



# An Effectiveness of Group Model Coaching for Improving Life Balance Among Youth

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**Abstract:** Life imbalanced amongst youth regarding moral, behaviour and personality problems have been discussed in many studies. However, not many of these research articles discussed on effective interventions process to improve the imbalance especially on youth life. Hence, this study offers a methodology on conducting an effectiveness intervention to improvise youth life-balance. A group of 90 youths were selected from a secondary school to participate the intervention process based on their low academic performance. First phase of the intervention was to investigate the imbalanced elements using a modified Wheel of Life which consisted of 8 elements with 10-points scale. During the investigation session, youth are required to shed the modified Wheel of Life based on individual perspective. The coach analysed all the 90 shaded Wheel of Life and found that personality and discipline element has the lowest score. Then, only 9 youth that having lowest score in this element are grouped and proceed to second phase which is called coaching session. In this session, the youth have undergone 5 interaction sessions where the first session is known as ice breaking activity then followed by another 4 interactions coaching sessions using GROUP model approach. The purpose of ice breaking session was to gain rapport amongst youth. Then during the GROUP model coaching session, a pre and post coaching forms were prepared and filled by the youth to gauge their life balance status. These GROUP model coaching sessions continued until the fourth session. Then, the pre and post coaching forms were analysed to quantify the impact of the coaching sessions on the youth personality and discipline element. For the last phase, the results of these coaching sessions were validated through the interview session with the teachers and parents of the youth. It was found that the average effectiveness percentage of the GROUP model coaching is 72.95%. It is hope that this study contributes new knowledge on intervention process to improvise youth life balance.

**Keywords:** Group coaching, profiling, life balance, youth, wheel of life, intervention

## 1. Introduction

The role of the Guidance and Counselling Unit at school is seen as encouraging (Popov & Spasenovic, 2020). Guidance and counselling teachers are responsible for various tasks, paying attention to students' emotional, social,

mental, and academic development through counselling sessions, diagnosing and understanding their challenges, and organizing intervention programs to prevent behavioral problems (Popov & Spasenovic, 2020).

Moreover, guidance and counselling teachers act as intermediaries between students, parents, and teachers during conflicts. They demonstrate loyalty to the instructions and assignments directed by the school principal and other department heads (Popov & Spasenovic, 2020). As such, they primarily utilize guidance methods over counselling techniques, except in matters related to mental health issues. The guidance method is considered more efficient within the scope of techniques to help students improve performance compared to counselling sessions that focus more on problem-solving. However, despite the significance of guidance, there is currently no structured and organized guidance module focusing on improving performance with empirical studies used by guidance and counselling teachers.

The concept of youth-life-balance, in contrast to the extensively studied work-life-balance, remains relatively unexplored in past research. It is essential to develop a clear model for youth-life-balance to enable the identification of the causes of behavioural problems, moral development, personality traits, and mental well-being of students. Such a model would facilitate the development of appropriate interventions with a positive impact. However, conducting early-stage studies presents difficulties as there is no existing youth-life-balance model that meets the researcher's criteria to initiate the study. To address this, researchers exploring the youth-life-balance model need to include all elements of student life, both within and outside the school environment. As students spend more time outside of school, factors beyond the school environment need to be considered to construct a comprehensive youth-life-balance model. This study focuses on early intervention through early profiling using a profiling tool called the Wheel of Life, an effective method to accurately capture every component of students' life environment.

The first goal of this study is to identify students' life-balance, providing insights into their balance levels, potential problems, and factors influencing their equilibrium. The second goal is to assess the effectiveness of group coaching in improving youth-life balance. This involves exploring students' perspectives on the underlying causes of balance issues, as well as the actions they can take to enhance their life performance, including learning, socializing, practicing religion, and overall well-being.

To improve the well-being of young people, adequate support structures, awareness-raising initiatives, and accessible psychological services are imperative. Based on these questions, this study seeks to explore and understand the model of life balance that significantly impacts youth life, emotional well-being, and mental wellness. Handling youth presents challenges, as the same individuals may repeat breaches of conduct such as disrupting other students in the classroom, missing class, sleeping in the classroom, and neglecting academic work (Abu Bakar & Hamzah, 2019). The number of disciplinary violations increases over time.

The study's second component aims to find effective approaches to help young people rebalance the components of their lives. Although counselling approaches are used as intervention strategies in secondary schools, the coaching model has proven effective in improving behaviour. Previous studies demonstrate that coaching, applied in sports and organizational behaviour, enhances performance and increases youth optimism about life (Malling et al., 2020; Madden et al., 2011; Basiouni, 2022). Coaching can also develop critical skills for life and academic success for youth, including effective communication, understanding instructions, and problem-solving abilities.

Additionally, coaching has the potential to transform an ordinary leader into a credible leader (Gallwey, 2001). The ability to lead oneself is vital for success, and this skill can be developed in the classroom at an early stage of life. Brown & Grant (2010) introduced the GROUP model (Goal, Reality, Options, understanding others, Perform) as a coaching paradigm to improve human performance. However, coaching interventions in schools with counselling services are relatively new and have not gained much attention, especially when school counsellors are more accustomed to counselling techniques than coaching approaches (Whitmore, 2002). Moreover, there is insufficient research on the benefits of group coaching for children struggling with school discipline. The results of this study are expected to benefit the coaching profession and provide school counsellors with an early intervention strategy to support students, especially those at risk of dropping out of school.

## 2. Youth-Life-Balance

The Malaysian Ministry of Education has placed a strong emphasis on the welfare of the youth, categorizing it into three key aspects: academic education, extracurricular education, and personality development, all based on the Malaysian Quality Standard for Education. This focus should be perceived as a campaign to promote a comprehensive strategy aimed at achieving a balanced youth life. Detailed explanations of these three areas are essential to define the roles of stakeholders both within and outside the school environment. To attain a school-life balance for the youth, the life balance method plays a crucial role. According to Seiwert (2001), human life can be divided into four main areas: work, family, health, and a meaningful life, all of which are interconnected. Neglecting one area can have repercussions on the others. Wong et al. (2017) argue that work-life balance comprises three components: a well-structured schedule, balancing work and family responsibilities, and experiencing a sense of satisfaction. This perspective aligns with Vyas (2022) definition of work-life balance as the ability to strike a balance between one's professional and personal life.

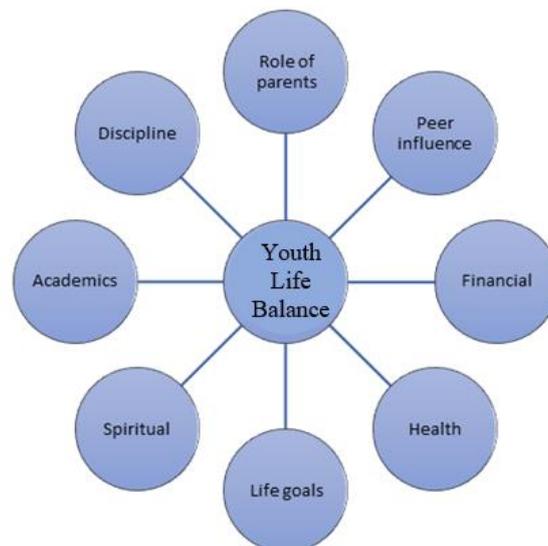
In light of the above definition, an individual's ability to allocate the right amount of time to each area of their life is referred to as "life balance." Failure to maintain a healthy balance can lead to negative effects, such as increased

stress levels and health problems (Logeswari et al., 2022; Ronase, 2022). However, this definition seems ambiguous when applied to young people's life balance because their daily lives encompass both the school and non-school environments. Apart from interacting with family members and engaging in religious practices, their lives involve academic and co-academic activities, along with social interactions with teachers and friends. It is evident that an imbalance in their life equilibrium can significantly impact their academic performance, future aspirations, and overall well-being (Baby et al., 2022).

Consequently, the researcher has developed a framework for young people's life balance, identifying essential components that warrant attention. Figure 1 illustrates the researcher's model of youth-life-balance, which is based on eight key components. All these components were selected after reviewing research from previous scholars and considering their significance as indicators of a healthy lifestyle for young adults. The model combines elements from the Malaysian Education Quality Standard (Malaysia, 2016) and findings from global studies. The eight elements derived from this study are as follows:

- The role of parents;
- Peer influence;
- Family financial stability;
- Level of health;
- The formation of life goals;
- Spiritual stability;
- Academic mastery; and
- Personality and discipline.

The self-assessment for the youth profile was streamlined by evaluating their life balance based on these eight components. These life balance components are commonly used in the coaching industry. Byrne (2005) asserts that having information about life balance aids young people in recognizing imbalances in their lives, providing them with an advantage. Therefore, utilizing life balance recognition data facilitates seamless coaching sessions between the coach (counsellor) and the coachee (youth).



**Fig. 1 - Elements in youth life balance**

## 2.1 Role of Parents

According to Rizal & Ishak (2018), parents play a crucial role in the learning and personality development of their adolescent children. Therefore, it is essential for parents to fulfil their duty of educating, teaching, and guiding their children to become a generation that excels at all levels. An inappropriate approach to parenting can have a significant impact on the behaviour of youth (Ismail et al., 2016), leading them to engage in law-breaking behaviours (Taniapa, 2015). Such consequences would not only affect the institution of the family but also hinder the overall development of a peaceful nation. Furthermore, parents bear the responsibility of setting boundaries and maintaining norms in the home to ensure the safety and well-being of their children (Hwang & Toma, 2021). Research has also demonstrated that parental support plays a beneficial role in the lives of young people (Butler et al., 2022).

## 2.2 Peer Influence

Peers are individuals who belong to the same age group and hold significant importance in the life of a youth. They possess the ability to influence the spiritual practices, personality, and behavior of young individuals (Dzalihi'zzabir, 2017). As highlighted by Atoum & Al-Shoboul (2018), peers play a vital role in providing encouragement and emotional support, which contributes to a sense of value and trust for the youth. This aspect becomes particularly crucial during the period of adolescence when young individuals are undergoing the process of maturing and developing their self-identity. According to Tenenbaum et al. (2020), youth are more likely to effectively complete activities when collaborating with peers as opposed to working alone or with individuals who are not part of their peer group. The engagement with peers fosters enjoyable conversations and facilitates ease in reconciliation, making collaborative efforts more productive and rewarding.

## 2.3 Family Financial Stability

Family financial stability plays a crucial role in determining the extent of youth's access to education (Sabri et al., 2020). This assertion is further supported by Asri et al. (2017), who emphasize that financial difficulties within families can significantly limit a youth's ability to achieve good academic results. The lack of financial resources may hinder their access to additional educational support, such as tutoring, which could otherwise aid them in excelling in their studies. Moreover, family financial crises have been linked to increased rates of youth dropping out of school (Devi et al., 2019). When facing financial challenges, youth may feel compelled to seek employment to meet their needs or desires, diverting their attention and focus away from their education. This situation can have adverse effects on their emotional well-being, as youth from financially stable families typically experience a sense of security and comfort, without having to shoulder burdens beyond their age-appropriate responsibilities (Qi & Wu, 2020). In contrast, youth who enjoy financial stability tend to perform at their best in various aspects of life due to fewer distractions related to financial issues. They can devote their energy and efforts to their educational pursuits and other activities, leading to improved academic performance and overall well-being.

## 2.4 Level of Health

Good health plays a pivotal role in maintaining the balance of a youth's life. Unfortunately, awareness of the importance of good health among young people remains relatively low (Gil-Lacruz et al., 2020). However, prioritizing and maintaining good health can significantly enhance youth's daily productivity. When youth possess a healthy body, they can actively engage in various tasks, such as sports, exercise, learning, socializing, and more (Tamanal & Kim, 2020). Furthermore, a state of good health contributes to high self-esteem and an overall improvement in their quality of life. A comprehensive approach to health, encompassing both physical and mental well-being, profoundly impacts their personal development, as well as their achievements in education and future careers.

Regrettably, mental health problems are increasingly prevalent among youth in recent times (Lei et al., 2020). Issues such as youth depression and anxiety are the most commonly reported challenges and can significantly affect their academic and social performance (Jaycox et al., 2009). Addressing mental health problems among young people becomes of utmost importance as untreated conditions may lead to more serious consequences in the future. It is crucial to provide proper support and treatment to ensure the well-being and success of the youth.

## 2.5 Formation of Life Goal

Goal setting holds immense significance for youth as it serves as a compass for success and a wellspring of motivation. By establishing clear goals, young individuals can channel their efforts toward their desired achievements and effectively prioritize tasks and activities in their lives. Notably, research has shown that goal setting profoundly impacts well-being and serves as an indicator of academic success (Hudig et al., 2022). In a randomized trial involving struggling students, the group that participated in goal-setting interventions demonstrated significant improvement in academic performance compared to the control group (Morisano et al., 2010).

The positive outcomes of goal-setting interventions extend beyond academic endeavors. They are also linked to enhancing youth's sense of purpose (Schippers & Ziegler, 2019), which further fuels goal attainment (Kendall Cotton et al., 2019). Remarkably, goal-setting interventions have proven to be beneficial for youth facing challenges such as depression and anxiety (Jacob et al., 2022). Additionally, a series of semi-structured interviews conducted by Penno et al. (2022) showcased the significant positive effects of goal-setting interventions on the emotional well-being, productivity, and future prospects of young individuals dealing with mental health problems.

In conclusion, encouraging and empowering youth to set meaningful and attainable goals can greatly impact their overall well-being, academic performance, and future success. These interventions not only foster a sense of purpose but also act as powerful tools in addressing mental health challenges and enhancing the lives of young individuals.

## 2.6 Spiritual Stability

According to Joseph et al. (2017), spirituality is a natural phenomenon wherein an individual seeks a higher power or purpose, and it involves the pursuit of a universal truth that gives meaning to the world around them. Interestingly, previous studies have consistently shown that spiritual stability exerts a positive influence on both physical and mental health. Moreover, it has been associated with reduced suicidality, less addictive behavior, and better recovery from mental illness (Kharitonov, 2012; Miller & Thoresen, 2003; Unterrainer et al., 2014). Considering these findings, the advantages of possessing spiritual stability are highly valuable for the life balance of young individuals, whose desires and emotions are still developing and in need of guidance and direction.

## 2.7 Academic Performance

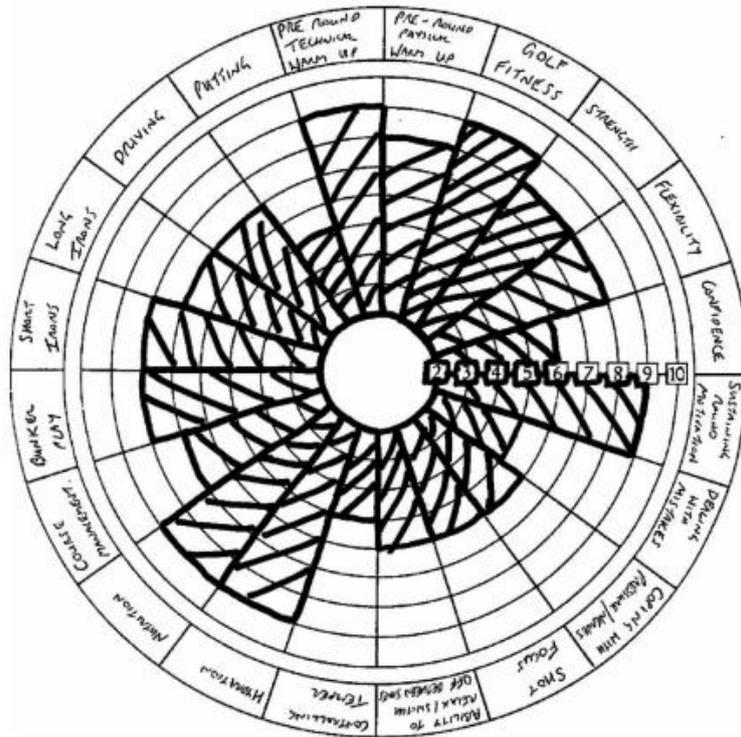
Academic performance refers to the extent to which an individual achieves cognitive goals within the learning environment of school subjects or study centers (Steinmayr et al., 2014). This accomplishment is influenced by several factors, including discipline and a strong determination to learn. Moreover, the support of friends, family, and teachers plays a crucial role in helping youth realize their full potential (Yu et al., 2023). Attaining good academic performance not only opens doors for young individuals to pursue higher education but also boosts their self-esteem and self-confidence (Lone, 2021). The opportunity to continue their studies at an advanced level also sets the stage for a promising and rewarding career for these youth (Choi, 2018).

## 2.8 Personalities and Discipline

Personality and discipline play crucial roles in the success and achievement of youth's desired goals. They form the cornerstones of personality development and academic excellence (Bjurberg, 2014). Personality encompasses the characteristics that shape a person's behavior and underlie their actions (Bjurberg, 2014). On the other hand, discipline refers to an individual's willingness to abide by rules, instructions, and appropriate conduct (Patel, 2021). Youth with a good personality often exhibit strong self-discipline. They possess traits such as self-confidence, emotional maturity, patience, and a keenness to learn rapidly. These qualities lead them to conscientiously follow rules and guidelines in pursuit of their goals. Consequently, personality and discipline complement each other synergistically, as youth with positive personality traits can effectively apply discipline to themselves.

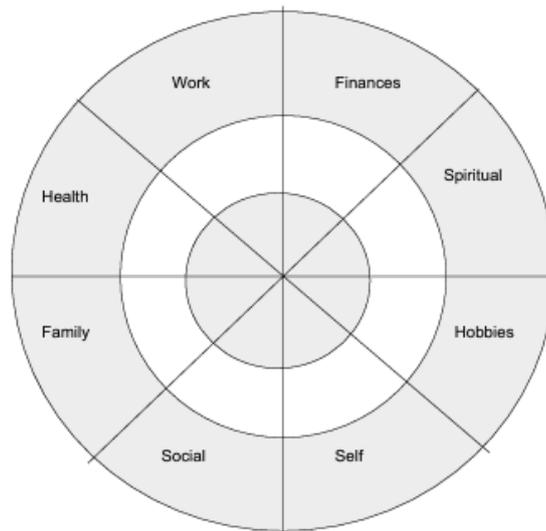
## 3. Improvised Wheel of Life

The Wheel of Life is a well-known tool in the coaching world, extensively used to identify life imbalances in individuals (Byrne, 2005). The circle of the Wheel of Life is divided into eight sections, with each part representing different aspects of life that need to be prioritized based on individual preferences or the coach's guidance (Byrne, 2005). Although some attribute the innovation of the Wheel of Life to Paul Meyer in 1996, a thorough search in coaching literature did not yield any theoretical discussions or fundamental research on this tool's context. However, a sports psychologist named Richard Butler employed a similar tool to enhance the performance of amateur boxing athletes, which he called the 'performance profile' (see figure 2) (R. J. Butler & Hardy, 1992; Weston et al., 2013). Researchers believe that Paul Meyer's Wheel of Life might have been inspired by Butler's performance profile, adapted to suit the world of coaching services. Figure 2 illustrates Butler's performance profile, where each element is shaded according to the client's satisfaction rating, clearly highlighting any imbalances experienced by the client.



**Fig. 2 - Performance profile** (R. J. Butler & Hardy, 1992)

In another study on stress management conducted by Una Byrne, the Wheel of Life (see figure 3) was utilized (Byrne, 2005). It is worth noting that Byrne divided the circle of the wheel into eight sections, but unlike the performance profile, she did not employ a 1 to 10 satisfactory scale for its implementation.

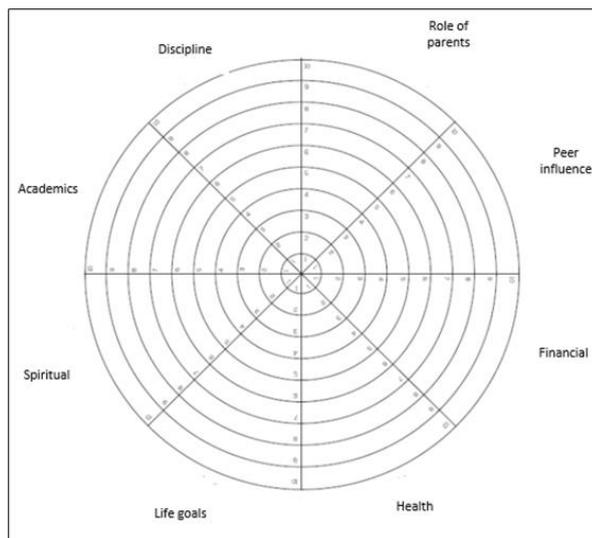


**Fig. 3 - Wheel of life by Una Byrne** (Byrne, 2005)

In this study, the improvised Wheel of Life (see figure 4) was developed by incorporating elements from both the performance profile model and Byrne's Wheel of Life. The improvised Wheel of Life consists of 8 elements, which are built upon the previously discussed aspects of life balance, namely: The role of parents; Peer influence; Family financial stability (Financial); Level of health (Health); The formation of life goals (Life goals); Spiritual stability (Spiritual); Academic mastery (Academics); Personality and discipline (Discipline); and Role of Parents. To further comprehend between these three types model of Wheel of Life, refer to the table 1 below.

**Table 1 - Improvised wheel of life**

Items	Comparison Wheel of Life		
	Performance Profile Model	Wheel of Life	Improvised Wheel of Life
Name			
Introduced by	R. J. Butler & Hardy, 1992	Una Byrne (Byrne, 2005)	This study
Targeted sector	Sport	Health Care Industry	Youth
Number of elements	20 elements such as passing, golf fitness, strength, flexibility, confidence and others	8 elements which are Social; Family; Health; Spiritual; Finance; Work; Self; and Spiritual	8 elements which are Peer influence; Family financial stability; Level of health; The formation of life goals; Spiritual stability; Academic mastery; Personality and discipline; Role of Parents.
Measuring Scale	2,3,4,5,6,7,8,9,10	No	1,2,3, 4,5,6,7,8,9,10



**Fig. 4 - Wheel of life youth-life-balance**

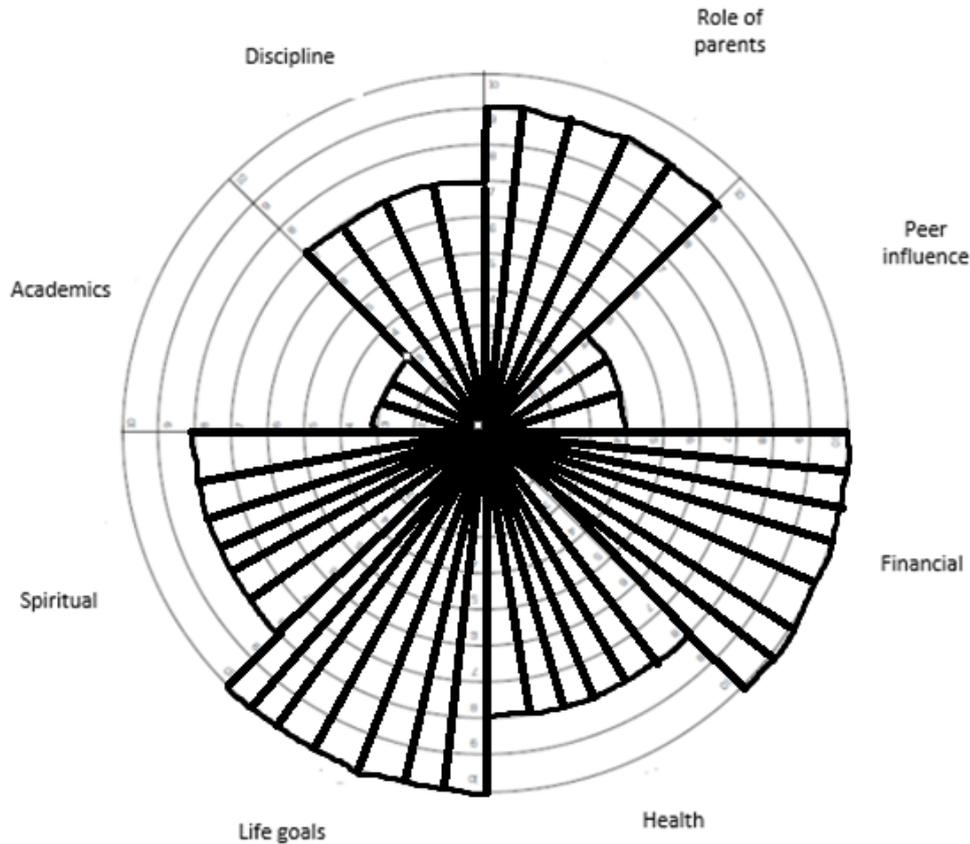
Initially, the trainers provided a thorough explanation of how to use the improvised Wheel of Life. Subsequently, the trainees were given ample time to contemplate and reflect on their life balance. While some trainees completed the exercise in a shorter time frame, others took more than 20 minutes. It was emphasized that there was no pressure to finish within a specific duration, as the goal was to encourage careful consideration of their life balance. During the exercise, each trainee was required to assign a satisfaction score between 1 to 10 for each element, as shown in figure 5. The scoring scale ranged from 1 (not satisfactory) to 10 (very satisfactory). This allowed the trainees to assess and rate their level of satisfaction in various aspects of their lives accurately.



**Fig. 5 - Satisfactory scale**

After completing the satisfaction score for each element, the trainees were instructed to shade in the corresponding sections, as shown in figure 6. This visual representation allowed for a clear depiction of the balance in the youth's life and facilitated the identification of both the highest and lowest scores for each element. By analysing the results, the elements with the lowest scores could be identified, and these specific areas could be further discussed and addressed

during the group coaching sessions. This approach aimed to provide targeted support and guidance to improve the overall life balance of the youth and foster their personal growth and development.



**Fig. 6 - Wheel of Life Youth-Life-Balance After Shading**

#### 4. Group Coaching Approach

Group coaching has been extensively researched and found to offer numerous benefits and effective results (Brown & Grant, 2010). In terms of behavioural development, group coaching has been shown to be more effective than individual coaching (Bjurberg, 2014; Patel, 2021). The advantages of group coaching include long-lasting behavior change, increased energy, knowledge transfer among members, enhanced emotional intelligence, higher levels of responsibility and commitment, as well as the maintenance of goal alignment, individual strengths, and values (Brown & Grant, 2010).

Furthermore, the group dynamic in group coaching, as highlighted by Malling et al. (2020), positively impacts communication effectiveness, raises awareness of organizational issues, and fosters a deep understanding of complex health organizations among members. Unlike individual coaching sessions, group coaching allows students to receive feedback not only from the guidance and counsellor but also from their fellow group members, providing a more comprehensive and diverse perspective.

Moreover, the encouragement and support provided by group members, in addition to guidance from the counselling trainer, add value to the group coaching experience. The group setting prevents individuals from feeling isolated or lonely, as they are part of a supportive community. This sense of belonging helps increase cooperation, enhances the success of action plans, and promotes the formation of positive goals (Mairet, 2013). Participants benefit from shared experiences, modelling, and support from their peers, contributing to their personal growth and development.

Additionally, the use of the group method allows the coach to utilize session time more efficiently (Simpson et al., 2015), making the coaching process even more effective and impactful. Therefore, in this study, group coaching, specifically using the GROUP model introduced by Saul Brown and Anthony Grant, will be employed as an intervention for behavioural development, aimed at improving youth life balance. The GROUP model consists of five elements, namely:

- Goal setting (G);
- Reality of the current situation (R);
- Options that are available (O);

- Understanding of current situation and others (U); and
- Perform of action needed to achieve the goals (P).

#### 4.1 GROUP Model

Group coaching becomes more effective when there is understanding and openness among the members, and this principle is at the core of the GROUP model. Table 2 provides a comprehensive overview of the GROUP model, as presented by Brown and Grant (2010). Each element within the model is accompanied by a description and thought-provoking questions, specifically designed to encourage youth to develop their own answers. The success of group coaching hinges on the mutual understanding among its members. The trainer plays a vital role in facilitating a comfortable atmosphere, where uncertainty and ambiguity are embraced, and all ideas and opinions are welcomed. The trainer should also actively listen to the communication of group members, fostering an environment that encourages systematic solutions to emerge (Brown & Grant, 2010).

For instance, the 'Understanding Others' element encourages the formation of dialogues both between group members and within themselves. In this segment, each group member openly discusses possibilities and lets go of any inhibitions to be authentically true (Brown & Grant, 2010). Successful coaching sessions are conducted when the trainer has built a strong rapport with the trainees, and they actively engage and willingly participate in the group coaching session. This mutual trust and openness create an environment where personal growth and self-awareness can flourish.

**Table 2 - GROUP model approach**

Section	Description	Question
Goal	The group was asked about what to achieve from the coaching session.	<ul style="list-style-type: none"> <li>• What do you want to achieve from this session?</li> <li>• How do you want to feel after this?</li> <li>• What is the best thing to use at the moment?</li> </ul>
Reality	Awareness of the youths about the current reality was raised. Group members were facilitated to identify current situations that had an impact on group goals.	<ul style="list-style-type: none"> <li>• Have the past few weeks been well?</li> <li>• How did you manage the problem?</li> <li>• What seemed to be going well?</li> <li>• What seemed to be going unwell?</li> </ul>
Options	Group members identified available access options. Group members focused on the solutions through brainstorming.	<ul style="list-style-type: none"> <li>• What are the possible options for solutions?</li> <li>• What solutions have been successful in the past?</li> <li>• Based on your feelings and opinion, what unprecedented options can help achieve the goal?</li> </ul>
Understand others	Group members made in-depth observations. Group members identified internal responses as well as meanings to what fellow members said. Every member of the group was connected to the best future.	<ul style="list-style-type: none"> <li>• What is your view on the best option?</li> <li>• What do you understand from his point of view?</li> <li>• What was your internal dialogue when hearing about the matter?</li> <li>• Can you integrate your ideas into the general perspective of this group?</li> </ul>
Perform	The group was helped to decide their next step. The group made their best choice plan. The group developed individual and group action plans. The group built their own motivation and ensured their commitment to their plan of actions.	<ul style="list-style-type: none"> <li>• What can be learned from this plan?</li> <li>• What is likely to be gained?</li> <li>• Who can support you?</li> <li>• How do you feel when this can be done?</li> </ul>

#### 5. Methodology

This intervention study was conducted in three actions namely investigation session; coaching session; and interview session. In investigation session, the trainer explained to trainee on how to use the Wheel of Life and assessment scale to assess their life balance based on the 8 elements of the Wheel. Then, the trainees are required to shade the Wheel using the scale to each of the 8 elements. The shaded Wheels from the trainees were analysed descriptively to determine the mean score of each element. Thus, the element having the lowest score is consider as an element that need further investigation. Trainees having this lowest score element are grouped for coaching session.

In coaching session, the selected trainees undergo 5 interaction sessions where the first session is known as ice breaking session then followed by four group model coaching sessions. In ice breaking session, trainees were introduced with group game activities for gaining rapport amongst trainees. The outcome of the ice breaking was to get

know each other and gaining trust. Before starting the group model coaching session, trainer must prepare a pre-coaching form which needs to be filled by the trainees at the beginning of the session. During the coaching session the trainer applies the GROUP model approach to communicate and guide the trainees for the purpose to achieve group model concept. For the second coaching session, the designed preparation coaching form are required to be filled by the trainees before the coaching session started. These coaching sessions continued until the fourth coaching session. Finally, the designed post coaching forms were given to the trainees to be filled and analysed using pre and post concept. The following action is the interview sessions with the trainees’ subject teachers and parents on their observation on the trainees’ behaviours during this intervention process to uncover any effective behaviour changes of the trainee. To give a better understanding on how this intervention approach was conducted, it is summarised in table 3.

**Table 3 - Research methodology**

Session	Name Session	Respondent	Tools	Analysis
1 <sup>st</sup> Session	Investigation	Volunteer (90persons)	Improvise Wheel of Life	The collected data was analysed in a descriptive manner to establish mean score. The mean score is used to rank the domains.
2 <sup>nd</sup> Session	Group Coaching	Trainee (9 person)	GROUP Model Coaching <ul style="list-style-type: none"> <li>• 4 session group meeting for each group.</li> <li>• Each group got 3 trainees</li> <li>• Different time of meeting for each group</li> <li>• Each meeting is carried out as a group exercise and two-way discussion.</li> </ul>	The collected data was gathered through pre and post coaching form to establish frequency.
3 <sup>rd</sup> Session	Interview	<ul style="list-style-type: none"> <li>• Trainees (9 persons)</li> <li>• Subject teacher (5 persons)</li> <li>• Parents (9 parents)</li> </ul>	Interview	The collected data was gathered through interviewed with: <ul style="list-style-type: none"> <li>• trainees,</li> <li>• trainees’ subject teacher and</li> <li>• parents.</li> </ul> Then the data will go through several processes: <ol style="list-style-type: none"> <li>a. Transcription: Transcribe the audio content into written text.</li> <li>b. Interpretation: Quote the transcript.</li> </ol>

### 5.1 Coaching Process

The group coaching study consisted of 6 rounds. In the first round, voluntary participants took the modified Wheel of Life test to identify imbalances in their lives. The number of trainees for the subsequent group coaching sessions was determined based on the lowest element score.

During the second round, selected trainees engaged in an ice-breaking session. The trainer prepared several group games and activities, including 'Two truths and a lie,' 'The envelope please!,' '10 things in common,' 'Would you rather,' and 'Tall tales.' These activities were sourced from the website <https://www.signupgenius.com/groups/group-icebreakers.cfm>. They were chosen for their simplicity, ease of duplication, and ability to foster rapport and trust among trainees.

Moving on to round no. 3, trainees were required to complete a pre-coaching form before GROUP model coaching was applied. The purpose of this form was to have trainees list all behavioral issues related to the lowest score element in the modified Wheel of Life. The form contained several open-ended questions, including:

- a. Based on your Wheel of Life findings, what can you say about them? Please state.
- b. What are your current issues or problems?

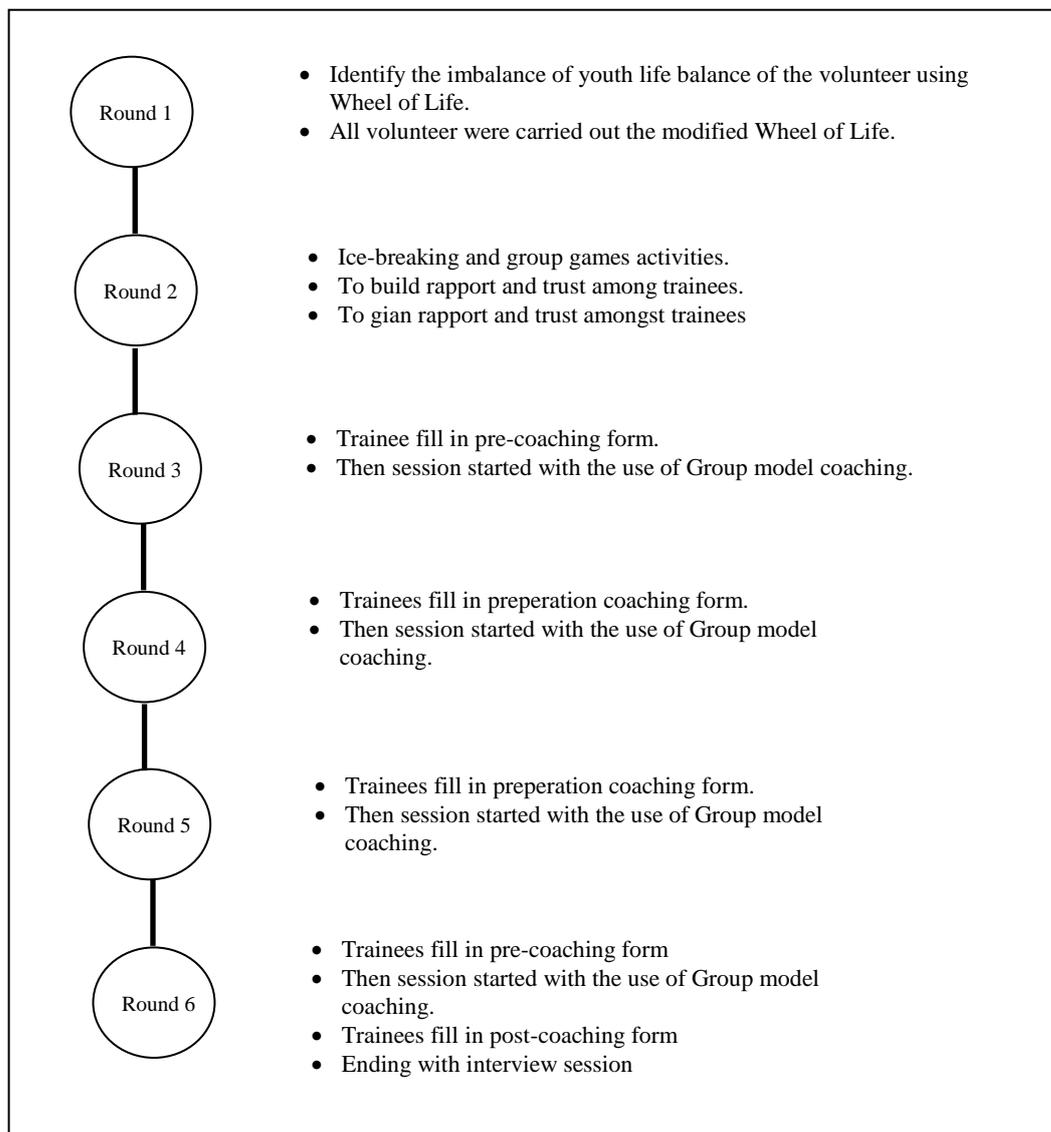
- c. Why do you think you failed to achieve certain goals?
- d. Which problems have become routine for you?
- e. Are you genuinely ready to be helped through this group coaching session?
- f. Can you commit your time and effort to successfully achieve the agreed-upon goals through this group coaching?

In rounds no. 4, 5, and 6, all trainees were required to prepare a group coaching preparation form before each session. This form aimed to identify any improvements or lack thereof. Subsequently, further discussions using the GROUP model coaching approach were conducted. The preparation form included the following questions:

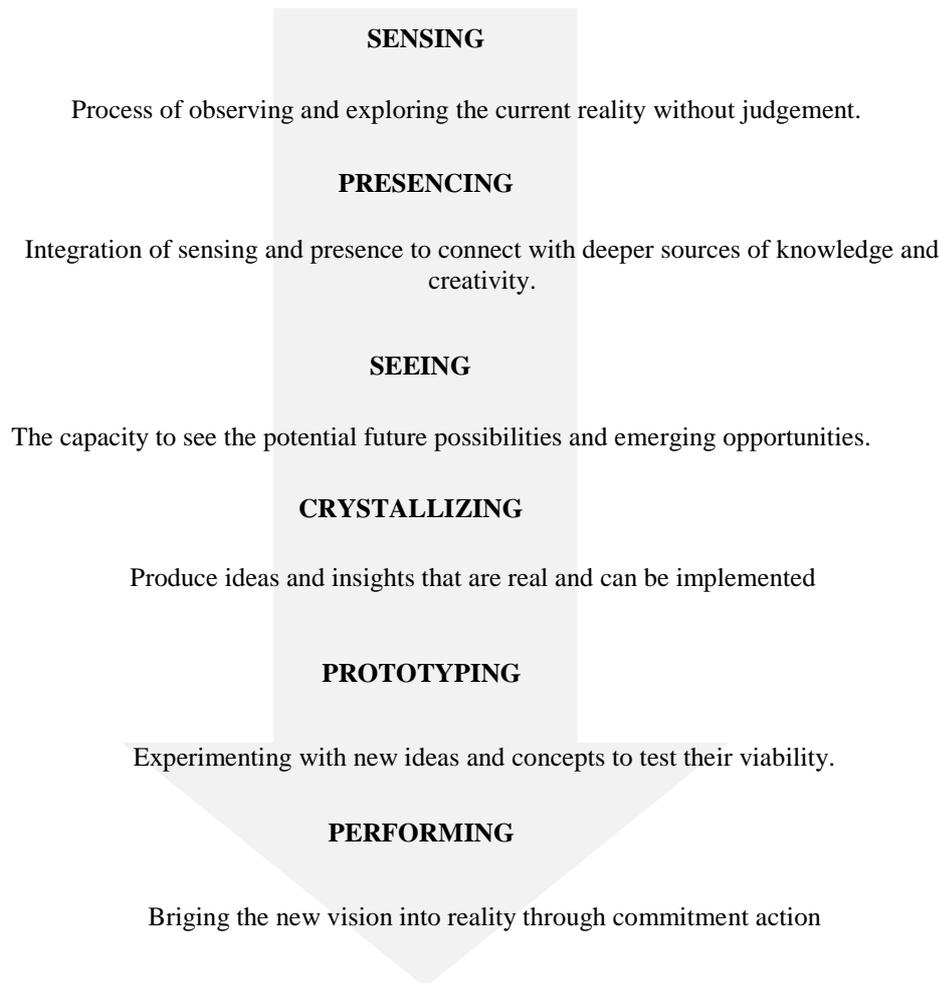
- a. In the last session, did you manage to execute the agreed-upon actions?
- b. (If you were successful in executing), what motivated you to succeed?
- c. (If you failed to execute as planned), what hindered your progress?
- d. Are you still fully committed to participating in this coaching session until the end?

At the end of round no. 6, all trainees needed to complete a post-coaching form and undergo an interview. The post-coaching form included the following questions:

- a. What changes do you believe you have successfully made? Please specify.
- b. On a scale of 1 to 10, rate your satisfaction with the changes you have achieved through this group coaching session. (1: Unsatisfactory, 10: Very satisfactory)
- c. In your opinion, were the changes you successfully made a result of this group coaching session or other factors?



## 5.2 Group Dialogue Process



**Fig. 8 - Dialogue process**

As shown in Figure 8, the dialogue process serves as a guiding method to facilitate effective communication sessions between the trainer and trainees. This approach aids in fostering a better understanding among trainees, enabling them to work towards achieving the desired changes more effectively.

## 5.3 Sensing

The first process is 'sensing,' wherein the group is guided to deeply understand their current reality with an open mind. This involves active listening and profound group sharing, fostering a high level of empathy and clear awareness to grasp the challenges and opportunities at hand. To gather information and comprehend the trainees' present situation, the following questions can be used:

- a. What is the current situation?
- b. What challenges or obstacles are being faced?
- c. What actions have been taken to address these challenges?
- d. What aspects require immediate attention?
- e. How do you feel about the current situation?
- f. What insights can be gained from viewing the situation from a different perspective?

These questions aim to raise the trainees' awareness of their current state and create a space for them to listen to others' opinions and identify critical issues that need resolution for the change process.

## 5.4 Presencing

Presencing refers to the act of deep sensing, where groups are guided to a heightened level of awareness and profound listening that allows them to connect with their inner selves and tap into their future potential. It encompasses two vital dimensions:

The first dimension involves feeling and observing their current reality with an open and spacious mind and heart. They release all emotions, tap into their intuition and inner wisdom, and gain a genuine understanding of the challenges and opportunities they face. The second dimension is about being truly present within themselves, including their intuition, emotions, and wisdom. This enables them to access their ultimate source of knowledge at a deeper level.

When these two dimensions are combined, trainees can transcend their habitual thought patterns and access a deeper level of awareness. To facilitate this process and help them connect with their inner aspects, reflective questions can be used:

- a. What impulses arise within you regarding the challenges you are currently facing?
- b. What sources of inspiration can guide you to come up with creative solutions?
- c. What is your true desire that emerges from this situation?
- d. What principles do you want to uphold during this change process?

These questions are designed to elicit higher insights and inspiration, serving as a guide to produce step-by-step solutions throughout their change process.

## 5.5 Seeing

The "Seeing" phase is aimed at encouraging trainees to think openly and listen deeply about the future, rather than dwelling on the past. During this phase, trainees delve into themselves to fully grasp the reality of their current life without any preconceptions or biases based on past experiences. They are encouraged to develop a deep sense of empathy to view the problem from different perspectives. To facilitate this process and help trainees absorb and observe the current situation more deeply, the following questions can be asked:

- a. What potential and opportunities are hidden in the current situation?
- b. If there were no restrictions or obstacles, what would your dream future look like?
- c. What is the difference between your current situation and your desired future?
- d. What positive impact could occur if the change were to take place completely?
- e. Barring all obstacles, what are the interesting and innovative ideas to solve this challenge?
- f. How do your feelings and emotions change when you imagine your dreams have been achieved?

These questions stimulate imagination and creative thinking about the potential of the desired future. The "Seeing" phase helps open the mind and heart to allow new insights and inspiration to emerge, providing a clearer view of the desired future. By fostering this exploratory mindset, trainees can envision a more promising and fulfilling path ahead.

## 5.6 Crystalizing

During this stage, trainees have begun generating practical and achievable ideas and insights. The resulting ideas can be further developed to create actionable plans that lead to successful implementation. Clear objectives are set, detailed planning is produced, and necessary resources are identified. To facilitate this phase and guide trainees in transforming their ideas into reality, the following questions can be used:

- a. What are the clear goals you want to achieve as a result of this change?
- b. How do you plan to achieve those goals?
- c. Who needs to be involved in this change, and how do you plan to leverage their efforts?

These questions assist trainees in organizing the ideas gathered in the previous phase and represent a crucial step in turning dreams into reality. By providing a clear direction for change, this phase paves the way for successful implementation and tangible results.

## 5.7 Prototyping

This phase marks the transformative beginning, where the ideas and solutions generated in the previous stage are put to the test for effectiveness. It allows trainees to gain real-life experience and collect valuable feedback, enabling iterative improvements before full implementation. The experiment's implementation can take various forms, such as a pilot project, simulation, or small-scale trial. This approach follows the concept of "learning by doing," emphasizing practical experience over theoretical analysis. Its purpose is to provide trainees with firsthand understanding of their ideas' strengths and weaknesses. During this experiment, trainees need to be open-minded, flexible, and ready to adapt based on the insights gained. The goal is not immediate success but rather to gather valuable learning experiences

throughout the change process. To facilitate learning from real experience and gather feedback before full implementation, the following questions can be used:

- a. What is the most appropriate method to test these ideas on a small scale?
- b. Who will be involved in this implementation, and how will you gather feedback from them?
- c. What is the primary objective you aim to achieve through this experiment?
- d. How do we measure the success of this implementation? What success criteria do we want to see?
- e. What are the strengths and weaknesses of this idea that we want to test through this implementation?

These questions assist trainees in devising strategies to test their ideas on a small scale, identifying potential and weaknesses in the proposed solutions, and gaining valuable insights for the final implementation.

### 5.8 Performing

This final phase involves full-scale implementation based on the information obtained from the tests conducted in the previous phase. At this stage, the previously envisioned future becomes concrete through actions aligned with the set vision and goals. Continuous learning and adaptation remain crucial in this phase, allowing for a perfect implementation of the transformative process, making the positive effects of the change more visible. Overcoming challenges and obstacles is approached with self-reliance and fueled by the momentum of the small successes achieved. Additionally, celebrating success, even if it is small, is vital in fostering self-motivation. Some questions that can be asked in this phase include:

- a. How can the planned implementation steps be effectively carried out?
- b. What results are expected to be achieved through this implementation step?
- c. How will progress and results be monitored during the implementation?
- d. What strategies can be employed to mitigate risks if obstacles arise?
- e. How can achievements and successes be celebrated?

These questions help ensure that the planned implementation steps are executed effectively, in line with the defined vision and values. Through continuous questioning and evaluation, trainees can make necessary adjustments in their implementation approach, leading to improved results.

## 6. Result and Discussion

### 6.1 Results of Investigation on Youth-Life-Balance score

The data gathered from the imbalance investigation using improvised Wheel of Life was analysed descriptively to determine the level of youth satisfaction for the elements as in Figure 9. The figure shows that the mean value for personality and discipline is the lowest (mean of 6.08), while the mean value for the formation of life goals is the highest (mean of 8.09). This finding contradicts with previous researches that highlighted if people with a clear life goal should be consistent with high levels of personality and discipline (Leduc-Cummings et al., 2022; Van der Hoek et al., 2018), thus it needs more investigation to understand the underlying issues.

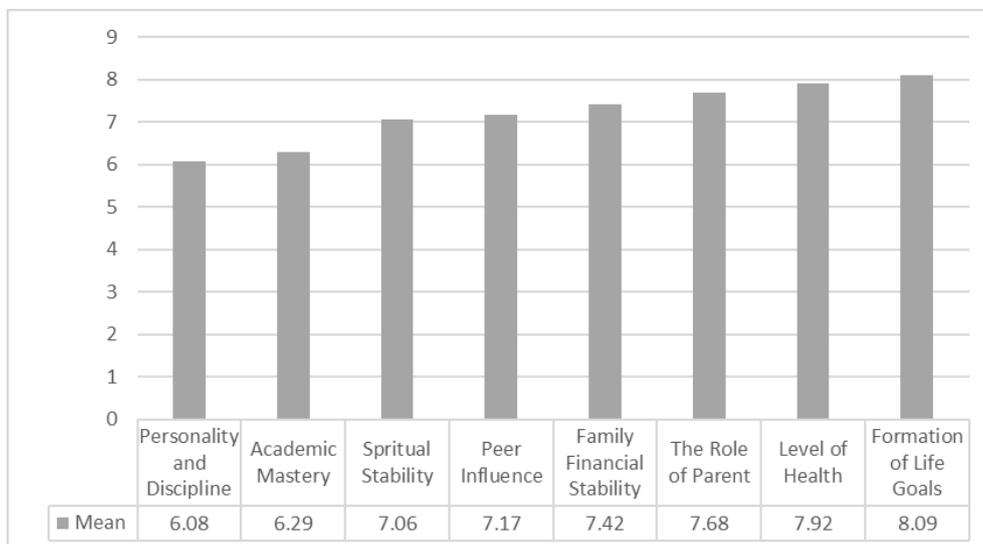


Fig. 9 - Mean value for each element

Meanwhile, the mean for academic mastery was valued of 6.29, mental stability reached a value of 7.06. Mean for peer influence was a value of 7.17, and the mean for family financial stability was a value of 7.42. The next value for level of health was 7.92. These findings still above median of scale of 5.0 where majority of participants found that the mean level is from 6.08 until 8.09 which indicates that the participants' life balance is above satisfactory level (more than mean of 5.0). Hence, it can be concluded that the element of personality and discipline need more attention which should be extended in the following process.

## 6.2 Pre-Coaching Results

Based on the personality and discipline element of improvised Wheel of Life that has been carried out earlier, the majority of participants admit that their personality and discipline levels are at an unsatisfactory level. Despite the initial identification of unsatisfactory levels of personality and discipline among the participants based on the improvised Wheel of Life exercise, the precise characterization and implications of these perceived deficiencies remain ambiguous. To delve further into this aspect, the researcher arranged an interview session employing pre-coaching forms to investigate and elucidate the participants' perceptions of their weak personality and discipline. During the interview, each participant was requested to articulate the specific challenges they associate with these aspects. Subsequently, the researcher compiled the identified problems from the interview responses and presented them in Table 4.

**Table 4 - Pre-Coaching evaluation**

No.	The Issues	Frequency
1.	Not interested in learning subject they hate most.	9/9
2.	Lots of time hanging out with friends.	9/9
3.	Playing gadgets for more than 2 hours a day.	9/9
4.	Not paying attention when the teacher is teaching.	8/9
5.	Not completing homework as set by the teacher.	5/9
6.	Not showing respect to parents.	5/9
7.	Often skip class.	2/9
8.	Often skips school.	2/9
9.	Be rude to the teacher.	1/9
10.	Be hot-tempered.	1/9
11.	Sleeping while the teacher is teaching.	1/9

Based on Table 4, all 9 trainees have expressed that they are currently not interested in learning. A significant portion of their time is spent hanging out with friends, and they devote more than 2 hours per day to playing with gadgets. Additionally, they admit to not paying sufficient attention during class and failing to complete their assigned homework. Furthermore, they acknowledge displaying a lack of respect towards their parents. These findings align with previous studies that also highlight the prevailing disinterest in learning among most youth (Kazina Nagashibaevna, 2019), their extended socializing with friends (Siennick & Osgood, 2012), and the excessive use of gadgets, exceeding 2 hours a day (Kerai et al., 2022). These issues were self-acknowledged by the trainees before the commencement of the group coaching session.

## 6.3 Post Coaching Result

During the final group coaching session, the trainer conducted interviews to assess the behaviour changes achieved by the trainees through the post-coaching form. Table 5 presents a comparison between the results obtained from the pre-coaching and post-coaching.

**Table 5 - Post coaching evaluation**

No.	The Issues	Pre-Coaching Form (Frequency)	Post-Coaching Form (Frequency)	Number of Participants Manage to Change
1.	Not interested in learning subject they hate most.	9/9	5/9	4 person
2.	Lots of time hanging out with friends.	9/9	6/9	3 person
3.	Playing gadgets for more than 2 hours a day.	9/9	7/9	2 person
4.	Not paying attention when the teacher is teaching.	8/9	3/9	5 person
5.	Not completing homework as set by the teacher.	5/9	1/9	4 person
6.	Not showing respect to parents.	5/9	2/9	3 person
7.	Often skip class.	2/9	0/9	2 person

8.	Often skips school.	2/9	0/9	2 person
9.	Be rude to the teacher.	1/9	0/9	1 person
10.	Be hot-tempered.	1/9	0/9	1 person
11.	Sleeping while the teacher is teaching.	1/9	0/9	1 person

The results of the study demonstrate notable behavioral changes observed among the trainees following the implementation of the Group Coaching Model during the group coaching sessions. Specifically, four individuals successfully addressed the challenge of completing schoolwork as assigned by the teacher, while five trainees effectively overcame the issue of inattentiveness during teacher-led lessons. Moreover, one of the trainees, who previously experienced difficulties in staying alert during class, successfully rectified this habit.

Additionally, two individuals were able to abandon the behaviors of skipping classes and school altogether. Furthermore, a total of three trainees exhibited positive changes in their attitudes, transitioning from showing disrespect to their parents and spending excessive time with friends to more respectful and responsible conduct.

Moreover, four trainees displayed notable improvements in their attitude towards subjects they previously disliked, effectively overcoming their lack of interest in learning those particular topics. However, only three trainees managed to reduce the habit of spending more than two hours daily on gadgets.

Overall, it is noteworthy that each trainees demonstrated progress in addressing at least one behavioral challenge they previously faced, attesting to the overall effectiveness of the Group Coaching Model in facilitating positive changes among the trainees.

### 6.4 Feedback from Trainees

The findings derived from the group interviews unveiled a noteworthy outcome, demonstrating that several behaviours were effectively exhibited by the study group subsequent to the completion of the coaching sessions. Notably, one particular behaviour that emerged as a successful outcome was the manifestation of respect towards teachers. This was substantiated by a statement made by one of the youth trainees, who conveyed the following:

*"Now I am able to keep my words to the teacher as if not against what he said if he scolded me... after that in class, when the teacher teaches, I will focus."* (Youth B).

The feedbacks also found that the trainees able to have respects teachers and focus in the classroom:

*"I don't sleep in class anymore, if the teacher doesn't believe, ask teacher Ms \*\*\*\*, he will definitely agree with me."* (Youth B)

One trainee commented that the coaching sessions successfully encouraged him to improve his behaviour at home:

*"I have been able to review lessons, but not often... but less than 2 hours like I talked to you before, usually half an hour"*(Youth A).

Another trainees stated that their concentration increased in the classroom while the teacher was teaching:

*"I used to have a hard time focusing... I often talked to a friend next to me... he was (pointing at a friend) sitting next to me. What's more, if the teacher who taught... he was very fierce..., now it's ok. I'm focused, what the teacher told me to do, I've completed my schoolwork quickly... my writing is also getting better"* (Youth C).

The study revealed that individuals' decision-making process became more apparent when they assumed control over their behaviour. Feedback from trainees following the post-coaching sessions was overwhelmingly positive. Substantial improvements in life balance were reported by the trainees subsequent to their engagement in the GROUP model coaching sessions facilitated by the researcher. Notably, trainees in the group coaching sessions unanimously concurred that gaining insight into their goals (G), current reality (R), available action options (O), understanding others (U), and the outcomes of their actions (P) empowered them to exercise better self-control.

### 6.5 Feedbacks from Teachers

In the comprehensive analysis conducted in this study, a multitude of positive changes in trainees' behavior were identified and substantiated through the feedback provided by teachers. These discernible behavioral changes are clearly exemplified in the following teacher statements:

- Focusing on classroom.
- Completing assigned tasks.
- Not skipping or being late to class.

- Showing level of respects to teachers and peers.

Concerning the effectiveness of the GROUP model coaching method, it is apparent that the enhancement of youth behaviour is contingent upon their own volition. The coaching approach serves as a facilitator in the youth's decision-making process, yet the ultimate success in achieving life balance remains predicated on their intrinsic determination. In the absence of a genuine desire to change, the mere establishment of goals and implementation of actions planned during the coaching sessions are unlikely to yield significant results. Within this context, the study's findings indicate that the data analysis derived from teachers' feedback demonstrates the efficacy of coaching interventions in ameliorating youth behaviour, although the outcomes exhibit variations among individuals.

Based on the feedback provided by teachers, the study identified several noteworthy aspects of behaviour change among the respondents. Some of the key feedback from teachers includes:

*"His focus seems to have increased a little, but he likes to ask things I've already explained. Then he really liked chatting in class. The only good thing is I'll see if he can prepare the homework I gave... but I don't know what about other teachers? ."* (Teacher A)

*"Okay, it's a little bit... he didn't miss class after I sent him to the discipline room. Entering the class was punctual... then.... He is also diligent in his work which I share."* (Teacher B)

Despite some trainees not achieving the desired goals of this study, a noteworthy number of students in the group exhibited positive behavioural changes following their involvement in the coaching sessions. The lack of universal success among all trainees in improving their behaviour could potentially be attributed to the constraints of limited observation time and feedback provided during the study. Nevertheless, it is undeniable that certain trainees expressed favourable views, asserting that coaching proved to be a successful and effective method in facilitating behavioural improvement and achieving a balanced life.

## 6.6 Feedbacks from Parents

The study also getting feedbacks from parents of group coaching trainees. Parent feedbacks indicated three main aspects of change including:

- a. Improve manners with parents.
- b. Desire to learn and completing school works.
- c. Reduction of time outside the home with friends.

*"Improvement in terms of manners with parents... He no longer has fight with me. He is being more respectful."* (Mother I)

*"To me, he's on and off. But if I tell him to do something, thank God, he will do ..."* (Mother 3)

The study's results provide compelling evidence that the implementation of coaching methods as an intervention positively influenced the behavior of the trainees participating in the group coaching sessions. These findings are consistent with the research conducted by Jordan et al. (2016), who also utilized a group coaching model in career orientation sessions with adolescent high school students in Germany. According to Jordan et al., trainees who underwent the coaching intervention exhibited significant improvements in their career planning and choice processes. Similarly, Bettinger & Baker (2013) reported successful outcomes with their coaching intervention, specifically in reducing dropout rates among youth.

Although certain study groups did not achieve the anticipated results, this can potentially be addressed by increasing the frequency of coaching sessions with the trainees. Furthermore, the current study identified that the extent of behavioural changes varied among the trainees, depending on the specific aspects of behaviour being addressed. Noteworthy improvements were observed in areas such as manners toward parents, reduced time spent playing online games, decreased time away from home, increased time dedicated to revising lessons, and enhanced concentration during class. These findings align with the conclusions drawn by Hollweck (2019), who investigated coaching-mentoring studies involving teachers. Hollweck's research highlighted those educators who participated in coaching-mentoring programs reported experiencing heightened emotional connectedness, more positive and meaningful relationships, as well as improved performance and achievement.

Taken together, these findings indicate that coaching interventions can be a valuable tool in effecting positive behavioural changes among trainees. The study's results underscore the importance of tailoring coaching approaches to suit specific behaviours and highlight the potential for further enhancing outcomes by optimizing the frequency and duration of coaching sessions. The findings also contribute to the growing body of evidence supporting the efficacy of coaching methods in fostering behavioural improvements in diverse contexts and populations.

### 6.7 Effectiveness Percentage of Coaching

Based on the data provided in the table 6 below, the average effectiveness percentage of the GROUP model coaching, as implemented in this study, is calculated to be 72.95 percent. The data analysis reveals the effectiveness average percentages of various behaviours among students. Specifically, behaviours such as often skipping school, being rude to teachers, displaying hot-tempered behaviour, and sleeping during teaching sessions were found to have an effectiveness rate of 100 percent. This indicates that the interventions or measures implemented to address these issues have shown complete success.

On the other hand, the effectiveness average percentage for not completing homework as assigned by teachers was observed to be at 80 percent. This suggests that the interventions employed to tackle this particular issue have been largely effective, but there is still room for improvement.

Similarly, the effectiveness average percentages for two other behaviours, namely not paying attention during teacher-led lessons and not showing respect to parents, were identified as 62.5 percent and 60 percent respectively. This indicates a moderate level of success in addressing these issues through implemented measures.

However, the data presents a different scenario for the effectiveness average percentages of two other behaviours. The issue of students not being interested in learning subjects they dislike, along with spending excessive time with friends and engaging with gadgets for more than two hours a day, only achieved an effectiveness rate below 50 percent. This suggests that the current interventions or approaches for addressing these behaviours have not been as successful as desired.

These findings highlight the importance of reassessing and refining the strategies used to address certain behaviours to enhance their effectiveness. It is crucial to develop targeted interventions that can lead to improved outcomes for the identified issues with a lower effectiveness rate. Additionally, further research and analysis may be necessary to understand the underlying factors contributing to these behaviours and to develop more tailored solutions for addressing them effectively.

**Table 6 - Percentage of effectiveness of the study**

No.	The Issues	Number of Trainees Troublesome	Number of Trainees Manage to Change	Percentage of Effectiveness (%)
1.	Not interested in learning subject they hate most.	9 person	4 person	44.4
2.	Lots of time hanging out with friends.	9 person	3 person	33.3
3.	Playing gadgets for more than 2 hours a day.	9 person	2 person	22.2
4.	Not paying attention when the teacher is teaching.	8 person	5 person	62.5
5.	Not completing homework as set by the teacher.	5 person	4 person	80
6.	Not showing respect to parents.	5 person	3 person	60
7.	Often skip class.	2 person	2 person	100
8.	Often skips school.	2 person	2 person	100
9.	Be rude to the teacher.	1 person	1 person	100
10.	Be hot-tempered.	1 person	1 person	100
11.	Sleeping while the teacher is teaching.	1 person	1 person	100
Average Percentage				<b>72.95</b>

### 7. Conclusion

The study's results demonstrate that the GROUP model intervention had a positive impact on youth behaviour, particularly in reducing the time spent away from home. It was found that the average effectiveness percentage of the GROUP model coaching is 72.95%. The time away from home proved effective in preventing negative peer influence and involvement in harmful activities, such as smoking, hanging out, and running away from home. These findings align with Lefdahl et al.'s (2018) research, which supports coaching as an effective method to enhance self-awareness, self-confidence, and goal achievement. Controlling peer influence is challenging for youths, especially those within close circles, making self-confidence crucial in reducing negative peer associations. The study underscores the effectiveness and suitability of coaching for shaping youth behaviour. To facilitate coaching sessions, teachers with coaching expertise should be involved, while guidance teachers can benefit from intensive coaching training to implement a coaching approach effectively in improving youths' life balance.

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