

THE IMPACT OF SCHOOL-BASED CONSULTATION AT SECONDARY SCHOOL

Hu Chie Fung, Astri Yulia and Nur Fatin Nabilah

Abstract- This study examined the impact of School-based Consultation (SBC) on the well-being and behavioral performance of lower secondary school students (ages 13-15) in Selangor and Negeri Sembilan, who often face challenges during their adolescent phase. These challenges can manifest as misbehavior, creating a burden on the education system. We explore the effectiveness of SBC in addressing this issue, with school counselors acting as consultants and collaborating with parents or teachers as consultees to devise strategies for supporting students. This study employed the Explanatory Sequential Mixed Method to gather and analyze data, investigating the effects of SBC on students and relevant adults. Our findings indicated that secondary school students face difficulties in environmental adaptation and incomplete Gestalt. Through collaborative efforts between school counselors, parents, and teachers, students can improve their well-being and behavioral performance. Parents play a crucial role in monitoring their children's behavior and guiding them on the right track. By fostering a triadic relationship between these key stakeholders, schools can cultivate an environment that nurtures both intellectual and emotional growth within the community. This research highlights the importance of implementing School-based Consultation in secondary schools to address and mitigate adolescent challenges effectively.

Keywords- School-Based Consultation; Secondary School; Adolescent Challenges; Behavioral Issues; School Counseling

I. INTRODUCTION

School-based Consultation (SBC) is identified as an approach to help school students. Students are considered priceless assets. On the other hand, assets become a burden in education when they are poor in behavioral performance (Lee, Mohan, Halim & Mua'zam, 2017). Lower secondary school students are always marked with social, emotional, and behavioral difficulties. They involve in disruptive behaviors like playing, walking around, sleeping, or littering. In the eyes of adults, these problems are marked as behavioral problems. In addition, according to Rohit Manilal Parikh (2018), the student's behavioral problems may put forward a direct influence on academic performance. In this study, SBC is the subject matter and a medium to enhance the student's behavioral performance.

The collaborative relationship between the school, family, and broader system of the community creates a close understanding of the difficulties and challenges

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The collaborative relationship between the school, family, and broader system of the community creates a close understanding of the difficulties and challenges faced by the students. This research is to study the impact of SBC at secondary schools in Selangor and Negeri Sembilan. The research area is the selected secondary schools from Sepang, Selangor, and Seremban, Negeri Sembilan. The Sepang district at Selangor is a suburban area. The students are exposed to cybercafes, gangsterism, mak rempit, and other unhealthy attractions. The Seremban district at Negeri Sembilan is an urban area. The students are busy with tuition and sports activities. The students need mental support from the adults. The collaboration practice for the client will be based on the consultation model proposed by Othman in the year 2000. The research design will be based on the approach of observing, interviewing, questionnaires, and documentation.

II. PROBLEM STATEMENT

Disruptive student behavior is one of the most serious, ongoing problems confronting school systems today. The problematic students appeared to be rude to the teacher and disruptive to teaching and learning in the classroom. The school counselor is facing challenging tasks as the client cannot show behavioral changes immediately.

The behavioral performance of the student has multiple causes and is multidimensional which needs collaboration from School Counselor (SC), parents, and teachers. This is because problems in the classroom are not only from the direct actions of disruptive students but also from the expectations of teachers and parents. According to Zurinah & Arif (2004), the counseling service will help to make learning experiences more meaningful for students.

The key issues of this study are based on the hotspot categorized by the Ministry of Education Malaysia. In the year 2017, the Ministry of Education Malaysia listed 402 'hotspot' schools with disciplinary problems. The disciplinary problems are divided into two categories, namely discipline, and discipline with drug issues. Negeri Selangor ranked the highest 'hotspot'. There are 76 discipline cases traced in Selangor. Sepang is one of the main focuses. The ranking of second and third fell upon Johor (63 cases) and Negeri Sembilan (40 cases). Therefore, this study will focus on the impact of SBC on secondary schools in Selangor & Negeri Sembilan.

From the previous study, the researcher noticed most of the researchers emphasized discipline problems. In Malaysia, there is little research on counseling units. The

implementation of SBC is still unclear. According to the study of the implementation of counseling services at secondary schools by Sew Kim, Low & Kok, Jin Kuan & Lee (2013), the findings showed that one of the challenges faced by the school counseling unit is lacking the collaboration of educational stakeholders. Furthermore, the community resources were not fully used. There is a need to improve counseling units in the Malaysian context.

In Asian context, the studies about School-based education on a healthy lifestyle, school management and administration can be a minor focus for the researcher. According to Yu (2005), the implementation of school-based management in Hong Kong which concentrated on enforcing home-school relationship is for management purposes. Gao & McLellan (2018) used Ryff's scales of psychological well-being for adolescents in mainland China to study the social environment interaction and expressing one's capacities. In this study, the researcher used Ryff's scales of psychological well-being as an instrument to test the impact of SBC at secondary schools.

In Western context, the study on counselor services among secondary students which conducted in Nigeria shows that the students who underwent the counseling services performed better results when compared to those who did not (Modo, Sanni, Uwah & Mogbo, 2013). Biasi, Mallia, Menozzi & Patrizi (2015) also supported that the individual who asked for psychological help reported higher scores in several problematic areas than those who had never asked for psychological help.

III. LITERATURE REVIEW

The triadic relationship is useful in the implementation of SBC. Firstly, the triadic relationship is important in solving conflict. According to Ann & Hancock (2003), parents are the child's first enduring teachers to give support in language, social and academic development. They are the person close to the student and observe his behaviors. However, the family members are usually in conflict during discussions about friends, school work, outings, and other matters which concern the needs of the students.

Secondly, the triadic relationship is important in building a stable relationship. According to Titelman (2013), a two-person relationship is stable until a certain level of stress is experienced and needs triangulation intervention. He proposed that the three-person unit is the building block of the family because: (a) it takes a male and a female to create a child; (b) differentiation is best accomplished when the young adults proceed to form a new twosome; (c) conflict between one of the parent and his child is automatically modified by the contact with nonanxious, nontriangled second parent.

Thirdly, the triadic relationship is important in bringing togetherness. Whether the relationships are stable or unstable depends on the relationship between the level of differentiation and anxiety. Dougherty (2009) revealed that professional help in a family context appears to be a strategic consultation service. The study of Regina (2011) also supported that the Triangles create a new position for the third person.

Fourthly, the triadic structure in SBC is building the communication skills of the participants. The triangulation structure will help to expand the inner and outer dialogue of the participant. The outer dialogue happens interpersonally when the team is communicating and finding the strategic plan. The inner dialogue happens within the self through external ideas and suggestions. According to Goldberg, Dixon & Wolf (2012), the participants need to discuss among the group, at the same time, listen to others' suggestions. This discussion will benefit the participating individuals.

Othman's Consultation Model (2000)

Firstly, Othman Mohamed (2000) mentioned the triadic relationship in the consultation model which is based on the consultation process and helping process. The consultation process is between the SC and the consultee. The helping process is mainly between the consultee and the child as a client.

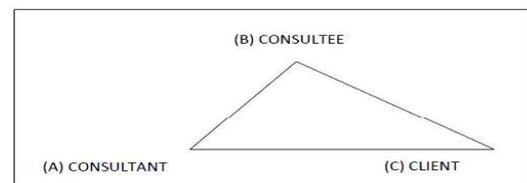


Figure 3.1 The Triadic Relationship of the Consultation Model
Source: Othman Mohamed (2000). *Prinsip Psikoterapi dan Pengurusan dalam Kaunseling*. Serdang: Universiti Putra Malaysia.

The triadic relationship proposed by Othman Mohamed

can be divided into 3 models: Model A (Figure 3.2), Model B (Figure 3.3), and Model C (Figure 3.4).

(i) Triadic Relationship Model A

The SBC is regarded as an indirect service because the consultant may not work directly with the client but help the client through direct interaction with the consultee. According to Erchul & Sheridan (2014), the indirect service means the parents or teachers can function as the consultee and the student as the client during the consultation process.

During the consultation process, the SC will create the conditions which enable the parents to use their knowledge and socialization skills. The interaction between the parent and the SC will be a consultation process and a helping process. This means that the consultee will direct the student to solve his problems (Othman, 2000, 2002).

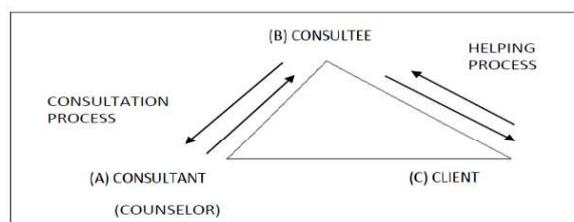


Figure 3.2 Triadic Relationship: Model A
Source: Othman Mohamed (2000). *Prinsip Psikoterapi dan Pengurusan dalam Kaunseling*. Serdang: Universiti Putra Malaysia.

(ii) Triadic relationship: Model B

The Triadic Relationship Model B (Figure 3.3) uses different strategies. During the consultation process, the SC can directly help the students. Feltham & Horton (2012) revealed the counseling process as mainly listening-and-talking-based methods that deal with psychological problems and decision-making. There is a need to use model B if the student needs advice from the SC directly to solve his problem. Then the parents will be the observer observing the process. (Othman, 2000, 2002).

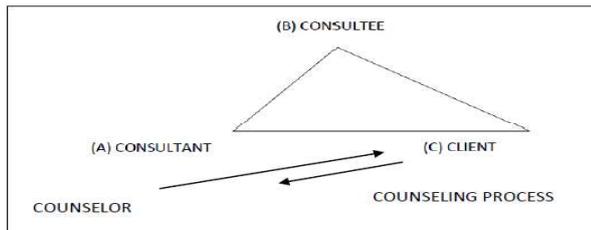


Figure 3.3 Triadic Relationship: Model B

Source: Othman Mohamed (2000). *Prinsip Psikoterapi dan Pengurusan dalam Kaunseling*. Serdang: Universiti Putra Malaysia.

(c) Triadic Relationship: Model C

The Triadic Relationship of Model C (Figure 3.4) is in a professional context, the Counselor–school administrator/ Form Teacher/parent-adolescent relationship. According to Crothers (2011), the team will help the client with unique skills, to detect problems and prevent these problems before they occur. The team uses different strategies to change the current circumstances into a desired set of circumstances that meet the needs of the client.

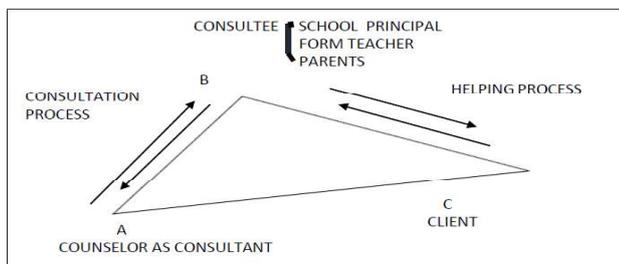


Figure 3.4 Triadic Relationship: Model C

Source: Othman Mohamed (2002). *Perundingan Kaunseling Ibu Bapa*. Universiti Putra Malaysia.

The SC will use the 3 models of triadic relationship according to the needs of the client. Usually, the SC will apply Model A. The SC will collaborate with the consultee or discussion. Then the consultee applies a strategic plan to help the client. Sometimes the SC applies Model B and helps the client directly. If the problem is critical, the SC will use Model C as more people are included.

The Impact of School-based Consultation to the students

The interactions between the home and school systems are the major system in students’ lives (Sheridan & Kratochwill, 2008). The parents and teachers serve as joint consultees, that is consultation with parents and teachers occurs together.

Every family may have one adolescent or more than two adolescents who study in the same school and face the same situation. The school-parent collaboration will help the client in bigger numbers. In this study, the researcher will make a study on the 6 impacts on the needs of the client according to the Ryff Scales of Psychological Well-Being. The 6 needs of the student are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

a Autonomy

According to Dallos & Draper (2000), the family has its belief system in sharing presuppositions, explanations, and expectations in their society. However, each family member is unique. Every family member can make his own choices. He has autonomous decisions about his life from personal experiences, family traditions, and societal discourses.

According to Ormrod (2011), Authoritarian parents demand complete and immediate compliance with no negotiation expectations or provide reasons for the request. The parents may use physical punishment to force their children to be obedient. Under this type of parenting style, the student will appear to be anxious about social comparison, fail to initiate activity, have poor communication skills, and lack decision-making skills.

Furthermore, according to Roche, Ensminger & Cherlin (2007), authoritarian and permissive parenting styles are related to high levels of behavioral problems among secondary school students. When the need for autonomy can not be fulfilled at home, the student can not make good decision making because following his friend for decision-making.

b Environmental mastery

The student needs to adapt to the new environment and advanced technology. According to Newman (2009), the behavior of the student is shaped and influenced by the family members and the big environment. The Ecology Theory of human development figured out the need for a changing person in a changing environment. The student will show different biological and psychological characteristics in a different environment.

The SBC will bring impact the student towards environmental mastery in the microsystem system. The microsystem is connecting the student with family, school, and peers. During socialization within the environmental system, the SC helps the student to understand the environmental pathways and choose the appropriate behavior which can be acceptable to the family and school.

c Personal growth

The world has experienced major transformations and new social order. Rapid technological advancements and social changes produce great demands for intellectual competencies. According to Avis, Annalie & Ilse (2006), the problem behavior of the secondary school student is seen as being part of the family pattern and is interconnected with the behaviors of other family

members. The SC needs to help the student to accept the changes and focus to study for personal growth.

The SC needs to consider the social environmental context of here and now which is exposed by Gestalt theory. The aim of Gestalt is the development of awareness. Awareness developed as the holistic process of contact with others (Mackewn, 2013). Gestalt's theory can be divided into 3 stages: total self, social self, and whole self.

Gestalt's theory of total self mentioned that the social world and the individual are represented by two whole circles (Figure 3.5). Wollants (2012) revealed that the individual's behavior and development are functions of a total field, which includes him and the world. If the individual lack of exposure to the environment, he is a completely total self. He is far from the environment and keeps his total self.

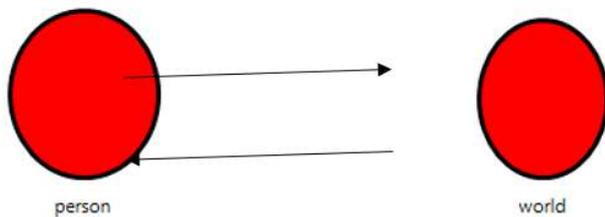


Figure 3.5 Interaction between person and world

Source: Wollants (2012). *Gestalt Therapy: Therapy of the Situation*. London: Sage Publications Ltd. P.2

The individual who keeps to himself, with no interest in the outer world has little hobby or interest. If he comes from a dysfunctional family, he will be trapped by family problems. He has poor behavioral performance but actually, he needs help. However, the interaction between the individual and the world will bring dynamic growth. When there is an interaction between the total self and the social environment, the total self will change its context to the new social self (Wollants, 2012).

The new social self is represented as a double spiral in which two parts are recognizable and interchange continuously. The individual is a dynamic whole of the social world and is influenced by the social world. The student can face here and now, to develop awareness and differentiate right and wrong through family-school education.

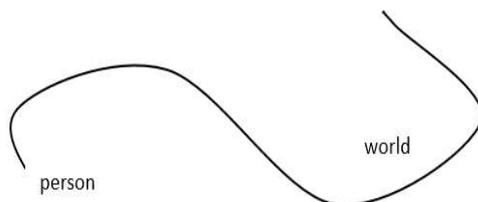


Figure 3.6 The interactional between person-world whole

Source: Wollants (2012). *Gestalt Therapy: Therapy of the Situation*. London: Sage Publications Ltd. P.3

Gestalt whole theory brings a great impact on the mature behavior of the student. Engagement with the social environment helps the adolescent to discover,

explore and experience his shape, pattern, and wholeness so that he can become totally what he already is. Clarkson & Cavicchia (2013) supported this study and proposed that the total individual will express his potential and experience the fullness in his life even in the experience of a single moment. This is important for self-management, the ability to face a single moment and the moment with family members, teachers, and peers.

When the need of an individual is fulfilled by appropriate behavior, the individual has full enjoyment of the goal with diminishing interest. Then, the life cycle of Gestalt completes by organizing parts into a 'meaningful whole'. The "meaningful whole" will lead the current behavior to rest and make way for the next behavior to begin (Figure 3.7). That means the misbehavior will stop, and the new behavior will begin. This is important for the student to begin his new life.

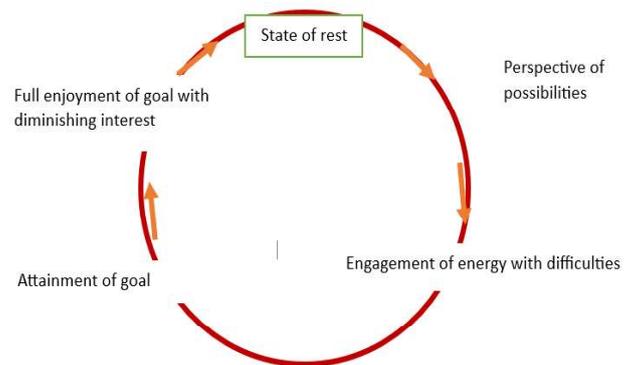


Figure 3.7 A Gestalt cycle of action

Source: Tyson (1998). *Working With Groups*. 2nd ed. Australia: Macmillan Education Australia PTY LTD.

d Positive relations with others

The student needs to have positive relations with others. First of all with the family members. Parse (1999) revealed that a family is always a unit of meaning to the family members. The family members are closely connected, in interrelational and perceptual nature.

The student needs to build a good relationship with his parents. He also needs to have good emotional management so that the relationship can be maintained. According to Bowen's theory, the father, mother, and children are the nuclear family, which can form a triangulation relationship. The triadic relationship is very useful to solve the conflict in the nuclear family.

e Purpose in life

The student lost his purpose in life because of earlier factors. This can be traced in the chronosystem of the ecology model. Chronosystem means patterning of events over time, including earlier life in daycare centers, home, school, and peers. The early life will influence the later behavioral performance of the student. An individual may fail to show good behavior because of difficulties in life that relate to unfinished business. The family is subject to change over time, this may be caused by birth, death, or unrespected incidents. According to Joyce & Sills (2014), unfinished business occurs because the client is unable to fully accept what happened. In addition, the child who keeps the past can not adapt to the current

situation "here and now". The unfinished business influences his behavior and attitude.

On the other hand, if the individual can not achieve the goals in his life, he may show negative behavior. If the individual's needs are ignored or misinterpreted, he will show himself as awkward, misunderstood, embarrassed, or feel guilty. Clarkson & Cavicchia (2013) named the emotional rupture "blocked energy". The unfinished business also defines as an incomplete Gestalt (Figure 3.8).



Figure 3.8 An incomplete Gestalt

Source: Clarkson, P. & Simon Cavicchia, S. (2013). *Gestalt Counselling in Action*. 4th ed. USA: Sage Publication.

However, the individual who is troubled by unfinished business like unresolved grief, separation, and loss, or persistent anger, and frustration will influence his ability to respond adaptively. He will fully attend to current life situations. The individual needs to take responsibility for his behavior. The individual should plan for his future.

f Self-acceptance

The student has to recognize his biological development, Social Cognitive development, psychological development, and Temperament development. This development also influences each other which manipulates the student's self-acceptance and behavioral performance (Figure 3.9).

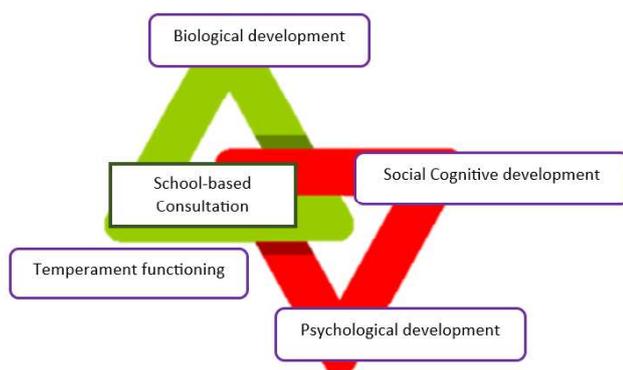


Figure 3.9 Secondary School student's personal development

i) Biological development

Biological development begins with the maturation event called puberty. These are the biological and psychological events that will embrace the first menstruation in girls and the first ejaculation in boys. From the physical outlook, the student grows in height, weight, and strength, grows sexually, and changes in appearance. The visible changes for girls outward will be body hair, body odor, breasts, and widening hips; while

boys' voices break, body hair grows and changes in sexual organs. Significant body changes and levels of hormones trigger the development of the reproductive system.

ii) Social Cognitive development

Eisenberg (2006) in a study explained that social cognition is the generalization of intellectual skills that students develop through daily social interaction in life. Cognitive development often refers to thinking. However, it includes other behaviors such as attention, problem-solving, reasoning, comparing, classifying, remembering, and mathematical abilities. Many factors contribute to the thinking of the secondary school student. However, the student can make use of Social Cognitive development to achieve more creativity and critical thinking during interaction with the world. He can fully use his time to develop his potential, then he will have high self-confidence and self-acceptance.

iii) Psychological development

Psychological development in the adolescent stage happens at different ages and different rates in different individuals. According to Lerner & Steinberg (2004), psychological development will result in changing social roles, increasing family and peer pressures, and cultural expectations for mature behavior.

The secondary school student appears to be worried and anxious about his image and appearance. This will influence the ability to self-acceptance. Adolescents aged 12 to 20 years old will face a psychosocial crisis, that is identity versus role confusion. Shaffer & Kipp (2010) revealed that adolescent struggles with the question "Who am I?" The individual needs to establish basic social and occupational identities, otherwise, he will confuse about his roles. Knowledge transfer helps the student to establish an equilibrium between the self and the social world.

iv) Temperament functioning

Temperament functioning is related to important outcomes in students, including academic and interpersonal functioning and psychopathology. In this study, temperament functioning will be the behavioral style and characteristic ways of responding and attentional capacities. The student needs to be trained in the attention capacity in learning. The parents can supervise the child's activities on the right track. The student will have high self-confidence and self-acceptance.

IV. METHODOLOGY

For this study, the researcher will make planning on (a) the place and location of the study; (b) the sample of the study; (c) the instrument of the study.

(a) The place and location of the study

This study is based on the impact of SBC in Sepang District in Selangor state and Seremban district in Negeri Sembilan. The school chosen will be based on the school's location, which is more than 20 km from the town area.

(b) The sampel of the study

The sample of the study is the school students of Sepang District and Seremban district. The subjects selected for this study are the lower-form students aged 13 years old to 16 years old. The researcher will make a comparison of the subjects according to the collected data

(c) The instrument of the study

The first stage of the preparation of the research instruments for the client. In this stage, the researcher used Scales of Psychological well-being (SPWB) which is written by Carol Ryff in the year 1989. She conceptualized psychological well-being into 6 dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

Furthermore, the questionnaires will check the implementation of SBC on the client’s well-being in behavioral performance. The questionnaires based on environmental context is developed to test the behavioral performance of the client. The environmental context is based on Bronfenbrenner’s ecology model. In addition, a scale is adopted and adapted from the Gestalt theory which is developed by Perls. Both the administered questionnaires will test the implementation of SBC on the client’s behavioral performance.

The analytic scoring is divided into 7-Likert scales and 5-Likert Scales.

Section B is using Ryff Scales of Psychological Well-Being. Section B has six parts using 7-Likert scales. Each part has 7 questions (Table 4.1).

TABLE 4.1: ANALYTIC SCORING OF 7-LIKERT SCALES

SCORE	RANGE	INDICATORS
1 (1)	VERY POOR	<ul style="list-style-type: none"> strongly disagree
2 (2-3)	POOR	<ul style="list-style-type: none"> somewhat disagree a little disagree
3 (4-5)	AVERAGE	<ul style="list-style-type: none"> neither agree or disagree a little agree
4 (6-7)	GOOD	<ul style="list-style-type: none"> somewhat agree strongly agree

Section C is using Environmental Context-Likert Scales. Section C has four parts using 5-Likert scales. Each part has 10 questions (Table 4.2)

TABLE 4.2: ANALYTIC SCORING OF 5-LIKERT SCALES

SCORE	RANGE	INDICATORS
A (1)	LOW	seldom sometimes
B (2-3)	MEDIUM	often
C (4-5)	HIGH	very often always

The Analytic scoring is useful to check the key in data is correct. Furthermore, Analysis Scoring will check the minimum statistic and the maximum statistic (Table 4.3).

TABLE 4.3 ANALYSIS SCORING

	N	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
I feel I am in charge of the situation in which I live	60	1	4	176	2.93	.116
The demands of everyday life often get me down	60	1	4	147	2.45	.127
I do not fit very well with the people around me	60	1	4	168	2.80	.134
I am quite good at managing the many responsibilities	60	1	4	178	2.97	.101
I often feel upset by my responsibilities	60	1	4	162	2.70	.120
I have difficulty arranging my life	60	1	4	169	2.82	.135
I have been able to build a living environment for myself	60	1	4	156	2.60	.133
Valid N (listwise)	60					

The researcher will interpret the analyzed data in explanatory sequential. The Explanatory Sequential Mixed Method as the integration of both quantitative and qualitative data. The researcher will use the Explanatory Sequential Mixed Method for the integration of data.

The Explanatory Sequential Mixed Method first begins with a Quantitative Research Design. The researcher uses questionnaires, using numbers to explain data analysis. Quantitative Research Design will use to describe variables, examine relationships among variables, and determine the cause-and-effect interaction between variables.

The researcher will conduct in-depth interviews with the selected school counselor. During the interview, the researcher will ask Structured Questions to the school counselor using the telephone. This approach is quick, cost-effective.

Data Collection and Analysis Framework

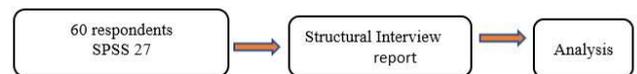


Figure 3.10 Research Framework

The collection data is for preliminary study. In this study, data collection will be 60 respondents. Then the researcher uses SPSS version 27 to analyze the data.

Descriptive Analysis

a Demography analysis

Table 4.4 Descriptive Statistics of Demography

	Descriptive Statistics					
	N	Mean		Std. Deviation	Skewness	
		Statistic	Std. Error		Statistic	Std. Error
Education level	60	1.80	.106	.819	.390	.309
Gender	60	1.48	.065	.504	.068	.309
Parent's Income	60	2.08	.087	.671	.946	.309
Respondent	60	30.50	2.255	17.464	.000	.309
Race	60	1.20	.071	.546	2.686	.309
Marrige status	60	1.12	.054	.415	3.751	.309
Religious	60	1.13	.073	.566	4.657	.309
Valid N (listwise)	60					

Table 4.5 One-Sample Test of Demography

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Respondent	13.528	59	<.001	30.500	25.99	35.01
Gender	22.800	59	<.001	1.483	1.35	1.61
Education level	17.019	59	<.001	1.800	1.59	2.01
Race	17.019	59	<.001	1.200	1.06	1.34
Religious	15.497	59	<.001	1.133	.99	1.28
Marriage status	20.820	59	<.001	1.117	1.01	1.22
Parent's Income	24.041	59	<.001	2.083	1.91	2.26

According to One-Sample Test, the factors need to emphasize are marriage status of the parents and the parent's income.

b Summary Item Statistics

TABLE 4.6 Summary Item Statistics

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Item
Item Means	2.669	1.117	30.500	29.383	27.313	9.160	
Item Variances	4.131	.173	305.000	304.827	1767.103	1040.395	
Inter-Item Covariances	.027	-6.653	9.932	16.585	-1.493	.151	
Inter-Item Correlations	.038	-.494	.694	1.189	-1.404	.026	

c Scale Statistics

TABLE 4.7 Scale Statistics

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
237.58	575.976	23.999	89

d ANOVA with Friedman's Test and Turkey's Test

TABLE 4.8 ANOVA with Friedman's Test and Turkey's Test for Nonadditivity

ANOVA with Friedman's Test and Tukey's Test for Nonadditivity						
		Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig.
Between People		380.539	59	6.450		
Within People	Between Items	48366.606	88	549.621	3664.554	.000
	Residual Nonadditivity	8879.272 ^a	1	8879.272	3704.517	.000
	Balance	12442.189	5191	2.397		
	Total	21321.461	5192	4.107		
Total		69688.067	5280	13.198		
Total		70068.606	5339	13.124		

Grand Mean = 2.67

a. Tukey's estimate of power to which observations must be raised to achieve additivity = -3.286.

e Fleiss Multirater Kappa

Table 4.9 Overall Agreement

Overall Agreement ^a						
Kappa	Asymptotic			Asymptotic 95% Confidence Interval		
	Standard Error	z	Sig.	Lower Bound	Upper Bound	
Overall Agreement	-.443	.101	-4.374	<.001	-.642	-.244

a. Sample data contains 60 effective subjects and 2 raters.

f Reliability Statistics

Table 4.10 Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.363	.780	89

There are 89 items to be analyzed. The Cronbach's Alpha is 0.363. The Cronbach's Alpha Based on Standard Items is 0.780.

Table 4.11 to 4.21 is about Data Analysis of Section B: Ryff Scales of Psychological Well-Being.

2A. Autonomy Subscale

The descriptive statistics of autonomy subscale shows that the student has a high level of autonomy. However, he tends to worry about what other people think of him. He also judges himself by what he thinks is essential. The student is not rebellious, he prefers to choose what he thinks is important to him.

Table 4.11 Descriptive Statistics of Autonomy Subscale

	Descriptive Statistics					
	N	Mean	Std. Deviation	Skewness	Std. Error	
	Statistic	Statistic	Std. Error	Statistic	Statistic	
I am not afraid to voice my opinions	60	2.58	.126	.979	-.073	.309
I am not easy to make decision	60	2.47	.127	.982	.041	.309
I am easily influenced by people with strong opinions	60	2.57	.110	.851	.297	.309
I have confidence in my opinions	60	2.73	.119	.918	-.115	.309
It's difficult for me to voice my own opinions	60	2.75	.108	.836	-.034	.309
I tend to worry about what other people think of me	60	3.03	.116	.901	-.498	.309
I judge myself by what I think is important	60	3.32	.113	.873	-.991	.309
Valid N (listwise)	60					

2B. Environmental Mastery Subscale

Table 4.12 Descriptive Statistics of Environmental Mastery Subscale

	Descriptive Statistics					
	N	Mean	Std. Deviation	Skewness	Std. Error	
	Statistic	Statistic	Std. Error	Statistic	Statistic	
I feel I am in charge of the situation in which I live	60	2.93	.116	.899	-.444	.309
The demands of everyday life often get me down	60	2.45	.127	.982	-.023	.309
I do not fit very well with the people around me	60	2.80	.134	1.038	-.241	.309
I am quite good at managing the many responsibilities	60	2.97	.101	.780	-.384	.309
I often feel upset by my responsibilities	60	2.70	.120	.926	-.151	.309
I have difficulty arranging my life	60	2.82	.135	1.049	-.347	.309
I have been able to build a living environment for myself	60	2.60	.133	1.028	-.085	.309
Valid N (listwise)	60					

In Environmental Subscale, the student is quite good at management the many responsibilities, with the score mean 2.97. He feels that he is in charge of the situation in which he lives, with the score mean 2.93. However, he face difficulties arranging his life, with the score mean

2.82. He also does not fit very well with the people around him.

2C. Personal Growth Subscale

Table 4.13 Descriptive Statistics of Personal Growth Subscale
Descriptive Statistics

	N	Mean		Std. Deviation	Skewness	
		Statistic	Std. Error		Statistic	Std. Error
I am not interested in activities that increase my knowledge	60	2.43	.127	.981	.025	.3
I think it is important to have new experiences	60	3.10	.108	.838	-.193	.3
I haven't really improved over the years	60	2.80	.123	.953	-.311	.3
I have developed a lot over time	60	3.13	.108	.833	-.622	.3
Life is a continuous process of learning, changing, and growth	60	3.05	.133	1.032	-.772	.3
I gave up trying to make changes in my life	60	2.65	.123	.954	-.204	.3
I do not enjoy being in new situations	60	2.82	.144	1.112	-.465	.3
Valid N (listwise)	60					

In Personal Growth Subscale, the student has developed a lot over time, with the score mean 3.13. He feels that it is important to have new experiences, with the score mean 3.10. However, he does not enjoy being in new situations, with the score mean 2.82.

2D. Positive Relations with Others Subscale

Table 4.14 Descriptive Statistics of Positive Relations With Others Subscale
Descriptive Statistics

	N	Mean		Std. Deviation	Skewness	
		Statistic	Std. Error		Statistic	Std. Error
Most people see me as loving and affectionate	60	2.78	.109	.846	.088	.305
Maintaining close relationships has been difficult for me	60	2.65	.140	1.087	-.154	.305
I often feel lonely because I have few close friends	60	2.55	.147	1.141	-.092	.305
I enjoy personal conversations with family members	60	3.02	.122	.948	-.652	.305
Friends describe me as a giving person	60	3.10	.103	.796	-.600	.305
I have not experienced trusting relationships with others	60	2.98	.127	.983	-.520	.305
I know that I can trust my friends	60	3.15	.116	.899	-.740	.305
Valid N (listwise)	60					

In Positive Relations With Others Subscale, the student knows he can trust his friend, with the score mean 3.15. His friends describe him as a giving person., with the score mean 3.10. However, he often feels lonely because he has few close friend, with the score mean 2.55.

2E. Purpose In Life Subscale

Table 4.15 Descriptive Statistics of Purpose In Life Subscale
Descriptive Statistics

	N	Mean		Std. Deviation	Skewness	
		Statistic	Std. Error		Statistic	Std. Error
I don't really think about the future	60	2.13	.129	.999	.462	.309
I have a sense of purpose in life	60	2.62	.121	.940	-.287	.309
I don't know what I'm trying to accomplish in life	60	2.42	.110	.850	.270	.309
My daily activities often seem unimportant to me	60	2.62	.109	.846	-.206	.309
I enjoy making my plans to become a reality	60	3.28	.092	.715	-.480	.309
I am not the one who wanders aimlessly through life	60	2.82	.115	.892	-.365	.309
I sometimes feel as if I've done right	60	2.98	.110	.854	-.475	.309
Valid N (listwise)	60					

In Purpose In Life Subscale, the student knows he enjoys making his plans to become a reality, with the score mean 3.28. Actually, he doesn't really think about the future, with the score mean 2.13.

2F. Self-acceptance Subscale

Table 4.16 Descriptive Statistics of Self-acceptance Subscale
Descriptive Statistics

	N	Mean		Std. Deviation	Skewness	
		Statistic	Std. Error		Statistic	Std. Error
I am pleased with myself	60	2.92	.126	.979	-.501	.309
I feel confident and positive	60	3.08	.122	.944	-.671	.309
I feel like most people not accepting me	60	2.80	.118	.917	-.131	.309
I like most parts of my personality	60	2.83	.117	.905	-.652	.309
In many ways I feel disappointed	60	2.62	.114	.885	-.215	.309
My attitude about myself is positive	60	2.87	.122	.947	-.468	.309
I feel good about who I am	60	3.12	.112	.865	-.556	.309
Valid N (listwise)	60					

In Self-acceptance Subscale, the student feels good about who he is, with the score mean 3.12. He feels confident and positive, with the score mean 3.08. However, in many ways he feels disappointed, with the score mean 2.62.

3A. Microsystem - Family Environment

Table 4.17 Descriptive Statistics of Family Environment Subscale
Descriptive Statistics

	N	Mean		Std. Deviation	Skewness	
		Statistic	Std. Error		Statistic	Std. Error
There is no harmony in my family	60	1.82	.090	.701	.270	.309
I have no freedom at home	60	1.92	.099	.766	.144	.309
I always get scolded by my parents	60	2.12	.086	.666	-.134	.309
I have been controlled by my parents	60	2.17	.089	.693	-.234	.309
My parents not paying attention to me	60	1.95	.073	.565	-.016	.309
My siblings always quarrel at home	60	2.18	.099	.770	-.331	.309
Sometimes I feel like running away from home	60	1.98	.108	.833	.032	.309
I have no one to ask for help	60	2.08	.104	.809	-.155	.309
My parents have favoritism	60	1.93	.098	.756	.112	.309
I feel like I have no family	60	1.73	.106	.821	.537	.309
Valid N (listwise)	60					

In Family Environment Subscale, the student feels that he has been controlled by his parent, with the score mean 2.17. His siblings always quarrel at home, with the score mean 2.18. However, he feels that he has no family, with the score mean 1.73.

3B. Mesosystem - School Environment

Table 4.18 Descriptive Statistics of School Environment Subscale

	Descriptive Statistics					
	N Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic	Skewness Statistic Std. Error	
I can not understand most of the lessons at school	60	2.00	.098	.759	.000	.309
I can not finish my schoolwork	60	1.92	.102	.787	-.150	.309
I lost interest in my studies	60	2.07	.092	.710	-.096	.309
I have no hope of passing my examinations	60	2.15	.085	.659	-.168	.309
I feel like stopping schooling	60	1.70	.102	.788	.594	.309
I don't like some teachers	60	1.93	.098	.756	.112	.309
I don't know the skills to learn	60	2.00	.101	.781	.000	.309
I have no conducive place to study at home	60	1.87	.102	.791	-.245	.309
I have too much schoolwork	60	2.10	.111	.858	-.197	.309
I am not interested in reading books for academic purposes	60	1.95	.099	.769	.086	.309
Valid N (listwise)	60					

In School Environment Subscale, the student knows he has no hope of passing his examination, with the score mean 2.15. He has too much homework, with the score mean 2.10. He feels like stopping schooling, with the score mean 1.70.

3C. Mesosystem - Social Environment

Table 4.19 Descriptive Statistics of Social Environment Subscale

	Descriptive Statistics					
	N Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic	Skewness Statistic Std. Error	
I always quarrel with my friends	60	1.95	.105	.811	.093	.309
I am jealous of other friends	60	2.10	.113	.877	-.199	.309
I don't have many friends	60	1.98	.105	.813	.031	.309
I prefer to mix with the bad friends	60	1.77	.087	.673	.315	.309
Many of my friends were expelled from school	60	1.85	.103	.799	.280	.309
I will be friends with school achievers	60	2.30	.096	.743	-.553	.309
I am difficult to mix with the opposite sex	60	2.15	.111	.860	-.299	.309
I am upset because I broke up with my best friend	60	2.05	.102	.790	-.090	.309
I have no one to share my problems	60	1.92	.096	.743	.136	.309
I am afraid of losing my beloved ones	60	2.27	.085	.660	-.348	.309
Valid N (listwise)	60					

In Social Environment Subscale, the student will be friends with school achievers, with the score mean 2.30. He feels that he has no one to share his problems, with the score mean 1.92.

3D. Chronosystem - Unfinished business

Table 4.20 Descriptive Statistics of Unfinished Business Subscale

	Descriptive Statistics					
	N Statistic	Mean Statistic	Std. Error Std. Error	Std. Deviation Statistic	Skewness Statistic Std. Error	
I always think of the past	60	2.05	.102	.790	-.090	.309
I really hope nothing happen in my life	60	2.33	.100	.774	-.664	.309
I always crying and shouting	60	1.87	.102	.791	.245	.309
I prefer to keep away from the people	60	1.93	.106	.821	.126	.309
I hope that some one can understand me	60	2.33	.108	.837	-.704	.309
I feel that my parents ignore my feelings	60	1.83	.101	.785	.306	.309
I am difficult to mix with others	60	1.98	.108	.833	.032	.309
I want to attract attention	60	1.85	.106	.820	.288	.309
I hope I can back to childhood	60	2.12	.112	.865	-.232	.309
I can not control my emotions	60	2.03	.095	.736	-.053	.309
Valid N (listwise)	60					

In Unfinished Business Subscale, the student hopes that someone can understand him, with the score mean 2.33. He really hopes nothing happens in his life, with the score mean 2.33.

Summary of Counselor's View

1 How does School-based Consultation improve the behavioral performance of the student?

- Good relationship with PIBG members
- Training for parenting skills each year
- Parents' involvement in school activities
- Gotong Royong Perdana involving parents
- Inviting parents to come to school on Report Card's day and career exhibition
- Parents contribute their knowledge and skills
- School as the bridge between parents and students
- Collaboration with parents to check the behavioral performance of the student
- Incentive for student who show the best performance of the year

What are the challenges faced during the implementation of SBC?

- Parents are busy
- Parents neglect the needs of the student
- Parents cannot accept their children need help
- Autorative parent difficult to cooperate with the school counselor and administrator
- The student behave rudely
- The student cannot show improvement immediately
- The student always absent
- The relationship between parents and child is not close

V. FINDINGS

This study uses descriptive statistics and frequencies for the calculation of demographic information for all the subjects. The Grand mean is 2.67. Only a few items exceed mean score 2.67. That means the student shows medium improvement in psychological well-being and behavioral performance. The student still needs attention

and guidance from the adults, so that he can walk in the right track.

VI. DISCUSSION

Evidently, the counseling unit in the secondary school is a place for targeted and selected interventions that focus on the prevention of risky behavior and support the students. However, the parents can not solely rely on professional services. They have to take the initiative to ask for professional help. They have to collaborate with the school. The School-based Consultation will be a moderating system to bring in the right outcome among students.

VII. CONCLUSION (OR LIMITATION OR SUGGESTION FOR FURTHER STUDIES)

Hopefully, the collaboration between the school and the family will support the student in performing better behavioral performance. At the same time, the student can perform effective behavior and self-discipline in school. Secondary school students also can use the knowledge to coordinate adaptive responses to various interpersonal demands, organize social behavior, and transform themselves. This study also suggests the study of “ a counselor a home”, to help the adolescent to achieve psychological well-being.

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