

## LEARNING & TEACHING THROUGH YOUTH-LED INITIATIVE PROGRAMME IN CHARACTER DEVELOPMENT

LEE MAH NGEE

### ABSTRACT

*This paper posits the possibility of applying positive youth development framework in learning and teaching in Malaysia. The author examines various literature reviews on youth-led initiative programmes. A study of a youth-led initiative programme was conducted in Singapore and the impact of their service-learning experiences on their personal development was discussed. Positive outcomes in terms of civic engagement, competence skills, development of sense of self were implicated. The author concludes that it is important to make service-learning an explicit training and educational goal in order for educators to facilitate the building of capacities in youth. As such youths can appreciate the value that service-learning can bring in character development and in shaping early commitment to civic involvement.*

**Keywords :** *Positive Youth Development, Service-Learning Experience, Character Development*

### ABSTRAK

*Makalah ini mengemukakan kemungkinan pelaksanaan rangka kerja perkembangan positif belia dalam pengajaran dan pembelajaran di Malaysia. Penulis meneliti pelbagai tinjauan literatur tentang program-program inisiatif yang dipimpin oleh para belia. Satu kajian program inisiatif yang dipimpin oleh belia dijalankan di Singapura dan kesan daripada pengalaman khidmat-masyarakat dalam perkembangan peribadi mereka telah dibincangkan. Kesan positif dalam hal penglibatan masyarakat, kemahiran kompetensi, dan perkembangan diri juga dibicarakan. Penulis menyimpulkan bahawa adalah penting untuk mengesyorkan program khidmat-masyarakat sebagai latihan dan tujuan pendidikan yang eksplisit agar para pendidik dapat menyelaraskan pembangunan kapasiti dalam kalangan belia. Justeru itu, para belia dapat menghargai nilai khidmat-masyarakat yang boleh membawa kepada perkembangan sahsiah dan pembentukan komitmen awal mereka dalam penglibatan sivik.*

**Kata Kunci:** *Pembangunan Belia Positif, Pengalaman Khidmat-Masyarakat, Perkembangan Sahhsiah*

## INTRODUCTION

In the 10th Malaysian Plan, the issue of human capital is pertinent to spur the country to become a high income, knowledge intensive and innovative-led economy. In the pursuit of achieving the goals of Vision 2020, one of the strategies adopted by the government is to develop individual potential in a holistic and integrated manner where individuals are intellectually, spiritually, emotionally and physically balanced. To thrive in the fast-paced and highly competitive global economy, Malaysia needs to instill values and strength of character in our youths to face the future with confidence. Therefore, youths need to develop skills and character traits such as initiatives, risk taking, perseverance, and strength of character and mind to enable them to cope with challenges.

However, many parents and school administrators tend to emphasize too much on academic achievement as a measure to being successful in school. Thus, personality developments for students through social activities are often neglected (Harun & Salamudin, 2010). Findings from a study conducted by Gottfredson, Gerstenblith, Soule, Womer and Lu (2004) show that after school programs that provide youth with positive development and skill-building activities help in reducing delinquent behavior, rebellious behavior and drug use. Therefore, good character building among youths is vital to ensure a healthy community. The role of building positive youths does not merely lie on the environment itself. As a core element of positive development, youths must acquire the ability to demonstrate initiative. Larson (2000) supports the argument that initiative is necessary for agency and for independent actions by adults.

Schools that typically adopt a passive one-way or “chalk and talk” teaching style might end up encouraging students to have low initiative in learning (Ghafar, Hamdan, Sihes, & Harun, 2011). Rich (2003) posited that leisure activities, such as hanging out with friends and watching television, provide higher levels of intrinsic motivation and easier concentration of academic work, but offer little challenge. In other words, academic and leisure contexts in which youths spend most of their lives do not provide the opportunities youths acquire to establish initiative. Furthermore, Rich (2003) also reviewed that the development of initiative often emerge from daily activities especially the ones that the youths are excited about, be totally involved or absorbed in. Students report that during participation in sports, arts, hobbies, and organizations they experience both high levels of intrinsic motivation and concentration (Larson, 2000; Rich, 2003).

## POSITIVE YOUTH DEVELOPMENT

Research has documented that organized youth activities support the development of sophisticated cognitive and social responses. Lee's (2007) study emphasizes the strength-based model of positive youth development. Studies of positive youth development believe that every youth has the capacity for learning and healthy development (Larson, 2000). Masten and Powell (2003) highlighted the importance of tracking the effectiveness of functioning in major developmental tasks and also assessment of qualities in relationships, schools, and communities or organizations that appear to make a difference. Markstrom, Li, Blackshire, and Wilfong (2005) found that high school students who were involved in sports, student government, or volunteerism benefited developmentally in terms of ego strength. Individuals with strong ego-strength approach challenges with a sense that they can overcome problems and even grow as a result. These people can handle whatever life throws at them without losing their sense of self. In short, having this strength serves as a cognitive resource which will help in resisting adversities in life (Lee, Kwong, Cheung, Ungar, & Cheung, 2010).

Ghafar, Hamdan, Sihes and Harun (2011) supported the importance of positive teacher-student relationships at school. Among consistent findings in literature was that achievement was enhanced by high expectations for students coupled with a classroom climate characterized by encouragement and support (Wu, 2003). An especially influential factor seems to be children's perceptions of the support they receive from peers. A number of studies have demonstrated a link between children's perception of peer support (Razak & See, 2010) and their academic goals, willingness to engage (Liem, Lau, & Nie, 2008), and self-concept (Furrer & Skinner, 2003). In Lee's study (2007), interpersonal relationships with peers such as team members and adults such as team leaders, facilitators or teachers-in-charge of the teams in the overseas community service-learning expeditions are investigated. Finding shows that interpersonal relationships have improved as a result of the overseas community service-learning experiences.

Morrissey and Werner-Wilson (2005) found that communities that have opportunities available for youths and youths' attitudes toward the community and family were predictive of activity involvement. Researchers such as Benard (2002) and Larson (2000) have identified community resources and opportunities as factors that contribute to positive development in youth. Constantine and Benard (2002) posited that individuals can create environments that promote positive development and successful learning for young people,

such as through adventure learning, service learning or community service. Particular attention has been given to the power of belief systems that facilitate meaning-making, a positive outlook, and transcendence or spirituality (Walsh, 2003).

Responsibility for providing meaningful developmental experiences for young people has increasingly been placed on organizations (Ngai, Ngai, Cheung, & To, 2008). Organizations have become the training ground for children and youth, and, increasingly, are being seen as intervention sites for primary and secondary prevention programs (Doll & Lyon, 1998). Larson (2000) contends that structured voluntary youth activities provide a fertile context for positive development, particularly the development of initiative and resilience.

The aim of positive youth development practice is to help youth acquire a broad range of competencies and to demonstrate a full complement of connections to self, others, and the larger community (Larson, 2000). LeBlanc, Talbot and Craig (2005) and Lerner and colleagues (2005) discuss positive youth development in the context of the six Cs of developmental outcomes: Competence, Confidence, Character, social Connection, and Caring or compassion, and Contribution to community. LeBlanc, Talbot and Craig (2005) further expounded that an effective assets-based perspective include questions that reflect the strengths youth possess, such as engagement in one's community, degree of closeness to others, and degree of sharing and helping behavior. Their evaluations supported the importance of interpersonal relationship and life skill development (LeBlanc et al., 2005; Lerner et al., 2005).

What are the characteristics for successful programs? Successful programmes incorporate four characteristics (Larson, 2000; Lee, 2007). First, adult participation and guidance are essential to originate groups, but adults facilitate initiative by participants, they do not take it themselves. Second, organizational activities take place in real-world environments. Third, each group supports a variety of activities over time. Fourth, participants demonstrate changes in language use and structure that suggest marked changes in their ability to think about cause-and-effect relationships, to get clarification from others, and to adapt their language to the requirements of outside people and circumstances.

## **A STUDY OF A YOUTH-LED INITIATIVE PROGRAMME IN SINGAPORE**

In Lee's (2007) findings, youth participation, such as the Youth Expedition Projects in Singapore, provides social nourishment and training to help youth develop not only civic attitudes but also the internal components of resilience – problem solving skills, social competence, autonomy and a sense of purpose. In the overseas community service-learning expedition, the goal is to place participants in a fun but challenging environment to help them mobilize their individual and collective resources to foster personal strength and growth.

This study employed a mixed-method approach using both quantitative and qualitative methods. As this study involved the area of positive development in youths through meaningful participation in overseas community service-learning, it was therefore appropriate to sample youths who went for the overseas community service-learning. Purposive sample was used as the researcher identified the participants of the Youth Expedition Projects (YEP) as the target population. The participants were youths aged between 16 and 25 years who volunteered themselves in the Youth Expedition Projects. The samples were drawn from the 3,979 participants of the Youth Expedition Projects (YEP) that were sent out in cohorts by the Singapore International Foundation in year 2004 to the Association of Southeast Asia Nations or ASEAN in short, China, and India. Specifically the sample in this study went for the overseas community service-learning expeditions during the November and December 2004 cohorts. After obtaining permission from the Singapore International Foundation, that is, the manager of the YEP, the researcher personally contacted the facilitators/team leaders of the YEP participants according to the list provided by the secretary of Singapore International Foundation. Arrangement was made to conduct the survey questionnaires before and after the expedition. A total of 347 participants responded to the survey. Table 1 shows the demographic and gender distribution of the participants.

**Table 1: Distribution of the Participants in the Youth Expedition Project (YEP) by Demographic Characteristics and Gender (N = 347)**

Demographic Variables	Gender					
	Male		Female		Total	
	<i>(n = 135)</i>		<i>(n = 212)</i>		<i>(N = 347)</i>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Age</b>						
≤ 16 years	14	10.4	5	2.4	19	5.5
17 years	15	11.1	27	12.7	42	12.1
18 years	5	3.7	11	5.2	16	4.6
19 years	8	5.9	33	15.6	41	11.8
20 years	2	1.5	29	13.7	31	8.9
21 years	25	18.5	35	16.5	60	17.3
22 years	22	16.3	23	10.8	45	13.0
23 years	13	9.6	24	11.3	37	10.7
24 years	8	5.9	11	5.2	19	5.5
25 years	7	5.2	4	1.9	11	3.2
≥ 26 years	16	11.9	10	4.7	26	7.5
<b>Educational Level</b>						
Secondary School	15	11.1	19	9.0	34	9.8
Junior College	10	7.4	18	8.5	28	8.1
Polytechnic/Technology	15	11.1	12	5.7	27	7.8
University	61	45.2	96	45.3	157	45.2
Teacher's Training	14	10.4	39	18.4	53	15.3
Graduates/Working	20	14.8	28	13.2	48	13.8

<b>Race</b>						
Chinese	109	80.7	174	82.1	283	81.6
Malay	22	16.3	23	10.8	45	13.0
India	2	1.5	8	3.8	10	2.9
Others	2	1.5	7	3.3	9	2.6
<b>Religion</b>						
Buddhist	38	28.1	57	26.9	95	27.4
Christian	35	26.0	61	28.8	96	27.6
Hindu	1	.7	3	1.4	4	1.2
Islam	25	18.5	26	12.3	51	14.7
Others	36	26.7	65	30.7	101	29.1
<b>Leadership Role</b>						
Leader	43	31.9	47	22.2	98	22.9
Non-Leader	92	66.1	165	77.8	90	25.9

The Civic Attitudes and Skills Questionnaire (CASQ) was used to measure the impact of the Youth Expedition Projects on the participants. The CASQ was developed by Moely, McFarland, Miron, Mercer and Ilustre (2002) yields scores on six scales developed through factor analysis. The six scales in CASQ measure civic action, political awareness, leadership skills, social justice attitudes, diversity attitudes, and interpersonal and problem-solving skills. CASQ was used to establish whether the individuals report that they possess certain measure of civic attitudes and competencies after the service-learning expeditions. Table 2 shows the Civic Attitudes and Competence Skills Questionnaire.

**Table 2: Description of Items in the Civic Attitudes and Competence Skills Questionnaire (CACSQ)**

Scale	Subscale	No. of Items	Item Number	Example of Item Description
Civic Attitudes	Civic Action	8	1, 5, 16, 23, 30, 32, 45, 52	I plan to do some volunteer work. (Item 23)
	Political Awareness	6	14, 29, 36, 39, 43, 55	I am aware of current events. (Item 43)
	Social Justice	8	2, 11, 15, 25, 33, 38, 42, 50	It is important that equal opportunity be available to all people. (Item 50)
	Diversity Attitude	5	7, 19, 22, 31, 53	Cultural diversity makes the group more interesting. (Item 19)
<b>Total Items for Civic Attitudes</b>		<b>27</b>		
Competence Skills	Interpersonal and Problem-Solving Skills	12	3, 6, 12, 17, 20, 21, 24, 28, 34, 40, 49, 56	I can easily get along with people. (Item 24) I can think analytically in solving problems. (Item 49)
	Leadership Skills	5	8, 9, 26, 47, 54	I have the ability to lead a group of people. (Item 54)
	Sensitivity	12	4, 10, 13, 18, 27, 35, 37, 41, 44, 46, 48, 51	I never say anything that would make a person feel bad. (Item 35).
<b>Total Items for Competence Skills</b>		<b>29</b>		
<b>Total Items for Civic Attitudes and Competence Skills (CACSQ)</b>		<b>56</b>		



Civic Action describes the intentions to be involved in future community service or action. Political Awareness refers to the awareness of national current events and political issues. Social Justice measures the attitudes concerning social problems. Diversity Attitudes are attitudes towards diversity and interest in relating to culturally different people. Interpersonal and Problem-Solving Skills refers to the ability to communicate, make friends, take the role of the other, think logically and analytically and solve problems. Leadership Skills is the ability to lead effectively as leaders. Finally, Sensitivity measures the respondents' tendency to present themselves in a favorable manner according to conventional social norms. Each participant indicated his/her responses on a 5-point Likert scale (5 = strongly agree; 4 = agree; 3 = neither disagree nor agree; 2 = disagree; 1 = strongly disagree). Higher mean scores of Civic Attitudes and Skills Questionnaire indicate higher levels of civic attitudes and competence skills of the participants.

The structured interview schedules for the participants consisted of seven main open-ended questions that elicited their reflections and evaluations on the following: their expedition activities, their contributions to service learning, the achievement of their objectives, and their personal growth and insights in service-learning. The questions also asked about their critical evaluations of the extent to which the expedition made a difference in their lives, in the lives of the community that they served, and in their relationships with friends, families, and program leaders, as well as their plans for future community volunteerism. The researcher successfully conducted 15 focus-group interviews with the participants. All interviews which lasted between 30 and 60 minutes were guided were audio-taped and transcribed verbatim according to themes. Content analysis using axial coding was used to analyze the qualitative interview data using a systematic stage by stage process so as to enable better understanding of the perceptions of the interviewees.

**RESULTS AND DISCUSSION**

Table 3 shows the mean scores of Civic Attitudes and Competence Skills Measure of the participants (N = 347) after the expedition.

**Table 3: Score Ranges, Mean, and Standard Deviations for Civic Attitudes and Competence Skills Measure of Participants (N = 347)**

Variable	Min.	Max.	Mean	SD
<b>Scale/Subscale</b>				
<b>CIVIC ATTITUDES<sup>a</sup></b>	<b>2.78</b>	<b>5.00</b>	<b>3.68</b>	<b>.34</b>
Civic Action	2.63	5.00	3.95	.51
Political Awareness	1.67	5.00	3.35	.58
Social Justice	2.38	5.00	3.63	.44
Diversity Attitude	2.60	5.00	3.70	.53
<b>COMPETENCE SKILLS<sup>b</sup></b>	<b>2.62</b>	<b>4.55</b>	<b>3.63</b>	<b>.32</b>
Interpersonal and Problem-Solving Skills	2.92	5.00	4.01	.41
Leadership Skills	1.80	4.80	3.36	.56
Sensitivity	1.83	4.58	3.37	.37
<b>CIVIC ATTITUDES AND SKILLS QUESTIONNAIRE (CASQ)<sup>c</sup></b>	<b>2.89</b>	<b>4.55</b>	<b>3.66</b>	<b>.29</b>

*Note:* aCivic Attitudes total mean score consists of Civic Action, Political Awareness, Social Justice, and Diversity Attitude subscales. bCompetence Skills total mean score consists of Interpersonal and Problem-Solving Skills, Leadership Skills, and Sensitivity subscales. Civic Attitudes and Skills Questionnaire consists of subscale Civic Attitudes and Subscale Competence Skills.

Quantitative analyses indicated moderately high overall mean scores for civic attitudes and competence skills as a whole (M = 3.66, SD = .29). Among the subscales in Civic Attitudes, the mean scores of Civic Action (M=3.95, SD=.51) appeared to be slightly higher for the participants. Among

the subscales in Competence Skills, the participants appeared to obtain the highest mean scores for Interpersonal and Problem-Solving Skills ( $M = 4.01$ ,  $SD = .41$ ) as a whole. The mean scores for Leadership Skills ( $M = 3.36$ ,  $SD = .56$ ) and sensitivity ( $M = 3.37$ ,  $SD = .37$ ) were slightly above moderate for the participants. The results appear to suggest that as a result of the expedition, some of the participants may develop leadership skills and showed moderately sensitivity for others.

The results suggests that generally the participants perceived that they would most likely plan to be involved in future civic participation after their overseas community service-learning expedition. The Civic Action subscale of the Civic Attitudes and Competence Skills Questionnaire (CASQ) would help to generate an overall picture of the plans for future involvement of the participants in the community. Table 4 shows the frequency and percentage of participants who responded to CASQ measure.

**Table 4: Civic Action Scores of Participants after the Overseas Community Service-Learning Experience (N = 347)**

No.	Item	Strongly Agree		Agree		Neither Disagree Nor Agree		Disagree		Strongly Disagree	
		n	%	n	%	n	%	n	%	n	%
1	Participate in community service organization.	145	41.8	156	44.9	156	10.7	8	2.3	1	.3
5	Involved in community.	86	24.8	190	54.8	69	19.9	2	.6	0	0
16	Help others in difficulty.	83	23.9	220	63.4	42	12.1	2	.6	0	0
23	Do volunteer work.	128	36.9	170	49.0	45	13.0	4	1.2	0	0
30	Become active member.	49	14.1	162	46.7	129	37.2	6	1.7	1	.3
32	Make a positive difference.	73	21.0	196	56.5	75	21.6	3	.9	0	0

45	Involve in environmental programme.	37	10.7	113	32.6	158	45.5	36	10.4	3	.9
52	Participate in community action programme.	79	22.8	153	44.1	108	31.1	7	2.0	0	0

---

The percentage of participants who gave favorable responses to the items (agree or strongly agree) ranged from 43.2% to 87.3%. A total of 303 of the participants (or 87.3%) agreed or strongly agreed that they planned to help others who were in difficulty. In other words, eight out of every ten participants agreed or strongly agreed that they planned to help others who were in difficulty, participate in a community service organization (n = 301 or 86.7%), and to do some volunteer work (n = 298 or 85.9%). The majority of the participants (n = 276 or 79.5%) agreed or strongly agreed that they planned to become involved in their own community. In other words, the results suggest that the overseas community service-learning experience has helped the participants to be more aware of their civic action.

In qualitative analysis, participants responded that the overseas community service-learning experience made them “want to contribute more for the less fortunate people”, “more inclined to participate in volunteer services” and “to participate more actively in missionary trips to help the world to my best ability”. In short, as a result of the overseas community service-learning experience, participants expressed their willingness to help others, do volunteer work, or participate in some community service organizations.

In the qualitative analysis, participants showed better understanding socio-cultural issues, social justice (poverty) awareness, and understanding strength in character of the community people. Opened-ended questions on interpersonal relationships before and after the expeditions suggest that the participants seemed to gain more in terms of interpersonal skills as result of participating in the overseas community service-learning experience. Findings show that there was an increase of 7.7% of participants who responded that their relationships were positive and very positive with their team leaders and an increase of 16.8% of participants who responded that their relationship was positive or very positive with their team members after the expedition.

Positive responses were indicated when participants talked about good relationships with team members. As expressed by one participant, “I can

cooperate with them quite well and work as a team to accomplish our targets” (ID 361). Participants realized that teamwork was important in order to make their project a success. Responses such as:

*“We were like sisters and brothers, depending on every individual’s effort to survive” (ID 252),*

*“My team members are very adaptive. And we will never fail to care for others as much as possible” (ID 330),*

*“(We)...stick together through thick and thin” (ID 407), and*

*“(We are) ... close and we share many insights and our values in life with one another” (ID 403).*

Judging from the qualitative responses of what the participants had learnt about their relationships with their team members (including some of the team leaders, facilitators, and locals), the level of interpersonal skills gained appears to be encouraging. Participants had learnt to work with others, developed interpersonal skills, and enhanced social competencies.

In other words, the findings show that the Youth Expedition Project participants seem to show a moderately high level of development of civic attitudes and competence skills. Participants seem to reflect some changes in attitudes toward diversity, political and social issues, and even had plans for future civic. Larson (2000) describes it as youths’ development of initiative, which is closely related to capacity for agency or for autonomous action. Through the overseas community service-learning experience, youths seem quite motivated from within to direct attention and effort towards personal competencies and at the same time are likely to engage in some form of civic responsibilities. While some participants seem to achieve more personal benefits, other participants seem to gain an understanding far more than just them, that is, to help others.

In terms of positive sense of self, the findings revealed that the overseas community service-learning positively impacted their confidence (66%), sensitivity to others (56.5%), appreciation (30%), resiliency (25.9%), and maturity (12.1%). The results also suggest that there seemed to be a change in the participants’ perspective towards life. The results suggest that the participants not only wanted to accomplish something meaningful for themselves but also wished to help others (n =105 or 30.3%). In sum, the

participants' belief in future appeared to have extended from personal to matters larger than the self, that is, the desire to contribute to the community after the service-learning experience. The finding is consistent with Thomas (1996) who indicated that group activities, such as the overseas community service-learning expedition, may be fertile ground for youth development skills. The myriad of group activities may significantly contribute to young people's leadership and character-building.

## CONCLUSION

The overall findings of Lee (2007) confirm that youths need not just knowledge but also opportunities for participation and practice. The goals of most community development programmes are consistent with building positive outcomes in youth. However the overseas community service-learning, such as the Youth Expedition Projects, empowers youths through meaningful participation in civic engagement and at the same time provide learning opportunities and gaining competencies. Learning opportunities include provision to experience positive relationships through supportive and caring interpersonal interactions, as well as provision to experience new ways of being. Opportunities for participation in the Youth Expedition Projects and contribution to the community at large may provide meaningful responsibilities, real decision-making power, a sense of belonging, and ultimately a sense of purpose and belief in future. Thus, given a nurturing environment that taps into youth strengths, all youths may have an innate capacity for change and transformation.

Youth-led initiative programmes may nurture the interests and abilities of young people by providing real opportunities for youth to demonstrate their capacity as responsible, participating members of society. The overseas community service-learning expeditions offer great opportunities for positive personal and interpersonal development, attitudes of tolerance, and civic values. The results imply that given the learning opportunity to be involved in a youth-led initiative programmes, youths may have the potential to increase their level of competencies. It is likely that the service-learning programme appears to enhance youth in many meaningful ways and thus, incorporation of youth would only serve to benefit Malaysia as a whole.

Public policy should therefore shift from prevention to positive youth development. In light of the current emphasis on character development,

public policy should build supports for young people and create opportunities for growth, learning, and exploration that are central to preparing youth for adulthood. The goals of positive youth development focus primarily on the individual – the skills, competencies, and developmental assets each young person needs to make the successful transition to adulthood.

Therefore, organizations, health practitioners, or educators may develop more youth-led initiative programmes so as to change mindset and to build capacity, skills and competency in youth. The author contends that voluntary youth activities are an essential component of students' learning and teaching leading to personal initiative and positive youth development. In short, it is important to make service-learning an explicit training and educational goal in order for educators to facilitate the building of capacities in youths. Through their own involvement, youths may truly appreciate the value that service-learning can bring in character development and in shaping early commitment to civic involvement.

## BIBLIOGRAPHY

- Benard, B. 2002. The foundation of the resiliency framework: From research to practice. Available online: <http://www.resiliency.com>
- Chong, E. 2000. *The impact of teacher behaviour on the classroom engagement of normal stream students*. Unpublished Masteral Dissertation, Nanyang Technological University, Singapore.
- Doll, B. & Lyon, M.A. 1998. Risk and resilience: Implications for the delivery of educational and mental health services in schools. *School Psychology Review*, 27(3), 348-363.
- Furrer, C. & Skinner, E. 2003. Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, 95(1), 148-162.
- Ghafar, M. N., Hamdan, A. R., Sihes, A. J., & Harun, A. 2011. Integrated curriculum concepts in Malaysia: Knowledge and application differentiation. *European Journal of Social Sciences*, 19(2), 208-217.
- Gottfredson, Gerstenblith, Soule, Womer and Lu. 2004. Do after school programs reduce delinquency? *Prevention Science*, 5(4), 253-266

- Harun, M. T., & Salamudin, N. 2010. Cultivating personality development through outdoor education programme: the Malaysia experience. *Procedia Social and Behavioral Sciences* , 9, 228-234.
- Hauser, S.T. 1999. Understanding resilient outcomes: Adolescent lives across time and generations. *Journal of Research on Adolescence* , 9(1), 1-24.
- Krishnan, Y.K. 1999. *Coping strategies between gender, academic streams and age groups in a sample of Singaporean adolescents*. Unpublished Doctoral Dissertation, Nanyang Technological University, Singapore.
- Larson, R.W. 2000. Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
- LeBlanc, J.C., Talbot, P.J. & Craig, W.M. 2005. Psychosocial health in youth: An international perspective. In M. Ungar (Ed.), *Handbook for working with children and youth: Pathway to resilience cross cultures and context* (pp. 165-188). California: Sage Publications, Inc.
- Lee, M.N. 2007. *Resilience and positive development in youth: Overseas community service-learning experience*. Unpublished Doctoral Dissertation, Nanyang Technological University, Singapore.
- Lee, T.-y., Kwong, W.-m., Cheung, C.-k., Ungar, M., & Cheung, M. Y. 2010. Children's resilience-related beliefs as a predictor of positive child development in the face of adversities: Implications for interventions to enhance children's quality of life. *Social Indicative Research* , 95, 437-453.
- Lerner, R.M., Almerigi, J.B., Theokas, C. & Lerner, J.V. 2005. Positive youth development: A view of issues. *Journal of Early Adolescence* , 25(1), 10-16.
- Liem, A. D., Lau, S., & Nie, Y. 2008. The role of self-efficacy, task value, and achievement goals in predicting learning strategies, task disengagement, peer relationship, and achievement outcome. *Contemporary Educational Psychology* , 33, 486-512.
- Markstrom, C.A., Li, X., Blackshire, S.L. & Wilfong, J.J. 2005. Ego strength development of adolescents involved in adult-sponsored structured activities. *Journal of Youth and Adolescence* , 34(2), 85-95.



- Masten. A.S. & Powell, J.L. 2003. A resilience framework for research, policy, and practice. In S.S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 1-25). USA: Cambridge University Press.
- Morrissey, K.M. & Werner-Wilson, R.J. 2005. The relationship between out-of-school activities and positive youth development: An investigation of the influences of communities and family. *Adolescence*, 40 (157), 67.
- Ngai, S. S.-y., Ngai, N.-p., Cheung, C.-k., & To, S.-m. 2008. The effects of service participation, friendship networks, and family support on developmental outcomes: A study of young people from low-income families in Hong Kong. *Adolescence*, 43, 399.
- Razak, R. A., & See, Y. C. 2010. Improving academic achievement and motivation through online peer learning. *Procedia Social and Behavioral Sciences* , 9, 358-362.
- Rich, G.J. 2003. The positive psychology of youth and adolescence. *Journal of Youth and Adolescence*, 32(1), 1-3.
- Walsh, F. 2003. Crisis, trauma, and challenge: A relational resilience approach for healing, transformation, and growth. *Smith College Studies in Social Work*, 74(1),49-71.
- Wu, X. 2003. Intrinsic motivation and young language learners: the impact of the classroom environment. *System* , 31, 501-517.

***Profil Penulis***

*Lee Mah Ngee, PhD*  
*Assistant Professor*  
*Department of Psychology and Counselling*  
*Faculty of Arts & Social Science*  
*Universiti Tunku Abdul Rahman, Malaysia*  
*leemn@utar.edu.my*