment Group Counselling (KKPR) on resiliency by Mohammad Nasir [19].

IV. DATA ANALYSIS

Descriptive analysis to see KKPR's impact on the resiliency for treatment and control group

Table 1 shows the results that has been analyzed to see the difference between the pre-test and post-test mean score between treatment (R1 and R2) and control (K) group. Overall, KKPR module able to improve the resiliency of subjects in both treatment groups, R2 (+20.25) followed by R1 (+8.4). However, the mean score for control group has reduced by - 1.75. As the conclusion, KKPR module successfully increase the resiliency of subjects in treatment group and more effective on weekly treatment group compare to marathon treatment group.

Table 1: A summary of descriptive analysis of pre-test and post-test on resiliency of the treatment and control group

Variable	Groups	Mean		
		Pre-test	Post-test	Difference Between Pre and Post Test
Delinquency	R1	42.15	57.5	15.35
	R2	43.55	53.3	9.75
	K	45.9	45.3	- 0.6

*Note: R1 (marathon treatment group); R2 (weekly treatment group); K (control group)

MANCOVA analysis to see KKPR's impact on the resiliency for treatment and control group

A multivariate analysis of covariance (MANCOVA) was conducted to compare the effectiveness of KKPR to improve subjects' resiliency between marathon treatment group (R1), weekly treatment group (R2) and control group (K). According to Table 2, it shows that there was a significant difference of the mean scores, $F = 38.30.27$ ($p = .00$). The result also demonstrates that there is a significant difference of the mean scores for separate groups ($p = .00$). Analysis also revealed that there is a significant difference in the measurement of pre-test and post-test on resiliency between the treatment group and the control group.

Table 2: MANCOVA analysis on the effect of KKPR on mean scores of pre-test and post-test on Resiliency (R) among the subjects

Sources	Control Variables	df	Mean Square	F	Sig.
R pre-test	R post-test	1	773.41	38.30	.00
Groups	R post-test	2	1038.32	51.42	.00

* $p < .05$

As there is a significance difference between groups, therefore a Post-hoc Tukey analysis has to be conducted to identify the effect of KKPR on the different group types (R1, R2 and K). Table 3 shows that there is a significant difference of resiliency between R1 and R2 ($p = .01$), between the R1 and K ($p = .01$), and between R2 and K ($p = .00$) on resiliency

as a whole. KKPR is more effective to improve resiliency level among subjects in weekly treatment group compare to marathon treatment group.

Table 3: A summary of Post-Hoc Tukey Analysis on min score difference between marathon treatment groups, weekly treatment groups and control groups on Resiliency (R) among the study samples.

Variable	Types of Groups		Mean Difference (I – J)	Sig.
	I	J		
R	R1	R2	- 4.20	.01
	R1	K	8.00	.01
	R2	K	12.20	.00

* $p < .05$

*Note: R1 (marathon treatment group); R2 (weekly treatment group); K (control group)

V. STUDY RESULTS, SUMMARY AND CONTRIBUTION

The KKPR module that being used in this study was a developmental and treatment-based intervention. This structural module was developed according to counselling approach, Rationale Emotive Behavior Therapy (REBT). The result of the study shows that KKPR is effective in providing a developmental and treatment intervention on resiliency among National Islamic Secondary School (SMKA) students who are delinquent whereas the effectiveness of this module has been proved through the analysis that had been conducted. Results revealed that there is a significant different of the mean score for pre-test and post-test between the resiliency of subject from the treatment and control group.

In reality, it is important for every party to cooperate and working together to identify the factors that lead adolescents getting involve in delinquent behavior at early stage. By understanding the characteristic of adolescents who are involving in delinquent behavior, it can lead to the next stage which is by conducting an intervention step to prevent them from getting involve in more serious crime behavior in future [20]. The development and treatment intervention emphasis on the process to improve the individual developmental aspects by identified and change the current delinquent behavior that lead them to involve in various problematic behavior, to a more positive behavior especially when they face a stressful situation. In Malaysia, many studies [21-23] suggested that issues related to delinquent behavior among students or adolescents need to be solved through early treatment and suitable intervention program such as counselling or psychoeducational cognitive program to constrain these issues from become more severe in the future.

This development and treatment study have been carried out on a group of delinquent National Islamic Secondary School (SMKA) students as an enforcement to the existing program, specifically to overcome students' delinquent behavior. Implementation of the KKPR intervention in this study was able to improve the psychological aspects of students who are delinquent. The psychological aspect includes various aspects which are thinking, feeling and behavior was assessed through the resiliency score. Emphasis on this psychological aspect is not a straightforward solution to delinquent behavior, but it does play

a role in improving the internal aspects that are the main factors to the involvement in delinquent behavior. By treating the cause of the problems at the early stage, this group of students can control their behavior from involving in delinquent behavior.

VI. ACKNOWLEDGMENT

Author of this study would like to thank the Educational Planning and Research Division, Ministry of Education Malaysia for the approval given to this research. Also thanks to research team, Associate Professor Dr Samsiah Mohd Jais from Sultan Idris Educational University, Malaysia and Dr Muhammad Zuhair Zainal from University Science of Malaysia, Malaysia for their highly commitment toward this research. Author also would like to thanks to his institution, University Science of Malaysia, Malaysia for the strong support from beginning till final process of this research.

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