



Development of Cognitive Therapy Group Intervention (CTGI) on Resilience among Adolescents

Nasir Len*, Amalia Madihie and Salmah Mohamad Yusoff

Universiti Malaysia Sarawak, 94300 Kota Samarahan, Sarawak, Malaysia

ABSTRACT

The purpose of this paper is to evaluate the validity and reliability of Cognitive Therapy Group Intervention (CTGI) which focuses on the elements of resilience among adolescents with behavioural problems. It is developed based on Cognitive Theory (comment: it'd be more sufficient if you can mention whose theory) and Sidek Module Development Model and consists of eight interventions. Cognitive Therapy Intervention (CTI) manuscripts and a five-item questionnaires were distributed to five content experts to determine the intervention's validity. The findings reported the validity index of 0.87. The target group were thirty-two adolescents chosen to measure the reliability of each intervention by evaluating the objectives in each intervention session. As a result, a reliability index of 0.85 was obtained. From these two indexes, it is proven that the Cognitive Therapy Group Intervention (CTGI) possesses high validity and good reliability and is ready to be put to use. This implies that, counselling interventions in schools are required in working with adolescents with at risk behaviours.

Keywords: Cognitive therapy intervention; Validity; Reliability; Resilience, Adolescent

Copyright: This is an open access article distributed under the terms of the Creative Commons Attribution-Non-Commercial-Share Alike 4.0 International (CC BY-NC-SA 4.0) license which permits unrestricted use, distribution, and reproduction in any medium, for non-commercial purposes, provided the original work is properly cited.

INTRODUCTION

Studies have shown that disciplinary problems need to be given serious attention because the involvement of adolescents in

these disciplinary issues is increasing. Indicators used to describe the disciplinary problems among adolescents include inner and outer disciplinary problems, substance abuse, delinquency, academic failure, anti-social behaviour, and risky sexual behaviour (Sun & Shek, 2013). The main risk factors that contribute to disciplinary problems are family, school adaptation and psychological adaptation issues, as well as negative peer relationship (Milkman & Walberg, 2012). On top of those factors, negative life occur-

ARTICLE INFO

E-mail address:

nasslen@yahoo.com (Nasir Len)

*Corresponding author

<https://doi.org/10.33736/jcshd.1992.2020>

e-ISSN: 2550-1623

Manuscript received: 25 February 2020; Accepted: 3 May 2020; Date of publication: 30 September 2020