



***DEVELOPMENT AND EFFECTIVENESS OF SOLUTION-FOCUSED GROUP
WORK ON SELF EFFICACY, GOAL ORIENTATION BEHAVIOR AND
MOTIVATION FOR ACHIEVEMENT AMONGST MALAYSIAN
ADOLESCENTS***

RATNADEVI A/P R. SHUNMUGAM

FPP 2020 1



**DEVELOPMENT AND EFFECTIVENESS OF SOLUTION-FOCUSED GROUP
WORK ON SELF EFFICACY, GOAL ORIENTATION BEHAVIOR AND
MOTIVATION FOR ACHIEVEMENT AMONGST MALAYSIAN
ADOLESCENTS**

By

RATNADEVI A/P R. SHUNMUGAM

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfilment of the Requirements for the Degree of
Doctor of Philosophy**

December 2018

All material contained within the thesis, including without limitation text, logos, icons, photographs and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

DEVELOPMENT AND EFFECTIVENESS OF SOLUTION-FOCUSED GROUP WORK ON SELF EFFICACY, GOAL ORIENTATION BEHAVIOR AND MOTIVATION FOR ACHIEVEMENT AMONGST MALAYSIAN ADOLESCENTS

RATNADEVI A/P R. SHUNMUGAM

December 2018

Chair: Professor Sidek Mohd Noah
Faculty: Educational Studies

Adolescents are viewed as vulnerable to peer pressure, egocentrism, risk taking, impulsivity, lack of self-control and posed irrationality and immaturity. However, many researches dispute this view as merely adult stereotypes of adolescents which persist without strong behavioral evidence. Adolescents have all the abilities and resources to flourish, grow and live a satisfying life. Past researches revealed that variables like self-efficacy, goal orientation behavior and achievement motivation are key elements to produce successful adolescents. The integration of these variables enables adolescents to affirm their capability in accomplishing given tasks, assures their ability to construct goals of their own and eventually gain constant motivation to achieve goals. With well-planned interventions, adolescents can be guided to utilize their strengths to lead a successful adolescence hood. One such intervention is Solution-focused Group Work (SFGW) approach which is proven to be effective in resolving adolescents' life struggles. This approach ought to facilitate changes in clients, in the way chosen by them. The primary purpose of this study is to develop SFGW intervention program based on Solution-Focused tenets. The study aimed to determine the effectiveness of SFGW in increasing self-efficacy, goal orientation behavior, and achievement motivation of Malaysian adolescents.

This is a true experimental with pre-test and post-test design using Solution-focused module and administration of questionnaires for data collection. Descriptive analysis was used to determine the demographic characteristics and validation and reliability of SFGW intervention program. Pretest was administered to 259 samples from two secondary schools in Selangor and 66 samples were selected based on their scores in pretest. After the administration of pre-test, a total of 66 samples who met the inclusion requirement were assigned randomly to experimental (n = 32) and control (n = 34) groups using paired-matched design. The samples in experimental group were given treatment using the SFGW intervention program for seven weeks.

After the completion of the treatment, posttest and follow-up test were carried out and data was collected for dependent variables. The collected data was analyzed using descriptive statistics, paired-sample t-test, independent samples t-test, one-way repeated measure ANOVA and MANOVA.

The result yielded that SFGW has good validity and high reliability with alpha Cronbach of .87 and .94 respectively. This suggests that the intervention program has consistency and reliable to be used in school setting. Paired-sample t-test measures the samples in the experimental group twice using the same questionnaire at pretest and posttest. The result discloses that the SFGW treatment increases samples self-efficacy, goal orientation behavior and achievement motivation. The analysis also concludes that SFGW is the factor in increasing self-efficacy, goal orientation behavior and achievement motivation of Malaysian adolescents. The results add value to comprehension of postmodern intervention which is suitable to be implemented in school setting as the limitation of time and number of participants in such setting. This study provides an insight on empirical finding about the suitability of Solution-focused approach in school setting. This enables counselors to refresh their theoretical knowledge and also provides alternative intervention. The study too offers new knowledge to counselors on the importance of self-efficacy, goal orientation behavior and achievement motivation variables in empowering adolescents. Future researches are anticipated to explore issue of interventions especially postmodern intervention like SFGW in various settings in Malaysia.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PEMBINAAN DAN KEBERKESANAN MODUL PENDEKATAN SOLUSI-
FOKUS SECARA BERKUMPULAN (SFGW) KE ATAS EFIKASI KENDIRI,
TINGKAHLAKU PENETAPAN MATLAMAT DAN MOTIVASI PENCAPAIAN
DALAM KALANGAN REMAJA MALAYSIA**

Oleh

RATNADEVI A/P R. SHUNMUGAM

Disember 2018

Pengerusi: Profesor Sidek Mohd Noah, PhD
Fakulti: Pengajian Pendidikan

Remaja merupakan golongan yang mudah terpengaruh dengan tekanan rakan sebaya, kurang kawalan diri, mengambil risiko, tidak rasional dan tidak matang. Walaubagaimanapun, banyak kajian menyangkal pandangan tersebut sebagai semata-mata stereotaip orang dewasa terhadap remaja. Stereotaip ini berleluasa tanpa sebarang penyelidikan dan bukti yang kukuh. Sebaliknya, remaja mempunyai semua kebolehan dan sumber untuk membesar dan menjalani kehidupan yang memuaskan. Pembolehubah seperti efikasi sendiri, tingkahlaku penetapan matlamat dan motivasi pencapaian merupakan elemen penting dalam melahirkan remaja yang berkesan. Kajian-kajian lepas menyatakan kepentingan menggabungkan ketiga-ketiga pembolehubah supaya remaja mengetahui keupayaan mereka dalam menyiapkan sesuatu tugas. Selain itu, remaja juga dapat memahami keupayaan mereka dalam menetapkan matlamat sendiri dan sentiasa mempunyai motivasi untuk mencapai matlamat yang ditetapkan. Pendekatan dan intervensi yang dirancang rapi dapat digunakan untuk membimbing mereka dan menyungkil kekuatan diri untuk menjalani kehidupan yang berjaya. Pendekatan Solusi-fokus secara berkumpulan (SFGW) merupakan salah satu pendekatan yang terbukti keberkesanannya dalam kalangan remaja. Pendekatan ini membolehkan remaja menuju ke arah perubahan yang dipilih oleh mereka. Matlamat kajian ini adalah untuk membangunkan intervensi Solusi-fokus secara berkumpulan berdasarkan prinsip-prinsip teori Solusi-fokus. Seterusnya, kajian ini bertujuan untuk menentukan keberkesanan intervensi Solusi-fokus secara berkumpulan dalam meningkatkan efikasi sendiri, tingkahlaku penetapan maklumat dan pencapaian dalam kalangan remaja Malaysia.

Kajian ini berbentuk eksperimen dengan pra-ujian dan post-ujian. Kajian ini menggunakan intervensi SFGW dan juga soal selidik untuk mendapatkan data kajian. Analisis diskriptif digunakan untuk menentukan maklumat demografik serta kesahan dan kebolehpercayaan intervensi SFGW. Seramai 66 daripada 259 populasi kajian dipilih berdasarkan perskoran dalam pra-ujian untuk menyertai kajian ini sebagai sampel. Selepas praujian dilaksanakan, samples diagihkan secara rawak dalam kumpulan eksperimen ($n = 32$) dan kawalan ($n = 34$). Kumpulan kawalan diberi intervensi SFGW selama tujuh minggu. Selepas intervensi dijalankan, data dikutip melalui post-ujian dan ujian susulan. Data yang dikumpulkan di analisis menggunakan analisis deskriptif, t-test, ANOVA dan MANOVA.

Keputusan kajian menunjukkan program intervensi SFGW mempunyai kesahan dan kebolehpercayaan yang tinggi iaitu alpha Cronbach of .87 and .94 masing-masing. Dapatan ini menunjukkan program intervensi SFGW ini sesuai digunakan di sekolah. Dapatan kajian merumuskan bahawa program intervensi SFGW meningkatkan efikasi sendiri, tingkahlaku penetapan matlamat dan pencapaian dalam kalangan remaja. Analisis MANOVA pula membuktikan bahawa program intervensi SFGW merupakan faktor penyumbang dalam peningkatan skor efikasi sendiri, tingkahlaku penetapan matlamat dan pencapaian dalam kalangan remaja.

Keputusan kajian ini menunjukkan bahawa program intervensi SFGW adalah sesuai dan mempunyai kebolehpercayaan untuk digunakan di sekolah. Intervensi yang menggunakan teori Solusi-fokus ini mempunyai kelebihan dari segi penggunaan masa yang singkat dan bilangan sampel yang sedikit dan sesuai untuk peringkat sekolah. Kajian ini juga menyumbang kepada dapatan empirikal tentang program intervensi SFGW di peringkat sekolah. Kaunselor pula mendapat ilmu dan alternatif baru tentang program intervensi yang menggunakan pendekatan kaunseling post-modern. Dapatan kajian ini juga membolehkan kaunselor menyedari kepentingan meningkatkan efikasi sendiri, tingkahlaku penetapan matlamat dan pencapaian dalam kalangan remaja. Kajian ini juga membuka ruang baharu untuk diterokai terutamanya pendekatan Solusi-fokus oleh pengkaji tempatan di masa depan.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God for giving me the talent, perseverance and strength to complete the research and thesis writing.

My sincere and heartfelt thanks to supervisor, Profesor Dr. Sidek Mohd Noah and other committee members, Profesor Madya Dr. Wan Marzuki bin Wan Jaafar and Dr. Noor Syamilah bt Zakaria for kindly consented to see me through my thesis and also for the invaluable comments and guidance rendered.

My thanks to my friends and family members, who have been constant source of support and encouragement throughout the course of this study.

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Sidek Mohd. Noah, PhD

Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Wan Marzuki Wan Jaafar, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

Noor Syamilah bt Zakaria, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

ZALILAH MOHD SHARIFF, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 9 January 2020

Declaration by graduate student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.

Signature: _____ Date: _____

Name and Matric No.: Ratnadevi a/p R.Shunmugam, (GS 37873)

Declaration by Members of Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature: _____

Sidek Mohd. Noah, PhD
(Chairman)

Signature: _____

Wan Marzuki Wan Jaafar, PhD
(Member)

Signature: _____

Noor Syamilah bt Zakaria, PhD
(Member)

TABLE OF CONTENTS

ABSTRACT	Page
<i>ABSTRAK</i>	i
ACKNOWLEDGEMENT	iii
APPROVAL	v
DECLARATION	vi
LIST OF TABLES	viii
LIST OF FIGURES	xiii
	xv

CHAPTER

1	INTRODUCTION	1
2	LITERATURE REVIEW	
	2.1 Overview	15
	2.2 Theoretical Background of the Study	15
	2.2.1 Solution-focused Approach	15
	2.2.2 Social Cognitive Theory	17
	2.2.3 Goal-Setting Theory of Motivation	18
	2.2.4 Theoretical Framework of the Study	22
	2.3 Past Researches of the Study	
	2.3.1 Self-Efficacy among Adolescents	23
	2.3.2 Goal Setting Behavior among Adolescents	25
	2.3.3 Achievement Motivation among Adolescents	27
	2.3.4 Effectiveness of SFGW in Adolescent Behavior	30
	2.3.5 The Importance of Group Work for Adolescents	33
	2.3.6 Conceptual Framework of the Study	34
	2.4 Summary	35
3	METHODOLOGY	
	3.1 Overview	36
	3.2 Research Design	36
	3.2.1 Internal Validity	37
	3.2.2 Construct Validity	39
	3.2.3 External Validity	39
	3.3 Location of the Study	40

3.4	Subject of the Study	
3.4.1	Population	40
3.4.2	Sample Size	41
3.4.3	Sampling Procedure	41
3.5	Instrumentation	44
3.5.1	Demographic Description	44
3.5.2	Self-Efficacy Scale	44
3.5.3	Goal Orientation Scale (GOS)	44
3.5.4	Deo Achievement Motivation Scale (DAMS)	45
3.5.5	Pilot Study	46
3.5.6	Ethical Issues	46
3.6	Research Procedure	47
3.7	Statistical Data Analysis	49
3.8	Summary	50
4	THE DEVELOPMENT AND EVALUATION OF SFGW INTERVENTION MODULE	
4.1	Overview	51
4.2	The Background of the Module Development	51
4.3	The Development of Solution-Focused Group Work (SFGW)	
4.3.1	The Background of Module Development	52
4.3.2	Theoretical and Philosophical Bases for the Program	53
4.4	The Phases of SFGW Module Development	56
4.5	The Summary and Content of Activities in Sub-Modules	65
4.6	Summary	73
5	FINDINGS AND DISCUSSIONS	
5.1	Overview	74
5.2	Descriptive data of the Study	
5.2.1	Demographic Characteristics of participants	74
5.2.2	Normality and Homogeneity test on Dependent Variables	75
5.3	Results of Inferential Statistics Analysis	
5.3.1	Effectiveness of SFGW in Increasing Adolescents' Self-Efficacy	76
5.3.2	Effectiveness of SFGW in Increasing Adolescents' Goal Orientation Behavior	79

5.3.3	Effectiveness of SFGW in Increasing Adolescents' Achievement Motivation	82
5.3.4	Factor Contributes to the Differences in Adolescents' Self-Efficacy, Goal Orientation Behavior and Achievement Motivation Scores	85
5.4	Summary	89
6	SUMMARY OF FINDINGS, IMPLICATION AND RECOMMENDATION	90
	REFERENCES	103
	APPENDIXES	114
	BIODATA OF STUDENT	153
	LIST OF PUBLICATIONS	154

LIST OF TABLES

Table	Page
3.1 Pre-test and post-test group design	37
3.2 Results of G-Power 3.1 statistical analysis	41
3.3 Distribution of samples	42
3.4 Summarization of seven weeks SFGW intervention	48
3.5 Statistical analysis based on research hypotheses	49
4.1 SFGW module validation experts list	61
4.2 Frequency, percentage and content validity coefficient of SFGW	62
4.3 Questionnaire to determine reliability coefficient developed based on objectives of the activities	62
4.4 <i>Cronbach Alpha</i> analysis of sub-modules of SFGW	64
5.1 Number of participants according to schools	74
5.2. Number of participants between treatment and control groups	74
5.3 Shapiro-Wilk and Kolmogorov-Smirnov tests of normality	75
5.4 Results of independent sample t-test between treatment group and control group on adolescent's self-efficacy mean score at pre-test	76
5.5 Mean of self-efficacy score in experimental and control group between re-test, post-test and follow-up test	76
5.6 One-way repeated measures analysis of variance for adolescent's self-efficacy	76
5.7 The results of Bonferroni comparisons tests	77
5.8 Results of independent sample t-test between treatment group and control group on adolescent's self-efficacy mean score at post-test	78
5.9 Results of independent sample t-test between treatment group and control group on adolescent's self-efficacy mean score for follow- up test	78
5.10 Results of independent sample t-test between treatment group and control group on adolescent's goal orientation behavior mean score at pre-test	79
5.11 Mean of goal orientation behavior score in experimental and control group between pre-test, post-test and follow-up test	79
5.12 One-way repeated measures analysis of variance for adolescent's goal orientation behavior	80
5.13 The results of Bonferroni comparisons tests for goal orientation behavior	80
5.14 Results of independent sample t-test between treatment group and control group on adolescent's goal orientation behavior mean score at post-test	81

5.15	Results of independent sample t-test between treatment group and control group on adolescent's goal orientation behavior mean score at follow- up test	81
5.16	Results of independent sample t-test between treatment group and control group on adolescent's achievement motivation mean score at pre-test	82
5.17	Mean of achievement motivation score in experimental and control group between pre-test, post-test and follow-up test	83
5.18	One-way repeated measures analysis of variance for achievement motivations	83
5.19	The results of Bonferroni comparisons tests for achievement motivation	84
5.20	Results of independent sample t-test between treatment group and control group on adolescent's achievement motivation mean score at post-test	84
5.21	Results of independent sample t-test between treatment group and control group on adolescent's achievement motivation mean score at follow up test	85
5.22	Multivariate analysis of variance (MANOVA) for post-test score	86
5.23	Significant F-tests for univariate ANOVA	86
5.24	MANOVA test of between subject effects at post-test	87
5.25	Multivariate analysis of variance (MANOVA) for follow-up test score	88
5.26	Significant F-tests for univariate ANOVA	88
5.27	MANOVA test of between subject effects at follow-up test	89

LIST OF FIGURES

Figure		Page
2.1	Theoretical Framework Diagram	22
2.2	The Conceptual framework of the study	25
3.1	Sampling Procedure	43
4.1	Sidek Module Development Model in Sidek (2005)	57
4.2	Categorization of Themes and Activities of SFGW Intervention	65



CHAPTER 1

INTRODUCTION

1.1. Overview

This chapter will provide a summary of the background of the study, problem statement, objectives, research questions, and hypothesis of the study. The significance of the study to policy makers, schools, counselors and society will also be discussed. And the last part will define the terms as per the usage in this study.

1.2. Background of the Study

Those individuals in the age span of 13 to 19 are identified as adolescents (Santrock, 2016). Currently, 1.2 billion adolescents aged 10 to 19 living in this world (Palfrey, Gasser, Colin & Garrit, 2011) where 5.5 million are residing in Malaysia (Ishak, Zainun, Chin, Mohd. Taib & Mohd. Shariff, 2016).

Adolescence is a complex stage of life which involves transition period from childhood into adult. This stage of life creates risks, resiliency and opportunity in adolescents. Adolescents face physical growth and sexual maturation and these growths influenced by factors like gender, race, body mass, living environment and health status (Curtis, 2015). Cognitive development becomes crucial at this stage in determining a positive adolescence hood. Cognitive growth is viewed as a core component for critical (Santrock, 2016) and abstract thinking development among adolescent. Adolescent cognitive abilities influenced by the changes in brain activities like pruning, myelination process and the development of prefrontal cortex in brain. The prefrontal cortex permits individuals to think, evaluate and make judgment on issues surrounds them. During adolescence, the prefrontal cortex is biologically undeveloped and this cause the ability to control impulses abridged (Feldman, 2011). This development creates a unique entity characterized by changeability and an increase in networking among brain regions. The change causes the increase of emotional intensity and prioritization of peer relationship. Furthermore, adolescents face diverse, rigorous and competitive circumstances in schools which emphasizes on academic success and achievement (Curtis, 2015). Thus, the changes and immature brain development may lead to risky and impulsive behaviors like misjudgment (Feldman, 2011), which viewed by adults as incompetence in adolescents (Moshman, 2011).

Critical thinking will not mature fully in adolescents' age if the fundamental skills like literacy and mathematical skills were not developed during childhood. Some other adolescents who have developed cognitive changes will pose an improvement in their critical thinking. The grasp of critical thinking will enable the adolescents to increase the capacity of information processing, knowledge in various aspects of life, ability to construct new knowledge, create impulsive strategies and procedure in getting and

applying the new knowledge. Hence, adolescents with good critical thinking skills will plan, ponder the alternatives and monitor their new knowledge or behavior continuously (Santrock, 2013).

The development of critical thinking will eventually increase cognitive control in adolescence. This progress will enable adolescents to control their attention and reduce interfering thoughts. Controlling attention is seen as a principal aspect of learning and thinking in adolescents as well as adults. Distraction on thinking engrained from external environment like others opinion, and self-thought distraction such as worries will divert the attention on thinking tasks. Adolescents have to comprehend and adapt the cognitive flexibility. They need to be mindful about the choices, alternatives and possibilities available in every change, challenges and struggles in their life. In facing the adolescence life cycle, they need to change the way of thinking and motivated to involve in certain tasks assigned or forced to. This cognitive flexibility will increase adolescence confidence level, aware about their ability to think to a particular task or situation (Santrock, 2013). Bandura (1998) classified this ability as an aspect of self-efficacy. Individuals with strong self-efficacy will have less possibility to give up on challenging task.

Failure to master these skills will deter adolescents from strive for achievement and self-identity. Adolescents' achievement not solely depends on the intellectual ability but jointly determined by psychological, motivational and contextual factors (Santrock, 2013). Curtis (2015) said that adolescents' achievement of independence and self-sufficiency depends on conformity to familial, cultural identity, expectations and obligations in life.

Since achievement becomes critical during adolescence where they begin to perceive success and failures as predictor as future outcomes in adulthood (Santrock, 2016). Unfortunately, current social system, regarded academic achievement as a determinant factor of adolescents' achievement. Those are unsuccessful academically will face social disapproval. Many students are found to be lack of reading, writing and mathematical skills. Lack of these skills produces more drop outs, inability to secure a decent job and much less to be knowledgeable citizen (Santrock, 2013). In nutshell, societal disapproval and lack of academic skills may become catalyst for failed adolescence.

1.2.1. Malaysian Adolescents

A total of 5.5 million or 18.9% of Malaysian population are people aged between 10 – 19 years old who categorized as adolescents. During this stage of life span, adolescents face major physical, psychological and social changes (Ishak, et al. 2016). The main objective of Malaysian education system is to produce students with high creativity and critical thinking skills together with an efficient problem-solving skill (National Educational Blueprint, 2013). Unfortunately, Malaysian adolescents are portrayed as unstable and lack of skills in facing obstacles in their life. They involved in undesirable

activities like illegal racing, gangsterism, drugs, bully, and sexual activities. Apart from this, they too are mentally unbalanced to handle psychological disturbance like social anxiety, lack of self-focus, low self-esteem and self-efficacy (Mahzam Mohd. Saad, 2013). The incapability of Malaysian adolescents to think and act promptly against life crisis contributes to social problems among them. School students especially those in secondary are seen to lack of these skills and vulnerable to involve in socially ill activities. They always endured conflicts which defined as trivial issues like hair styles and clothing with adults in their environment. The conflicts are due to the rapid physical growth compared to cognition development, that is, rational judgment (Ciccarelli & White, 2015). Adolescents with low self-confidence and feelings of futility may regard this period of life as brawl and hard (Morton & Montgomery, 2013). Adolescents viewed as vulnerable to peer pressure, egocentrism, risk taking, impulsivity, lack of self-control and posed irrationality and immaturity. Moshman (2011) in his writing, however, dispute these views as merely adult stereotypes of adolescents which persist without strong behavioral evidence.

Razali, Dokoushkhani & Rajendran (2013) labeled students' at-risk as academically withdrawn, low self-efficacy and self-esteem, lack of confidence and posed a blank future. Predictors for such behaviors are identified to be rooted from personal conflicts, poor social and family background, and unfriendly school environment. Lack of personal development contributes to the misbehavior of students in the school settings. This could be resulted from the inability of them to make the right decision by blaming others like parents, teachers and the community as well. Mental health disorders too are prevalent in Malaysian society nowadays (Azizan, Razali & Pillai, 2013). Mental disorders among adolescents were reported up scaling pattern in developing countries like India and Malaysia. This phenomenon indicates that Malaysian adolescents like any other adolescents around the world are not immune to the challenges and do suffer dissatisfaction and unhappiness.

In spite of the arguments above, Ishak, et al. (2016) research showed that a proper guidelines and instillation of life skills can lead adolescents to attain a healthy lifestyle. This study on Malaysian adolescents aged between 13 – 14 years old who are overweight, obsess and unhealthy weight loss practice was taught skills to maintain a healthy lifestyle. Overweight and obsess which is the major problem among Malaysian adolescents rooted from eating disorder like unhealthy eating and weight related behavior. Adolescents who were taught skills to overcome overweight and obsess problem and lead a right eating behavior, showed tremendous improvement in maintaining a healthy lifestyle. Therefore, the result of the study prevailed that Malaysian adolescents have the ability to acquire life skills and consequently lead a successful life.

1.2.2. Positive Behaviors of Adolescents

Adolescence is bound to be the period of building plans for the future among adolescents. Adolescents are able to express their perception about success and the experiences that bring meaningfulness in their life (Karabanova & Bukhalenkova, 2016).

Adolescents' achievement is defined as the intellectual ability. Adolescents with high intellectual ability will be persistent at task and confident about their ability to solve problems. In contrast, low intellectual ability adolescents will give up easily and lack of self-confidence in their academic skills. Adolescents viewed as inheriting very low achievement expectations. They are not adequately challenged to strive for achievement. Achievement is considered as a vigorous component in adolescence. Reasons as why adolescence age is considered as critical age in achievement are; (1) any current success or failure may influence the future outcomes of adolescents in their adulthood; (2) life challenges may lead adolescence into new area of live which put them into conflict; and (3) the adaption and endurance onto the new area of lives and social pressure will determine their adulthood (Santrock, 2016).

Karabanova & Bukhaenkova (2016) conducted research on three groups of adolescents; not satisfied, satisfied and most satisfied with life. They concluded that only a small number of adolescents lead a life with no desire for achievements and lack of meaning in life. The majority of adolescents fall in the category where they satisfied with life and perceive success as popularity in society, social recognition and achievements. But, adolescents in this category demonstrate lack of confidence. The most satisfied group of adolescents viewed success as self-development and self-actualization. They portrayed positive image of success and associate success with positive emotions, happiness and personal growth. In total, the research enriched adolescents as people crave for success and able to lead a successful life.

Leticia (2013) emphasized the importance of empowering adolescents with independence and self-confidence to ensure self-regulate learning attitude. Their finding shows that adolescent' perceptions, motivation and emotion level, effort and the outcome of the activity they are involved in. Effort and persistence for goal achievement found to be effective in enhancing adolescents' ability to direct and control their self-regulated learning process. This study on 269 4th grade secondary school students in Spain concluded motivation and emotion as mediating variables which play vital role to build persistence and commitment towards goals set among adolescence. Hence, adolescents' ability to perform and achieve their goals related to the amount of empowerment received by them.

A study by Chow & Bob (2013) on 324 Year 11 students in Brunei revealed the importance of extrinsic motivation and the control of anxiety among art stream students who enrolled in combined science stream. The high level of anxiety was caused by the thought of not getting good grades in science. And, these thought and attitude undermines student's confidence level towards the task assigned. As the remedial to this, teachers need to play their role by providing suitable exercise and techniques to deal with science papers. Such intervention enables students to gain confidence and reduce the anxiety towards science subject. Extrinsic motivation found to be helpful in boosting students' performance level. The instillation of extrinsic motivation achieved by showing the importance of scoring good grades in science will enable them to secure good job. Another strategy suggested is assigning slightly difficult task to students. Even though difficult tasks will demotivate them, once success attained students will be encouraged to do better by putting more effort.

Teachers were found to be core agent by encouraging, giving positive feedback, praise and affirm students' belief that they can do well. Teachers play an important role in motivating students to gain learning experience, personal goals, work exposure and social experience. Teachers can engage students by allowing them to develop attainable goals that meet their needs in learning. In return students will learn new knowledge, skills and motivation to learn (Rubenstein & Thoron, 2014). Rewarding is linked to students' progress in attaining their goals and achievement behavior in schools. Students tend to be confused about their identity. By providing information about their identity, norms and commitments, identity related problems can be reduced. Such information and reaffirmation needed the most because students tend to doubt their capability (Najafi, Rahnama & Sabor, 2016). Fadlelmula (2010) asserts that teachers' encouragement develops students' achievement goals. They learn to adapt teachers' goal in learning mathematics which provides them mastery learning, if the teacher emphasizes on that. Teachers who accentuate on performance based and reward the achiever only will lead the students to accustom such goals. As for those who cannot put up themselves at par might feel left out and avoid performance goals. This traditional approach seems inappropriate and unnecessary as mastery learning will enable students to set their goals and increase their capacity to learn mathematics (Elias, Syed Mustafa, Roslan & Sidek, 2011; Fadlelmula, 2010). Hence, guiding students with relevant methods and techniques will boost students' confidence level and bring improvement in their study.

The development of motivation is a complex cognitive process from the early age. The students' viewpoint about motivation is very much depends on their self-perception of the ability which they perceived through information. Children who are exposed to success since young tend to have high perception on their ability to achieve their goals (Alderman, 2008). Achievement motivation differs along an individuals' life span. A capacity is identified as a core component in achievement motivation in children. As they become adolescents, their achievement motivation is influenced by factors like parent-child interaction, peer group and cultural differences (Curtis, 2015). Chetri (2014) recommended that high level of aspiration is vital to develop high need of achievement. Teachers and parents play an important role in assisting students to set high goals and develop relevant skills to achieve them. In order to avoid achievement block, students should be aspired according to their gender and ability. Another contributing factor to achievement motivation is frustration. Continuous and repeated failure may lead to frustration and further deter students' motive to achieve. Continues encouragement to develop patience and proceed with their goal until the success achieved is much needed.

Developing students' intellectual level like problem solving ability, thinking and reasoning also give due impact on student's achievement motivation. Students should be given a clear and objective goal to achieve. A clear goal will make the students to view the goal objectively and various paths available to achieve certain goals in their life. Parents and teachers are the agents in promoting students' achievement motivation. They are responsible in giving support, affection, encouragement, information, and properly handle any doubts brought by adolescents. Since adolescents is the age that full of irrational beliefs build biologically, parents and teachers are the catalyst in rationalizing their beliefs (Chetri, 2014).

Adolescence is grouped from the age of 13 - 19 years old. They face major changes physically and cognitively and in search of self-identity (Santrock, 2011). Adolescents can be categorized into early adolescents aged 10 to 14 and late adolescents aged 15 to 19. Late adolescents have more confidence and clear objective about their life. They develop the ability to evaluate risks and make more decisions. This is the phase of making decision about career, pursuing higher education and involve in family life (Palfrey, et al. 2011). In order to obtain a successful adolescence hood, adolescents should experience the sense of significance, competence and power. Failure in fulfilling these three aspects, will lead adolescents to misbehave in the eyes of adults. On the other hand, adults are expected to acknowledge and provide rooms for adolescents to acquire their significance, competency and power (Vernon, 1980).

Adolescence also is seen as the age of opportunities (Palfrey, et al. 2011). Successful adolescents are viewed as those who able to endure difficulties and challenges. These adolescents scrutinize their difficulties and challenges as a stepping stone to achieve desired success academically as well as in their career development (Santrock, 2011). A number of researches were conducted in Malaysia to ascertain Malaysian adolescents' capability to acquire skills to lead a successful lifestyle. They have shown great ability in overcoming problems like stress, personality disorders, overweight and obsess, low self-esteem, lack of self-regulation and academic issues. Well planned interventions have proven to be successful in empowering Malaysian adolescents (Othman, Borhan, Hashim, Chang, Tie, Lim A. ... John Arul, 2014; Mahzam Mohd. Saad, 2013; Bavani, Mohan & Sorooshian, 2012; Zakaria & Asyraf, 2011; Ishak, et al. 2016). Overall, previous studies indicate that adolescents are inborn with the capabilities to lead a successful life with the guidance from the adults. Supports and continuous encouragements will enhance their ability and build an effective future.

1.2.3. Strategies to Empower Adolescents

It is timely that Ministry of Education has had introduced National Educational Blueprint (2013) with one of the focus is to produce a well-informed student, be it academically or non-academically. Schools are encouraged to create a harmonious environment for students to explore themselves and provide opportunities for them to correct their behavior. Since adolescence is a crucial stage to develop their strengths towards positive living. They need to be empowered with confidence and ability to figure out solutions for their own problems (Morton & Montgomery, 2013). Razali, et al. (2013) clinched that Malaysian adolescents face problems in schools and at home which in return challenges their adolescence life cycle. Kuldass, Hashim & Hairul (2015) viewed adolescents' involvement in at-risk activities are associated with factors like negative social environment, low self-concept, bad parental influence and disadvantaged socioeconomic background. Despite all the hindrance factors, there are many adolescents who succeeded within same unfortunate background. They have shown satisfactory ability in using their cognitive tasks to face challenges and attain success.

Moshman (2011) affirmed that, despite the difficulties and stereotypes by the adults, adolescents often demonstrate remarkable competence in leading their adolescence

world. This contradict view requires empirical evidence on what makes them to be successful despite all the challenges. Hence, Kuldass et al. (2015) recommend the development of a care giving relationship model for Malaysian adolescents to boost their cognitive tasks performance and resilience. Thus, all they need to grow as positive adolescents are be recognized, appreciated, and acknowledged by adults (Moshman, 2011). In line with this, current study aimed to assist the adolescents to create their own goals and challenge their thoughts and ultimately achieve the goals set in a group setting.

Mahzam Mohd. Saad (2013) suggested that students should be given a continuous guidance and assistance to develop their life skills. Othman, et al. (2014) recommended schools to provide support and opportunities for adolescents to explore and form their identity through co-curricular and instructional approach. Acquiring adequate skills will empower students to face challenges in life positively. Ultimately, students with stable mental state will contribute to the wellness of themselves as well as their environment like schools. Students who have a clear understanding on themselves and equipped with necessary skills to face challenges will later increase their academic achievement and decrease disciplinary problems in school setting (Mahzam Mohd. Saad, 2013).

Counseling has been portrayed negatively by individuals, schools, and media. There is stigmatization that those with inability to solve problems or failed to cope with everyday issues will go for counseling service (Corey, 2005). Malaysian in general have negative connotation towards counseling. They fear counseling and understood that such service meant for people with mental illness. Malaysian cultures thought them to rather keep their problems than discuss it with others like counselors (Bavani, et al. 2012). In school settings, referral clients outnumbered the voluntary clients. In general, students who see counselors are referred by school personnel's like teachers, administrators or even parents. Students' resistance level mounted as they view counseling as to serve those who sent them for counseling. Such a view defeats the purpose of counseling. But, in reality adolescents want a space where they can discuss and practice realistic decision making (Corey, 2005).

Engaging in group work and role-playing activities will provide a platform for them to make real-world decisions on matters like sex and drugs (Santrock, 2013). Ishak, et al. (2016) suggested that peer led intervention is vital because it creates better awareness, increases self-efficacy and healthy behavior. Group interventions provide opportunity for adolescents' personal development. As to assist and uphold the importance of counseling, numerous studies conducted in school setting and researchers encourage new studies be conducted in schools (Joker & Ghaderi, 2015). In recent years, research on counselors' competency, effectiveness of counseling and various intervention modules was validated and tested its reliability in school setting (Mahzam Mohd. Saad, (2013); Amalia & Sidek, 2013; Bavani, et al. (2012); Zakaria & Asyraf, (2011). Schools and teachers are considered as a powerful catalyst in building and molding adolescents' character. These catalysts are grooming bodies which affect adolescents' characters in long term (Sokatch, 2017). With this progress in mind, counselors may reach more students to assist them in their positive personal development.

Solution-Focused theory shift clients' problem-based talk to solution focused talk. The theory initially used in family therapy, and consistently developed to be used with various groups. Solution-focused approach was proven to be efficient in a marathon-based session from 4 to 16 hours within 1 to 3 days. Meanwhile, traditional Solution-focused group sessions can be carried out within the average of 6 sessions (Reiter & Chenail, 2016). Currently, Solution-focused approach gained popularity in schools setting (Franklin, Moore & Laura, 2008) and found to be effective among school dropouts prone adolescents (Franklin, Kim, Tripodi & Stephen, 2007). This approach too found to be relevant with mild and moderate depression adolescents (Reddy, Thirumoorthy, Vijayalakshmi & Hamza, 2015).

In addition, Solution-focused approach found to be effective in reducing adolescents' truancy rates in high schools. A total of 38 adolescents aged 16 – 17 years old participated in the study. Experimental group showed a reduction of 61% of truancy rates compared to control group (Enea & Ion, 2009). Daki & Savage (2010) research ascertains that Solution-focused approach is an efficacious intervention in addressing students' academic and emotional difficulties.

Adolescents are viewed as competent and full of ability to endure their life journey (Moshman, 2011; Santrock, 2013). They have inner strength for achievement to lead their life. To lead a successful adolescence hood, they need psychological, social and other related supports from adult (Santrock, 2013). All they need is affirmation on their capability in accomplishing given tasks, ability to construct goals of their own and constant motivation to achieve goals.

The integration of self-efficacy and goal setting techniques would be beneficial to increase achievement motivation among adolescents (Zimmerman, Bandura & Martinez-Pons, 1992). Hence, current study will develop an intervention program which looks into adolescents self-efficacy, goal orientation behavior and achievement motivation grounded by Solution-focused theory, McClelland Motivational Theory and Social Cognitive Theory.

The efficacy of any interventions determined based on several aspects like the quality of research methodologies to investigate the intervention (McGowan, 2011). Psycho-educational groups defined as educational, skills training or self-understanding or self-knowledge groups. The purpose of the psycho-educational groups is to equip the members with knowledge, provide feedback on the effect of their behavior and build self-confidence (Capuzzi & Stauffer, 2010). For the purpose of the study, SFGW refers to the experimental and control group which will undergo SFGW's seven weeks intervention program. These groups will be tested on their self-efficacy, goal orientation behavior and achievement motivation before and upon the completion of the intervention. Hence, integration between Solution-focused approach and group work will definitely anticipated in providing a solid intervention in Malaysian schools.

1.3. Problem Statement

Abd. Hamid, Ismail, Saad, Ibrahim (2015) concluded that adolescents at-risk involve in suicidal attempt, substance abuse and premature pregnancy, but are relatively low in Malaysian context. The study suggests more preventive programs being developed for Malaysian adolescents so that, Malaysia can produce a better future generation. Programs that focus on soft skills development, values and morals education and life competency skills on how to behave for adolescents are largely in need. Programs based on group works found to be effective as adolescents are more contented to express themselves in the peer groups (Corey, 2012). As to laud the need for interventions, current study develops an intervention program using SFGW in Malaysian context. Such interventions using SFGW approach proven to be effective in resolving adolescents struggles in life like low self-esteem and depression (Javanmiri, Kimiaee, Bahram & Ghanbari, 2013; Mahzam Mohd. Saad, 2013; Reddy, et al. 2015).

Current behavioral problems portrayed by Malaysian adolescents are suicidal, internet addiction, drug offences, stealing, house-breaking (Mohd. Isa. Hashim, Kaur & Ng, 2016; Tin, Jessemine Khoo, Wong & Tan, 2017). The Lee (2014) reported that juvenile crimes show an increasing trend from 3700 cases in 2012 to 7816 in 2013. Malaysian adolescents also depicted as have no appropriate knowledge of life skills such as refusal skills, communication skills, anger control and coping mechanism with emotion (Marjan & Hayati, 2017). Apart from this, Malaysian adolescents facing mental illness like depression and various addictions like internet and substances uses. Literature reviews (Kuldas et al. 2015; Abdullah, Ortega, Ahmad, Ghazali, 2015; Mohd Isa, et al. 2016; Tin, et al. 2017) suggested early psycho-educational interventions in schools to assist adolescents in coping with social issues. The cause of behavioral problems among adolescents is their failure to cope with daily life stressors. Such failure leads adolescents to inability to control behaviors and involved in undesirable activities. Researchers suggest teachers and school counselors to help adolescents by increasing programs focusing on coping skills and emotional regulative strategies. As to laud the suggestions from previous researches, current study develops SFGW intervention program which aimed to increase adolescent's self-efficacy, goal orientation behavior and achievement motivation. The dependent variables are found to be core elements in helping adolescents to create suitable social skills.

To date, in attempt to address issues related to adolescents, local researchers documented numbers of studies which mainly pay attention to the outcome of interventions using various theories and approaches like Cognitive Behavioral Therapy and Rational Emotive Therapy (Mahzam Mohd. Saad, 2013; Amalia & Sidek, 2013). Most of these studies focused on the effectiveness of such approaches on adolescents' academic achievement, self-esteem and self-efficacy. Literature reviews revealed the significant of the self-efficacy, goal orientation behavior and achievement motivation as keys to produce successful and quality adolescents. Unfortunately, these variables were not tested together in studies in Malaysia. Furthermore, only handful of these studies focused on the effectiveness of Solution-focused group work intervention among adolescents which focuses mainly on student's academic achievement. Thus, current study is in the hope to fill in such loop in counseling intervention field. The study will

reveal the effectiveness of Solution-focused group work on adolescents' goal orientation behavior, self-efficacy and achievement motivation.

Mahzam Mohd. Saad (2013) urged counselor to accept the reality that mastering various interventions models will help them to be at par with modernization in counseling service. But, mastering intervention models alone is insufficient. Counselor need to have skills to incorporate various interventions like family approach and developmental approach in their service. Such skills will give way for future growth in the counseling profession (Bavani, et al, 2012).

As a solution to the current predicament, school counselors now have an innovative, brief and effective Solution-focused intervention. The finding of the effectiveness of SFGW will provide an alternative intervention for counselors in Malaysian schools.

1.4. Objectives of the Study

Based on assumptions derived from the research problems, the primary purpose of this study is to develop Solution-focused Group Work (SFGW) module based on Solution-Focused tenets. This study too examines the effectiveness of SFGW in increasing adolescents' self-efficacy, goal orientation behavior and achievement motivation between experimental and control groups. Specifically, the study seeks to examine the nine research objectives as follows:

- a) To develop Solution Focused Group Work (SFGW) intervention module.
- b) To determine the effectiveness of SFGW in increasing adolescents self-efficacy mean score (comparing pre-test, post-test and follow-up test)
- c) To compare the effects between SFGW intervention module (treatment group) and traditional module (control group) on adolescent's self- efficacy mean score for post-test and follow-up test.
- d) To determine the effectiveness of SFGW in increasing adolescent's goal orientation behavior mean score (comparing pre-test, post-test and follow-up test).
- e) To compare the effects between SFGW intervention module (treatment group) and traditional module (control group) on goal orientation mean score for post-test and follow-up test.
- f) To determine the effectiveness of SFGW in increasing adolescents' achievement motivation mean score (comparing pre-test, post-test and follow-up test).
- g) To compare the effects between SFGW intervention module (treatment group) and traditional module (control group) on adolescents' achievement motivation mean score for post-test and follow-up test.
- h) To determine the effects of SFGW intervention module and traditional group adolescents' self-efficacy, goal orientation behavior and achievement motivation for post-test.

- i) To determine the effects of SFGW intervention module and traditional group adolescents' self-efficacy, goal orientation behavior and achievement motivation for follow-up test.

1.5. Research Questions

The research questions derived from the objectives of this study are as follows:

- a) Does Solution Focused Group Work (SFGW) intervention module valid and reliable to be used in Malaysian setting?
- b) Does SFGW intervention effects adolescents' self-efficacy, goal orientation behavior and achievement motivation?

1.6. Research Hypothesis

In order to provide answers to aforementioned research questions, the study offers eleven hypotheses, as follows:

- H₀₁ There is no difference of self-efficacy means score at pre-test, post-test and follow-up test.
- H₀₂ There is no difference of self-efficacy between SFGW intervention module (treatment group) and traditional module (control group) at post-test.
- H₀₃ There is no difference of self-efficacy between SFGW intervention module (treatment group) and traditional module (control group) at follow-up test.
- H₀₄ There is no difference of goal orientation behavior means score at pre-test, post-test and follow-up test
- H₀₅ There is no difference of goal orientation behavior between SFGW intervention module (treatment group) and traditional module (control group) at post-test.
- H₀₆ There is no difference of goal orientation behavior between SFGW intervention module (treatment group) and traditional module (control group) at follow-up test.
- H₀₇ There is no difference of achievement motivation means score at pre-test, post-test and follow-up test.
- H₀₈ There is no difference of achievement motivation between SFGW intervention module (treatment group) and traditional module (control group) at post-test.
- H₀₉ There is no difference of achievement motivation between SFGW intervention module (treatment group) and traditional module (control group) at follow-up test.
- H₀₁₀ There is no significant the effects of self-efficacy, goal setting behavior and achievement motivation scores in experimental group compared to control group at post-test.
- H₀₁₁: There is no significant effects of self-efficacy, goal setting behavior and achievement motivation scores in experimental group compared to control group at follow-up test.

1.7. Definition of Terms

Some terms used in this study have a specific meaning that is limited to the context of current study. For consistency of interpretation and clarity of report, the following terms are defined:

1.7.1 Self-efficacy.

Adolescence empowerments which lead towards solutions, however depends on the self-efficacy or ability to carry the task given among adolescence. Bandura (1986) mentioned that an individual with high self-efficacy will highly motivate to achieve their goals compare to individual with low self-efficacy. Self-efficacy is developed through personal and social construct. In school setting, self-efficacy instilled collaboratively as a group belief on their capability. Self-efficacy is found to be related to academic achievement (Pajares & Usher, 2008; Elias, et.al., 2011), goal-setting and self-regulatory attitude in school-aged adolescents. Empowering students' self-efficacy by providing them the strategies would beneficial in boosting their academic performance. This shows that students' academic achievement not solely depends on individual self-efficacy but incorporated with other variables like goal-setting, skills, knowledge, and social persuasion (Pajares & Usher, 2008). As for the study, adolescents' self-efficacy will be determined based on the scores between pre and posttest. The Self-efficacy scale developed by Schwarzer & Jerusalem (1995) was used to secure the scores.

1.7.2 Goal Orientation Behavior.

Goal-setting is considered as the determinant of an individuals' performance (Lunenberg, 2011) and directs a person to attain desired target. Goal-setting helps a person to determine achievable, relevant, value worth and attainable target. Such determination leads an individual to commit himself to certain task and put his effort to perform well even with low in self-efficacy. A persons' belief about his capability to achieve target is seems insufficient without goals (Pajares & Usher, 2008). Moeller, Janine, Theiler & Wu (2012) highlighted the connection between student's ability in goal-setting and Spanish language proficiency. Students increase their capability in goal-setting shows improvement in the Spanish language proficiency. Hence, students with high goal-setting behavior demonstrate high level of confidence and ultimately increase their performance. As for the study, adolescents' goal-setting behavior will be determined based on the scores between pre and posttest of Goal Orientation Scale (GOS) developed by Sreekala (2013) was used.

1.7.3 Achievement motivation.

Achievement motivation is defined as the success gained in various aspects like academic success and career success. It is also seen as the desire to attain realistic yet challenging goals. Individuals with high achievement motivation will allow others to provide feedback on their success (Ciccarelli & White, 2015). Factors like the belief of the individuals about their ability in performing certain tasks and their experience about success influence achievement motivation. External factors like schools, parenting styles, culture and values of the individuals too often influence the achievement

motivation (Shaffer & Katherine, 2010). Effort and persistence are vital components in achievement motivation (Leticia, 2013).

For the purpose of the study, achievement motivation refers to the drive, effort and persistence of an individual in setting goals and performs on the goals chosen. This ability will demonstrate confident about their capability and find solutions in any difficult circumstances arise which will be measured based on scores between pre and posttest using Achievement Motivation Scale developed by Prathiba Deo & Asha Mohan (2011).

1.7.4 Control group.

Control group in experimental research design is a group separated from the rest of experiment (Corey, 2012). The group is isolated from the independent variable which can help to rule out the alternative explanation on the experiment. For the purpose of the study, the control group was isolated from SFGW intervention where participants involved in daily school practice.

1.8. Significance of the Study

This study on the effectiveness of SFGW on adolescents' goal self-efficacy, goal orientation behavior and achievement motivation will add value to comprehension of postmodern intervention. This intervention is suitable to be implemented in school setting as the limitation of time and number of participants in such setting. It will also provide insights to counselors in schools to conduct a properly planned and researched theory in order to enhance their credibility and professionalism. It is hoped that the findings of this study will provide useful information regarding the importance of a social skills like self-efficacy, goal orientation behavior and achievement motivation to be imparted among adolescents to help them lead a successful adolescence hood to the various stakeholders.

The information may help policy makers to define accurately the role of counselors in the schools. Counselors may gain insight on post-modern intervention that suits current needs of students and other personnel in school settings. Furthermore, counselors may realize the importance of imparting social skills among adolescents and empower adolescents to lead a healthy lifestyle. The Board of Counselors on the other hand, able to monitor whether the appointed counselors delivered their services in accordance with the Counselors Act 1998. The findings to able identify shortcomings and dilemmas faced by counselors in schools in order to implement intervention programs.

And, as for researchers the findings enable them to explore issue of interventions especially postmodern interventions in various settings in Malaysia. By this, researchers able to identify and produce well researched interventions especially for adolescents in schools with behavioral problems. The research also may identify the importance of introducing intervention programs in schools through research on various topics of interventions.

1.9. Limitations

There were some limitations in the conducting the SFGW intervention. They are as follows:

- (a) The number of participants. There are only 66 participants involved in the study from two schools in Selangor. A larger number of participants needed to make generalization. Hence, the result of the study cannot be generalized to the population as a whole.
- (c) The participants. The information relied totally on the response of the participants. The participants may have provided an answer reflecting what the researcher expects and these responses may, therefore, be biased.

1.10. Summary

This chapter discussed the background of the study, problem statement, objectives, research questions, and hypothesis of the study. The significance of the study to policy makers, schools, counselors and society also presented. And, terms used specifically defined as per the usage in this study.

REFERENCES

- Abd. Hamid, S. R., Ismail, K., Saad, S., Ibrahim, M. B. (2015). Are the Malaysian adolescents' behavior at stake? *Mediterranean Journal of Social Science*. 6(2), 328-346.
- Abdul Halim Othman. (2000). Kaunseling untuk kesejahteraan insan: Satu pengalaman di Malaysia. (2nd ed). Kota Kinabalu: Universiti Malaysia Sabah.
- Abdullah, H., Ortega, A., Ahmad, N., Ghazali, S. (2015). aggressive and delinquent behavior among high risk youth in Malaysia. *Asian Social Science*. 11(16), 62-73.
- Adiguzel, I. B. & Gokturk, M. (2013). Using the solution-focused approach in school counselling. *Procedia-Social and Behavioral Sciences*. 106, 3278 -3284.
- Aida Idris, Moghavvemi, S. & Ghazali Musa. (2015). *Selected theories in social science research*. Kuala Lumpur: University of Malaya Press.
- Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning*. (3rd ed). Routledge: Taylor & Francis Group.
- Amalia Madihie & Sidek Mohd. Noah. (2013). An application of the SIDEK module development in REBT counseling intervention module design for orphans. *Procedia-Social and Behavioral Sciences*. 84(2013), 1481-1491.
- American Psychological Association. (2010). Publication manual of the American Psychological Association. (6th ed). Washington, DC: American Psychological Association.
- Ary, D. J., Cheser, L. & Sorensen, C. K. (2010). *Introduction to research in education*. (8th ed). Belmont, USA: Cengage Learning.
- Ates, B. (2016). Effect of solution-focused group counseling for high school students in order to struggle with school burnout. *Journal of Education and Training Studi*. 4(4), 27-34.
- Ates, B. (2016). The effect of solution-focused brief group counseling upon the perceived social competences of teenagers. *Journal of Education and Training Studies*. 4(7), 28-36.
- Azizan, C. R., Razali, A. & Pillai, R. (2013). Promoting positive mental health among students in Malaysia. *Psychology and Behavioral Science*. 2(2), 73 – 82.
- Bandura, A. (1998). Health promotion from the perspective of social cognitive theory. *Psychology and Health*, 13(4), 623-649.

- Bandura, A. (1986). *Social foundations of thoughts and action: A social cognitive theory*. Englewood, New Jersey: Prentice-Hall.
- Busari, A. O. (2016). Solution focused social interest programme as treatment option. *Journal of Mental Disorders Treatment*. 2(2), 1-10.
- Beyebach, M. (2014). Change factors in solution-focused brief therapy: A review of the Salamanca studies. *Journal of Systemic Therapies*, 33(1). 62-77.
- Begum, N. P. (2013). A study of achievement motivation on the vocational interest of adolescents. *International Journal of Education and Research*. 1(1), 9.
- Bond, C., W., Humphrey, K., Symes, N. W. & Green, L. (2013). Practitioner review: The effectiveness of solution focused brief therapy with children and families: A systematic and critical evaluation of the literature from 1990-2010. *Journal of Child Psychology and Psychiatry*. 54(7), 707-723.
- Braunstein, K. & Grant, A. M. (2016). Approaching solutions or avoiding problems? The differential effects of approach and avoidance goals with solution-focused and problem-focused coaching questions. *Coaching*. 9(2), 93-109.
- Buitinya, K. J., Struik, L.A., & Sunde, J. P. (2009). A solution-focused approach to resolving conflict among Dutch school personnel. *Journal of Systematic Therapies*. 28(3), 1-17.
- Capuzzi D. & Stauffer, M. D. (2010). *Foundations of group counselling*. (1st ed). New Jersey, USA: Pearson Education.
- Carroll, A., Gordon, K., Haynes, M & Houghton, S. (2013). Goal setting and self-efficacy among delinquent, at-risk and not at-risk adolescents. *Journal of Youth and Adolescence*. 42(3), 431-443.
- Chang, J., & Psych, R. (2013). Narrative and solution-focused therapies: A twenty-year retrospective. *Journal of Systemic Therapies*. 32(2), 72-88.
- Che Rozubi, N. & Lau P. L. (2015). The development of psychological well-being program based on six factor model. *International Journal of Information Research and Review*. 2(9), 1176-1180.
- Chetri, S. (2014). Achievement motivation of adolescents and its relationship with academic achievement. *International Journal of Humanities and Social Science Invention*. 3 (6), 8 -15.
- Chokkalingam, A. I., Armum, P., Tan S. K. & Chellappan, K (2016). An exploration of the level of academic self-efficacy among malaysian adolescents based on socioeconomic, different academic settings and gender. *Journal of Education and Social Sciences*. 5(2), 86-94.

- Chow, S. J. & Bob Chui, S. Y. C. (2013, April). *Secondary school Students' motivation and achievement in combined science. US-China Education Review. 3(4).* 213-228.
- Chua Yan Piaw. (2013). *Mastering research statistics.* Kuala Lumpur: MacGraw Hill Education.
- Ciccarelli, S. K. & White, N. J. (2015). *Psychology.* (4th ed). Global Edition. London: Pearson Education.
- Collins-Ricketts, J. E., & Rambo, A. (2015). The PROMISE program case examples: from get tough to solution building. *International Journal of Solution-Focused Practices. 3(2), 17–22.*
- Corey, G. (2012). *Theory and practice of counseling and psychotherapy.* 9th Ed. Belmont, California: Cengage Learning.
- Crews, C. R., Froeschle, J. G., & Li, J. (2013). Solution focused social interest: A targeted approach to treating internet addiction. *In Ideas and research you can use: VISTAS 2012.* Retrieved from <https://www.counseling.org/>
- Curtis, A. C. (2015). Defining adolescence. *Journal of Adolescent and Family Health. 7(2), 1-39.*
- Cohen, J. (1988). *Statistical power analysis for behavioral science.* (2nd ed). New York, USA: Lawrence Erlbaum Associate Publisher.
- Daitkar, A. R. (2017). Effect of achievement motivation on personality traits of students. *The International Journal of Indian Psychology. 4(2), 124-129.*
- Daki, J. & Savage, R. (2010). Solution-focused brief therapy; Impacts on academic and emotional difficulties. *Journal of Education Research. (103), 309-326.*
- DeCaro, D. A., DeCaro M. S. & Rittle-Johnson, B. (2015). Achievement motivation and knowledge development during exploratory learning. *Learning and Individual Difference. (37), 13-26.*
- Elias, H., Syed Mustafa, S. M., Roslan, S. & Sidek Mohd. Noah. (2011). Motivational predictions of academic performance in end year exam. *Procedia-Social Science Behavior. 29(2011), 1179 -1188.*
- Enea, V. & Ion, D. (2009). Motivational solution-focused intervention for reducing school truancy among adolescents. *Journal of Cognitive and Behavioral Psychotherapies. 9(2), 185-198.*
- Fadlelmula, F. K. (2010). Educational motivation and students' achievement goal orientations. *Procedia-Social and Behavioral Sciences. 2(2), 859–863.*

- Fanaei, Z., Gorji, Y. & Abedi, M. R. (2014). The effect of solution-focused group counseling on internal motivation of students of Islamic Azad University of Khomeini Shahr. *International Journal of Basic Science & Applied Research*. (3), 207-211.
- Fatemi, A. H. & Vahidnia, F. (2013). Self-efficacy and motivation among Iranian EFL learners: An investigation into their relationships. *International Journal of English Language Education*. 1(3), 79-89.
- Feldman, S. R. (2011). *Development across the life span*. (6th ed). New Jersey: Prentice Hall.
- Franklin, C., & Moore, K. & Laura, H. (2008). Effectiveness of solution-focused brief therapy in school settings. *Children and Schools*. 30(3), 15-26.
- Franklin, S., Cynthia, K., Tripodi, C. L., Johnny, S. & Stephen, J. (2007). The effectiveness of solution-focused: Public alternative school for dropout prevention and retrieval. *Children and Schools*. 29(3), 133-144.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in Education*. 6th Ed. New York, NY: McGraw-Hill.
- Gingerich, W.J. & Peterson, L.T. (2013). Effectiveness of solution-focused brief therapy: A systematic qualitative review of controlled outcome studies. *Research on Social Work Practice*. 23 (3), 266-283.
- Gladding, S. T. (2012). *Groups: A counseling specialty*. (6th ed). Essex, England: Pearson Education.
- Goerg, S. J. (2015). Goal setting and worker motivation. *EconStor*. 178, 1-10.
- Grant, A.M. (2012). Making positive change: A randomized study comparing solution-focused vs problem-focused coaching questions. *Journal of Systematic Therapies*. 31(2), 21-35.
- Grant, A.M. (2011). The solution-focused inventory: A tripartite taxonomy for teaching, measuring and conceptualizing solution-focused approaches to coaching. *Coaching Psychologist*. 7(2), 98-106.
- Grant, A. M. & O'Connor, S. A. (2010). The differential effects of solution-focused and problem-focused coaching questions: A pilot study with implications for practice. *Industrial and Commercial Training*. 42(2), 102-111.
- Guthrie, J. T., Klauda, S. L. & Ho, A. N. (2013). Modeling the relationships among modeling the relationships among reading motivation, reading motivation, engagement and achievement engagement and achievement for adolescents. *Reading Research Quarterly*. 48(1), 9-26.

- Ishak I., Zainun, S. I. Chin, Y. S., Mohd. Taib, M. N. & Mohd. Shariff. Z. (2016). School-based intervention to prevent overweight and disordered eating in secondary school Malaysian adolescents: A study protocol. *BMC Public Health*, 16(1), 1-12.
- Ivana, P., Zdenka, S., & Hana, N. (2014). Achievement motivation of secondary school students in relation to their social position in the class. *Problems of Psychology in the 21st Century*. 8(1), 61-70.
- Javanmiri, L., Kimiaee, S. A., Bahram, Ghanbari, A. & Abadi, H. (2013). The study of solution-focused group counseling in decreasing depression among teenage girls. *International Journal of Psychological Studies*, 5(1), 105-111.
- Joker, H. & Ghaderi, Z. (2015). Effectiveness of a solution-based counseling on students' self-perception, *Educational Research and Reviews*. 10(15), 2141–2145.
- Karabanova, O. A., & Bukhalenkova, D. A. (2016). Perception of success in adolescents. *Procedia-Social and Behavioral Sciences*. 233(2016), 13-17.
- Kathleen, M. G. & Lacey, R. C. (2014). Goals, styles, and decisions: Changes and interactions during the first year of college. *American Journal of Psychology*. 127(3), 383–396.
- Kayvakishore (2013). Achievement in science of secondary school students in relation to achievement motivation. *International Journal of Social Science & Interdisciplinary Research*. 2(5), 36–41.
- Khaniki, E. & Motanedi, A. (2017). The impact of solution-focused group counseling on self-efficacy and social support of labor children. *Journal of Child Mental Health*. 4(1), 101-118.
- Kuldas, S., Hashim, S. & Ismail, H. N. (2015). Malaysian adolescent students' needs for enhancing thinking skills, counteracting risk factors and demonstrating academic resilience. *International Journal of Adolescence and Youth*. 20(1), 32–47.
- Kvarme, G. L., Monsen, K. A., & Eboh, W. O. (2014). Evidence-based solution-focused care for school-age children experiencing cyberbullying: Using the Omaha system to guide and document psychiatric nursing interventions. *Journal of Psychosocial Nursing and Mental Health Services*. 52(3), 34-41.
- Latham, G.P. (2003). A five-step approach to behavior change. *Organizational Dynamics*. 32(3), 309–318.
- Latham, G.P. (2004). The benefits motivational goal setting. *The Academy of Management Executive*. 18(4), 126-129.

- Law, D. & Jacob, J. (2013). *Goals and goal-based outcomes (GBOs); Some useful information*. 3rd Ed. London: CAMHS Press.
- Lee, L. T. (2014, April 14). Juvenile crime on the rise. *The Star Online*, pp 2-3. Retrieved from <https://thestar.com.my/>
- Leticia, M. G. G. (2013). Learning goals and strategies in the self-regulation of learning. *US-China Education Review*. 3(1), 46-50.
- Locke, E.A. & Latham, G.P. (1984). *Goal-setting: A motivational technique that works*. New Jersey, United States: Prentice-Hall. Inc.
- Locke, E.A. & Latham, G.P. (1990). *A theory of goal setting and task performance*. New Jersey, United States: Prentice-Hall. Inc.
- Locke, E. A. & Latham, G. P. (2006). New directions in goal-setting theory. *Current Directions in Psychological Science*. 15(5), 265–268.
- Low, S. F. (2011). *Pembinaan dan pengujian model pencapaian akademik pelajar tingkatan empat di daerah Klang*. (Unpublished doctoral thesis). University of Malaya, Kuala Lumpur.
- Lunenburg, F. C. (2011). Goal-setting theory of motivation. *International Journal of Management, Business, and Administration*. 15(1), 1-6.
- Maheswari, K. & M.Aruna. (2016). Gender difference and achievement motivation among adolescent school students. *International Journal of Applied Research*. 2(1), 149-152.
- Mahzam Mohd Saad. (2013). *The effects of cognitive behavioral approach in group counseling towards social anxiety and self-focus attention among adolescents*. (Unpublished doctoral thesis). University of Malaya, Kuala Lumpur.
- Marjan, M. & Hayati, K. S. (2017). Life skills education for Malaysian institutionalized adolescents: knowledge needs and priorities: A qualitative pilot study. *Iranian Journal of Public Health*. 46(12), 1739– 1741.
- Mastura Mahfar, Senin Aslan Amat, Sidek Mohd. Noah, Jamaluddin Ahmad, Wan Marzuki Jaafar. (2014). Effects of rational emotive education module on irrational beliefs and stress among fully residential school students in Malaysia. *Procedia-Social and Behavioral Science*. (84), 1310-1316.
- McGowan, H. M. (2011). Planning a comparative experiment in educational settings. *Journal of Statistics Education*, 19(2), 1-19.
- Moeller, A. J., Janine, M., Theiler & Wu, C. (2012). Goal setting and student achievement: A longitudinal study. *The Modern Language Journal*. 96 (2), 153-169.

- Mohamad Aziz Shah Mohamed Arip, Rapidah Binti Bakar, Aslina binti Ahmad & Samsiah Md. Jais. (2013). The development of a group guidance module for student development based on gestalt theory. *Procedia-Social and Behavioral Science*. 84(2013), 1310 – 1316
- Mohamad Othman. (2000). *Prinsip psikoterapi dan pengurusan dalam kaunseling*. Serdang, Selangor: Universiti Putra Malaysia.
- Morton, M. H. & Montgomery, P. (2013). Youth empowerment programs for improving adolescents' self-efficacy and self-esteem: A systematic review. *Research on Social Work Practice*. 23(1), 22-33.
- Moshman, D. (2011). *Adolescent rationality and development: Cognition, morality and identity*. (3rd ed). New York: Psychology Press.
- Mohd. Isa, S., Hashim A.H., Kaur, M., Ng, CG. (2016). Internet addiction among adolescents in Malaysia: the prevalence and its association with attention deficit hyperactivity disorders (ADHD) symptoms. *Malaysian Journal of Psychiatry E-Journal*. 25(1), 3-18.
- Namesh Kumar & Bandana Kumari. (2014). Effect of national service scheme (NSS) on personality traits of students. *Scholarly Research Journal*. 2(10), 1032-1037.
- Najafi, A., Rahnama, F. & Sabor, F. P. (2016). Effectiveness of Solution-Focused Therapy on Identity of High School Students, *Electronic Journal of Biology*. 12(4), 353–356.
- National educational blueprint 2013-2025; Preschool to post-secondary education* (2013). Putrajaya: Ministry of Education Malaysia.
- Neghabi, Z. H. & Rafiee, S. M. (2013). Mediating effect of academic engagement in relationship between academic self-efficacy and academic achievement among adolescent in Tehran. *Life Science Journal*. 10(5s), 393-399.
- Nicholas, A. (2015). Solution focused brief therapy with children who stutter *Procedia - Social and Behavioral Sciences*. 193, 209–216.
- Noraini Othman & Kong L. B (2011). The relationship between self-concept, intrinsic motivation, self-determination and academic achievement among Chinese primary school students. *International Journal of Psychological Studies*. 3(1), 90-98.
- Othman, J., Borhan, L., Hashim, F., Chang, L. H., Tie, F. H., Lim A. ... John Arul (2014). *A profile of Malaysian adolescents: looking ahead*. In Othman, J., Borhan, L., Hashim, F (Ed). *Malaysian adolescents: cognition and psychosocial*. (pp. 109-115). International Islamic University Malaysia, Kuala Lumpur: IIUM Press.

- Pajares, F., & Usher, E. L. (2008). Self-efficacy, motivation, and achievement in school from the perspective of reciprocal determinism. *Advances in Motivation and Achievements*. 15, 391-423.
- Palfrey, J., Gasser, U., Maclay, C., & Beger G. (2011). *Adolescence – An age Of opportunity*. Digital Natives. Retrieved from <https://www.unicef.org/>.
- Paolini, A. C. (2016). Utilizing solution focused brief counseling with primary and middle school grades: Helping the perpetrator and the victim mitigate effects of bullying introduction. *Overview of Bullying*. 10(2), 50-60.
- Paul, D. G. (2017). *The effects of a goal setting intervention on delinquent adolescent group treatment outcomes*. (Unpublished Doctoral thesis). University of Denver, Colorado. Retrieved from <https://digitalcommons.du.edu/>
- Pranita R.Jagtap. (2015). Predictors of early adolescent girls' achievement motivation. *The International Journal of Indian Psychology*. 3(1), 128-136.
- Prathiba Deo & Asha Mohan. (2011). *Manual for achievement motivation Scale*. Agra, India: National Psychological Corporation.
- Rajitha, B. R. K. (2016). A study on the influence of achievement motivation on the vocational interests of adolescents. *International Journal of Science and Research (IJSR)*. 5(9), 1473-1476.
- Razali, A., Dokoushiani, F. & Rajendran, K. (2013). What does literature say about student at risk? *Psychology and Behavioural Sciences*. 2(2), 51-58.
- Reddy, P. D., Thirumoorthy, A., Vijayalakshmi, P. & Hamza, M. A. (2015). Effectiveness of solution-focused brief therapy for an adolescent girl with moderate depression. *Indian Journal of Psychological Medicine*. 37(1), 87-89.
- Reiter, M. D., & Chenail, R. J. (2016). Defining the focus in solution-focused brief therapy. *International Journal of Solution-Focused Practices*. 4(1), 1-9.
- Rooholla Saadatzaade & Shiva Khalili. (2012). Effects of solution-focused group counseling on student's self-regulation and academic achievement. *International Journal for Cross-Disciplinary Subjects in Education*. 3(3), 780-787.
- Rumki Gupta. (2014). Study on self-concept, academic achievement and achievement motivation of the students. *Journal of Humanities and Social Science*. 19(5), 88-93.
- Rubenstein, E. D. & Thoron, A. C. (2014). Setting goals to promote academic and personal achievement. *IFAS Extension*. 1, 1-3.

- Santrock, J. W. (2013). *Life-span development*. (14th ed). Ohio, United States: McGraw Hill Education.
- Santrock, J. W. (2016). *Life-span development*. (15th ed). Ohio, United States: McGraw-Hill Education.
- Santrock, J. W. (2011). *Adolescence*. 16th Edition. Ohio, United States: McGraw-Hill Education.
- Shaffer, D. R. & Kipp, K. (2010). *Developmental psychology: childhood and adolescence*. 8th Ed. Boston: Cengage Learning.
- Shazer, G. B., Steve De, W. J. & Insoo, K. (2007). Greg's SFBT handout. (Handout). Retrieved from www.usefulconversations.com
- Sklare, G. B. (2014). *Brief counseling that works: A solution-focused approach for school counselors and other mental health professional*. (3rd ed). California, USA: Corwin Press.
- Shapiro, J. L., Peltz, L. S. & Shapiro, S. B. (1998). *Brief group treatment: practical training for therapist and counselors*. California: Brooks-Cole Publishing Company.
- Schunk, D. C. (1995). Self-efficacy, education and institution. In J.E. Maddox (Ed.). *The Plenum Series in Social/Clinical Psychology*. (pp. 281-303). New York: Plenum Press.
- Sobhy, M. & Cavallaro, M. (2010). Solution-focused brief counseling in schools; theoretical and case approach to an elementary school student. *In Ideas and research, you can use: VISTAS 2012*. Retrieved from <https://www.counseling.org/>
- Sukhvir, K. (2013). Academic achievement in relation to achievement motivation of high school students. *International Journal of Science and Research (IJSR)*. 2(12), 409–411.
- Saffarpour, S., Farahbakhsh, K., Shafiabadi, A., & Pashasharifi, H. (2011). The effectiveness of solution-focused brief therapy on increasing social adjustment of female students residing in tehran university dormitories. *International Journal of Psychology and Counselling*. 3(2), 24–28.
- Sarvi, Z., & Ghazi, M. (2016). Effectiveness of group counseling with solution focused (Brief) therapy (SFBT) on increasing self-efficacy of fifth grade primary school female students. *Canadian Center of Science and Education*. 10(12), 1–6.
- Schwarzer, R., & Jerusalem, M., (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology. A user's portfolio. Causal and control beliefs*. (35-37).

- Shanti Bavani, V. Raja Mohan & Shahryar Sorooshian. (2012). Counseling in the context of Malaysian living style. *Journal of Basic and Applied Science*. 6(10), 292-296.
- Shewale, C. J. (2014). A comparative study of achievement, Motivation in muslim and non- muslim families, *International Multidisciplinary E- Research Journal*. 1(2), 46–52.
- Shirashiani, A. & Namani, E. (2017). Effectiveness of the combination of solution-focused therapy and narrative therapy in marital adjustment among incompatible Iranian women. *Open Journal of Psychiatry*. 7(2), 79–89.
- Sidek Mohd Noah & Jamaluddin Ahmad. (2005). *Pembinaan modul: Bagaimana membina modul latihan dan modul akademik*. Serdang, Selangor: University Putra Malaysia.
- Siddiqui, Z. U. (2013). Effect of achievement motivation and gender on spiritual intelligence. *Educationia Confab*. 2(6), 36–42.
- Sokatch, A. (2017). Toward a research agenda: Building character strengths in school settings. *Journal of Youth and Adolescence*. 46(2017), 1238–1239.
- Sowmya, A. S. L., & Manjuvani, E. (2015). A comparative study on achievement motivation of children of employed and non-employed mothers, *International Journal of Science and Research (IJSR)*. 4(11), 915-918.
- Sreekala,E.(2013). *Manual for Goal Orientations Scale*. National Psychological Corporation, Agra, India.
- Surana, P. (2013). Positive solution-focused brief interventions: Implications in Indian academic settings, *Indian Journal of Positive Psychology*. 4(1), 187–189.
- Taathadi, M. S. (2014). Brief counseling in schools: A solution-focused brief counseling (SFBC) approach for school counselor in Indonesia, *Journal of Education and Practice*. 5(21), 96-105.
- Tin Zhi Ling, Jessemine Khoo Ai Pheng, Wong Wan Sin & Tan Soon-Aun. (2017). The relationship between personality traits and behavioral problems among adolescents in Malaysia. *Sains Humanika*. 3(2), 29-35.
- Trepper, Terry & Mccollum, Eric & De Jong, Peter & Korman, Harry & Gingerich, Wallace & Franklin, Cynthia. (2011). Solution-Focused BriefTherapy_Treatment_Manual1.10.1093/acprof:oso/9780195385724.003.0015.https://www.researchgate.net/publication/290320627_Solution_Focused_Brief_Therapy_Treatment_Manual1.

- Van der Hoek, M., Sandra, G. & Kuipers, B. (2016). Goal setting in teams: Goal Clarity and team performance in the public sector. *Review of Public Personnel Administration*. 1(22), 1-22.
- Vallaire-Thomas, Hicks, L., Growe, J., & Roslin. (2011). Solution-Focused Brief Therapy: An Interventional Approach to Improving Negative Student Be. *Journal of Instructional Psychology*. 38(34), 224-234.
- Vernon, F. J. (1980). *Adolescents with behavior problems; Strategies for teaching, counseling and parent involvement*. Boston (Mass): Allyn and Bacon.
- Vinga, R. & Dumciene, A. (2013). Alteration of adolescent self-efficacy when applying brief counseling at school. *Social Behavior and Personality*. 41(6), 893-899.
- Visser, C. F. (2013). The origin of the solution-focused approach. *International Journal of Solution-Focused Practices*. 1(1), 10–17.
- Wu, S. L. & Yaacob, S. N. (2015). Peer relationship satisfaction, self-efficacy and adolescents' suicidal ideation in Selangor, Malaysia. *Journal of Management Research*. 7(2), 286-294.
- Yusni Mohamad Yusop, Melati, Fatanah, Mohd Ibrahim, and Mohd Ridhuan,(2015). The needs analysis in self-concept module development. *The Malaysian Online Journal of educational Science*. 3(1), 44-55.
- Yusni Mohamad Yusop, Melati Sumari, Fatanah Mohamad, Ahmad Fathy Ibrahim and Krishnamoorthy Muniandy (2015). kebolegunaan modul bimbingan kelompok konsep sendiri terhadap pelajar pengenalan; *Jurnal Bitara Edisi Khas (Psikologi Kaunseling)*. (8), 157–170.
- Zainudin, A. B., Lee, M. Y., Ng, S. K. & Tan, H. L. (2014). Goal setting learning principles. *Journal of Education and Learning*. 8(1), 41-50.
- Zakaria, M. & Asyraf, A.R. (2011). Counseling practioners in Malaysia. Socio-demographic profile and theoretical approaches in counseling process. *International Journal of Business and Social Science*. 2(22), 184-188.
- Zimmerman, B. J., Bandura, A. & Martinez-Pons, M. (1992). Self-motivation for academic attainment - The role of self-efficacy beliefs and personal goal setting. *American Education Research Journal*. 29(3), 663-676.