



# Development, Validity, and Reliability of Neuro-Linguistic Programming (NLP) Module as a Tool to Enhance Self-Esteem among Juvenile Offenders in Juvenile Rehabilitation

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## ABSTRACT

This research aimed to develop the Neuro-Linguistic Programming (NLP) module as a tool to enhance self-esteem among juvenile offenders in juvenile rehabilitation and to examine the validity and reliability of the module. The construction of this module is based on the module construction procedures from Jamaluddin (2005) and Russell (1974), which is based on the construction of goals, theory, rationale, targets, needs, and objectives of the module. This module is built based on Russell's Model approach (1974) which contains 8 steps of module construction. This study design used a combination of survey and qualitative study. To measure the reliability of the module and the instrument, the researcher runs a pilot test with one subject and goes through the whole session of the module with the subject and conducts an interview with the subject. The interview questions for reliability are based on the module objective. This method of reliability is called cross-check technique and repetition of interviews. (Vale 1998; Russell 1974). While to obtain the validity of the module for this study, the external critic's method by the module expert was used. The validity content of the module is calculated by a formula and producing 93% of the average score (high validity).

**Keywords:** *Neuro-Linguistic Programming Module, Self-Esteem, Juveniles Offender, validity, reliability.*

## 1.0 Introduction

Over the years, the topic of self-esteem has been one of the most frequent issues to be studied in the concept of social psychology. This is because a high level of self-esteem has been associated with various positive outcomes for both individual and social settings (Baumeister et al., 2004; Mruk,1999). Therefore, there is a strong belief among social psychology

researchers, suggest that enhancing the level of self-esteem especially amongst children or adolescents can reflect a huge benefit to society, especially children who live in juvenile rehabilitation, that called juvenile offenders. Many juvenile offenders report low self-esteem as well as trauma history, which can adversely influence their future. (Smelser & Vasconcellos, 1989). There are numerous scholars, Lee et al., (2012), Ulrich Orth & Richard (2014), and Liz Hartz et al., (2005) who proved the significance of self-esteem among individuals, especially among adolescents. Silverstone & Salsali (2003) stated that low self-esteem level has a relationship with negative attitudes and feelings, for example, depression, anxiety, and the tendency to do something opposite to the social norms.

High self-esteem will help them to be stable and productive in going through life. Thus, most researchers have the same opinion that self-esteem is very important to be enhanced amongst juvenile offenders as preparation before being released in the future. This is in line with previous psychological studies that have found that self-esteem is related to many behavioral outcomes, which means that self-esteem can influence an individual's behavior. Anita Sharma (2012) wrote that individuals with low self-esteem can often be related to showing or doing a delinquent act as compared to the individual who has an average or above-average level of self-esteem. Following that, it is common that negligence towards self-esteem can cause major hostility and aggression projected by people (Kaplan, 1975). As similar finding found that a low level of self-esteem could be one of the major factors of delinquent behavior and that delinquent behavior could lead to low self-esteem, which means delinquency and low self-esteem could be affecting each other (Rosenberg et al., 1989). Gilligan (1982) has also conducted a study with murderers as his subjects, he found out that low self-esteem can be commonly associated with violent behavior acted by criminals because according to the subjects, violent behavior increases their level of self-esteem which is why low self-esteem is seen to be the reasons behind their violent act.

Based on that scenario, the intervention of therapy to enhance self-esteem among juvenile offenders is used in this study to treat juveniles who have low self-esteem. A module program to enhance self-esteem among juvenile offenders in juvenile rehabilitation institutions was developed in this study to be applied as an intervention to juvenile offenders.

### *1.1 Research Purpose*

This study was conducted to explain the development of the NLP module in enhancing self-esteem among juvenile offenders in juvenile rehabilitation institutions and to examine the module's validity and reliability. Abdul Rashid Johar (1980) explained that researchers should consider the evaluation of a test by using appropriate measuring instruments to obtain high reliability and validity in the study.

### *1.2 Research Design*

There are two study designs used in this study. First, to examine the validity of the module, a survey of the value of the coefficients by using a questionnaire is used as the design of the study. The survey study among module experts aims to find the validity of the content of the questionnaire items. Sidek & Mohd Noah (2005) stated that the design of survey studies using these questionnaires is often conducted to provide a systematic description of the facts and characteristics of a population or field of interest factually and accurately. Meanwhile, the second study design is a qualitative study of the pilot test subject. Qualitative data is obtained through interviews based on module objectives.

### *1.3 Research Sampling*

To obtain the reliability of the module, the sampling used in this study is one juvenile offender from Women Juvenile Rehabilitation. While, to obtain the validity of the module and

instruments, a panel of experts consisting of local lecturer's experts in module development was selected in this study. Based on previous studies, the number of experts that can be taken to obtain the validity of a module is between three to nine persons (Jamaluddin Ahmad, 2008; Jamaluddin Ahmad, 2002; Mohammad Aziz Shah, 2018). In this study, a total of five experts were selected to be the panel of experts. Three of them are actively involved in module research and publication, while the other two experts are NLP experts who are involved in the education field. According to Russell (1974) a person considered to be an expert is a person with knowledge, and experience in related fields. Therefore, the selection made based on the background of the panel in this study is suitable.

## 2.0 Literature Review

This chapter discusses several key points of the term that is referred to the juvenile offenders self-esteem, Neuro-Linguistic Programming, and module development. A detailed discussion for each topic will be elaborated in this chapter.

### 2.1 *Juvenile offenders and their self-esteem*

According to the self-actualization theory introduced by Maslow (1943) self-esteem falls to fourth place in the hierarchy of needs. Many previous psychological studies have found that self-esteem is related to many behavioral outcomes, which means that self-esteem can influence an individual's behavior. For example, some studies show a high level of self-esteem influences better emotional stability towards one's emotional well-being. New Zealand had conducted a study involving adolescents aged 20 years and above where it showed that adolescents with a low level of self-esteem tend to have poor physical and psychological health, they also found out that these adolescents might be facing difficulties in their social lives which makes it hard for them to contribute to country and society, therefore giving them a higher chance into becoming a criminal.

Gecas (1982) and Rosenberg (1976) mentioned that self-esteem can be referred to as the general positive perspective of an individual about him or herself. A study conducted by Leary and colleagues (2007) has shown that individuals who joined programs to promote self-esteem are less likely to be negatively affected and they are also confident to hold more responsibilities for their actions. Their research proofed that the enhancing of self-esteem can lead to the enhancing of self-empathy, therefore, if we instill treatments to enhance self-esteem among offenders, they will most likely develop more empathy towards their victims which resulted in not causing harm to people. In addition, they will also take more responsibility for their actions.

Juvenile crimes have been one of the issues faced by society today. However, it is important to see the issue through both sides of the coin, which means authorities or society should not just focus on the lives of the victims but also the lives of the offenders and try to help them by providing intervention or rehabilitation programs for treatment.

### 2.2 *Neuro-Linguistic Programming (NLP)*

The primary founders of NLP are Richard Bandler and John Grinder. They had worked together with Gregory Bateson, a cyberneticist who had also supervised their work, along with a team of social scientists, anthropologists, and linguists. The theory NLP was actively developed during the 1960s and 1970's to observe the techniques used by exemplary psychotherapists in achieving excellent results. Bandler and Grinder focused on studying the skill of modeling, which is a method to identify and verify excellent individuals' ways of thinking and behaviors, and how these behaviors and thoughts can be changed to achieve a specific result. The term NLP, which stands for Neuro-linguistic programming can be further explained by breaking down the name:

- 'Neuro' refers to neurology or the human brain and nervous system, which relates to the ways humans process information gathered from the five senses.
- 'Linguistic' refers to the language systems, including the verbal and nonverbal language used to code, organize, and attribute meanings to human's internal representations of the world, and to interact or communicate both internally and externally.
- 'Programming' is the exclusive way one puts 'neuro' and 'linguistic' together to create behaviors. Linked these words together, D. Molden and P. Hutchinson (2008) explain that NLP can be described as a practice that concerns the processes by which people use to create an internal representation of the external world of 'reality, through language and neurology. Besides, scholars indicate that the human brain has two minds, which are unconscious and conscious. The unconscious mind stores the programs that a person remembers and comprises of all the things that one can exercise automatically, such as how to drive a car, fold the clothes, and how to make one feels good - this storage area is much larger than the conscious mind (Stone, 2005).

NLP therapy is one of the therapies used to improve self-esteem among individuals. It is one of the therapy methods that studying and clearly understanding the problems and pressure experienced by juvenile offenders. This therapy is not about criticizing or finding the faults of juvenile offenders, but the main purpose is to enhance their self-esteem and create a positive change that leads to a stable and productive life.

### 2.3 *Module Development*

Sharifah Alwiah Alsagoff (1986) explains that modules are small parts that are distinct but complete and closely related between one small part and other small parts. Creager and Murray (1985) explain a module is a complete and independent material unit with its primary focus on the achievement of clear objectives. Rusell (1974) concluded that modules can improve user achievement and modules can also be used for self-improvement activities, hobbies, adventures, and recreation. He also stressed that modules can be run individually, in small groups (4 to 6 people), or large groups (30 people). Sharifah Alwiah Alsagoff (1985) stressed that the module can also be implemented individually or in groups.

Husen and Postlethwaite (1985) explained that the module approach has proven to be an effective and efficient tool in aiding student learning and in motivating a person. He also pointed out that one of the main factors why the module approach is used is that the modules can enhance motivation among the user and being able to achieve goals and get immediate feedback from the user. In conclusion, the module approach has been able to simplify the process of enhancing motivation among the users. A module is a unit of learning that discusses a certain topic systematically and in order. Sidek Mohd Noah & Jamaluddin (2005) stated that in the field of motivation, a module is considered as a material, tool, and source that contains several systematically planned activities to assist students in achieving designated objectives.

A module involves analyzing the content of the course and dividing it into units or preparing modules for each of those units as well. A module should include a manual for users such as an introduction to the unit, stating the objectives, recommending a plan of action, and preparing questions for users to test their understanding. Users of the module would help them learn and reach the determined objectives. Sharifah Alawiah Alsagoff had the opinion that a module contains parts of its own, but it is complete and relates to each of the parts in the module. The module is a complete package that can guide users for self-learning. All the skills that are included in the module make one whole network. A module can be written in many forms and through different kinds of media. A variety of activities can be included in a module

according to the demands of the objectives (Suppiah Nachiappan et al., 2009). Meyer (1988) stated that lessons taught with a module are effective because a module is prepared in detail with basic features in its construct that coincide with the learning theory.

#### *2.4 Module Reliability and validity*

Validity refers to the process of measurement and evaluation that is often thought of as the degree of accuracy of the test to measure what the test instrument should have measured (Anastasi 1990). Abd Rashid Johar (1980) explains validity as the extent to which a test measures what it wants to measure. To obtain measuring instruments that meet the standards, all modules should undergo a validation process.

While a good module also has high reliability. According to Mohamad Sahari (2002) reliability of a testing process is related to the ability to produce measurements, information, data, or values about the things measured. Tuckman (1975) in turn says that test reliability means that the test is consistent. Reliability refers to the degree of consistency or stability of a measuring instrument when used repeatedly on the same subject. In this study, the reliability of the module is important to examine, to enable the module to be used by the user.

### **3.0. Development of NLP Module as a Tool to Enhance Self-Esteem among Juvenile Offenders in Juvenile Rehabilitation**

This module development follows the module construction model by Rusell and Jamaluddin Ahmad because their model was formed in detailed stages. The construction of the module based on Rusell and Jamaluddin can be seen as below:

#### *3.1 Define Module objective*

The construction of the module started from defining the module objective. The researcher has constructed three main module's objectives based on the three main components under self-esteem, namely self-mastery, self-efficacy and self-liking, and competence. The main objective is as below:

1. To help clients solve problems and make decisions without being affected by emotions (Self-mastery)
2. To help clients become more confident and realize their self-abilities and potential (Self-efficacy)
3. To help clients to love and appreciate themselves and others and be aware of their strengths to move towards goals and success (Self-liking and competence)

#### *3.2 Built Question/ scale item*

The second step is to build a question or item scale. In this step, the researcher has used the existing scale to measure self-mastery, self-efficacy and self-liking, and competence. The item scale instruments used are as follows:

- To evaluate the self-mastery - Pearlin mastery scale
- To evaluate Self-efficacy - General self-efficacy scale
- To evaluate Self-liking and competence- Self-liking competency scale
- Analyze and define student achievement.

In performing this step, the researcher distributes the three self-esteem instruments as mentioned above to a group of juvenile offenders. The instrument used will measure the level of self-esteem of the juvenile offender. After that, the researcher identifies one juvenile

offender who had the lowest score of self-esteem through the instrument's scale given. Then, the researcher conducts an interview session with the juvenile offender to examine the validity of the instrument used. This phase also serves as a measuring tool in determining the validity of the instrument used whether it can be understood and can be used or not.

### 3.4 *Arrange module based on step*

This step is the most complicated in module development because it involves arranging data and information. Information was obtained from interviews with 11 NLP experts in identifying appropriate NLP Techniques used in this module and is arranged according to appropriate sessions to improve self-mastery, self-efficacy and self-liking, and competence. The self-esteem enhancement module is divided into three parts. Firstly, to enhance self-mastery, secondly to enhance self-efficacy, and thirdly to enhance self-liking and competence. Each part contains two phases which are to enhance and to strengthen.

### 3.5 *Pilot study and reliability process*

In this process, the researcher runs a pilot test with one subject and goes through the whole session of the module to the subject. The reliability of the module is determined by the student's evaluation of the module learning objectives. The reliability questionnaire was constructed by the researcher based on the procedure of determining the reliability of the module according to the views of Rusell (1974) and Sidek and Jamaludin (2005). This pilot study was done to examine whether the module is understandable and can be followed by juvenile offenders. The researcher interviews the pilot study subject and the interview question based on the module objective. An in-depth interview is used in gathering information regarding the reliability of the module because the researcher wants to gather in-depth answers from the subject. The question being asked to the subject after completed each session. The method of reliability used in this process is cross-checked method and repetition of the interview, where the interview question was asked two times at different times, and again analyzed by the same method to look at the differences of the result. This method is called test and retest reliability.

### 3.6 *Module validity process*

In this step, the module was validated by five module external experts by using a validity survey and assessment critics. The data were obtained by collecting confirmation from experts manually. The experts will mark the items analysed on a scale of 1 to 5. The ranks represented from very unsatisfactory to very satisfactory. In determining the validity of this questionnaire, the total expert score (x) given is calculated and divided by the total actual score (y) and multiplied by 100. According to the expert, the validity of the content is high if the validity coefficient is .70 and above or produces 70 percent and above (Sidek Noah & Jamaludian Ahmad, 2005; Jamaludin Ahmad, 2002; and Tuckman & Waheed, 1981). The results are in the form of percentages (Sidek & Jamaludian 2005) as in Figure 1.

Figure 1: Content Validity formula by Sidek & Jamaludin (2005)

$\frac{\text{Total expert score (x)}}{\text{Total maximum score (y)}} \times 100 = \text{Content validity level}$
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#### 3.6.1 *Validity of interview and observation instrument*

Every instrument used in this research such as interview questions, observation criteria, and documents used has been checked and validated by a few experts before it is used in this

research. Parallel to Richey and Klien (2007) claimed that the validity of content can be done by the look and evaluation by several outside experts towards the content of interview and observation protocol. The experts were referred to obtain the content validity of the research instrument. As suggested by Lynn (1986) three or more evaluators are sufficient in ensuring the content validity of this research instrumentation. In this regard, six expert panels with different expertise were assigned for the process of content validity of research materials. Other than that, the process of content validity also involves the instrument format which comprises aspects such as language appropriateness and clarity of direction. The expert panels that were chosen include two local university lecturers who were involved in the counseling and therapy field, two Neuro-Linguistic Programming therapy experts, and two Malay language teachers.

The research instrument also includes the module that was used in enhancing juvenile's self-esteem, interview protocols, and observation protocols. Specifically, the content validity of the module was obtained to ensure if it is suitable to be used to the juvenile offenders and able to achieve the module objective. This instrument was only provided in the Malay language version since all the students can master and clearly understand the Malay language. Meanwhile, the content validity of the interview protocol and observation protocol form needs to be obtained in ensuring the information that was obtained fulfills the research question. The table laid below is the criteria of the expert panels for the research instrument used.

Table 1: Criteria of the expert panel

<b>Expert Panel</b>	<b>Expert panel selection criteria</b>
A. University lecturer	<ul style="list-style-type: none"> <li>• A professor in the counseling field</li> <li>• Actively involved in professional bodies at the national and international levels.</li> <li>• Program evaluator in the field of Psychology and Counselling. Actively involved in research and publication with the local and international universities as well as government departments.</li> </ul>
B. University lecturer	<ul style="list-style-type: none"> <li>• Actively involved in the research field</li> <li>• A local university lecturer with more than 10 years of working experience</li> <li>• An expert in the qualitative research</li> </ul>
C. University lecturer	<ul style="list-style-type: none"> <li>• Actively involved in the NLP module and therapy</li> </ul>
D. NLP expert	<ul style="list-style-type: none"> <li>• Actively involved in the NLP module and therapy</li> </ul>
E. Malay language teacher	<ul style="list-style-type: none"> <li>• A Malay language teacher with more than 12 years of working experience</li> </ul>
F. Malay language teacher	<ul style="list-style-type: none"> <li>• A Malay language teacher with more than 30 years of working experience</li> </ul>

To validate the research instrument, firstly, expert panels A, B, C, and D were referred to gather the content validity of the interview and observation protocol. Secondly, expert panels E and F were referred to ensure validity in terms of the usage of language. Precise and understandable language is important to ensure interview questions can be understood by the research subjects. At the first step, all research instruments were sent to the expert panels above to get feedback from the experts' view. To examine the content validity of this research

instrument, the researcher uses two rating scales which are (1) suitable and (2) not suitable to evaluate the suitability of items in the interview and observation protocols. Overall, the expert panels agreed with all the items used in the interview and observation protocol. However, some language errors need to be fixed. Other than that, there are a few items that needed to be broken down into shorter types of questions. The changes have been made based on the expert panels' opinions and advice.

## 4.0 Result

This chapter discusses the reliability result gathered from an in-depth interview with the pilot test subject and the validity result gathered from the panel expert. For reliability, the interview protocol was done two times at different times, with the same question, after the subject completed each of the therapy sessions. While the validity of the module was obtained from the external critics and a scoring method was used. Assessments and critiques from expert panels have been used by Russell (1974) as well as local researchers to obtain validity for the tested modules.

### 4.1 Reliability of module

To examine the reliability of the module content, an in-depth interview with the repeated interview was conducted on the subject. The questions asked were divided into a few sessions which are based on the session in the module. The respond from the subject was checked by using cross-check technique and being compared from the first session and second session interview.

Before the intervention of therapy started, the module started with a rapport and information gathering session. For the rapport session, the question was asked to examine the rapport techniques used by the therapist in the module. In the first and second sessions of this question-and-answer session, the subjects respond with the same answer. The subject said that the therapist did the rapport well and respected her. She also explained in both interview sessions that she understands the therapist's explanation from the first session therapy until the ninth session. The repetition of the interview obtains the same answers from the subjects that the content of the module in the rapport-building session can be applied.

While, for the information gathering session, the question was to examine the information gathering techniques used by the therapist in the module. In the first and second sessions of this question-and-answer session, the subjects gave the same answer, that the therapist did the information gathering well and respected her feelings. For the second question, the subject agrees that she managed to identify her problems and she said she is feeling good after the therapy. She maintains the same answer in the second session of the interview. The repetition of the interview obtains the same answers from the subjects that the content of the module in the information gathering session can be applied.

Next, the intervention of the therapy takes place from session three to session nine. The researcher needs to know if the whole session of the therapy in the module is reliable to use or not. A question is being asked to the subject to examine four important things that need to examine in the module. Firstly, to examine the subject's comprehension related to the description of the meaning that has been explained by the therapist about (self-mastery, self-efficacy and self-liking, and competence). Secondly, to examine if the session can be followed by the subject. Thirdly to examine if the therapy techniques used in improving self-mastery, self-efficacy, and self-liking, and competence can help the subject, and lastly to examine if the therapy techniques used in the module can help the subject to see clearly about her future. For all the questions, both interview sessions show the subject can explain her understanding of the definition of self-mastery, self-efficacy, and self-liking and in her word. This showed that the



explanation of the concept session in the module can be used and can be understood by the subject. For the second question for both interview sessions, the answer from the subject shows that the subject can follow the module accordingly. For the third question and fourth question, the subject can explain how the technique of the therapy was done and how it works for her. This explanation explained that the technique used in all the therapy sessions can be used and followed by the subject.

Lastly, for the session of ending therapy and maintaining changes, the researcher asked two questions to the subject to examine whether the subject can recall what she has learned in the therapy session and to check if she can help herself with the therapy when the problems recur. For the first question, for both interview sessions, the subject manages to explain the therapy technique in her own words even though she cannot remember the name of the therapy technique. This shows that the technique therapy used in the module can be followed by the subject and the technique can be recalled whenever needed. For the second question, the subject maintained the same answer for both interviews, which is she can apply certain of the therapy techniques learned by herself when the problems recur. This answer explained that the technique used in the therapy session can help in maintaining change.

#### 4.2 *Validity of module*

To obtain the validity of the module, the external critics and scoring method were used. Assessments and critiques from expert panels have been used by Russell (1974) as well as local researchers to obtain validity for the tested modules. Table 3 shows the scoring given by each expert for each of the aspects studied. The highest value given for the module of self-esteem enhancement using the NLP therapy method for juvenile offenders is 25 and the lowest value is 22.

Table 2.: Expert Score for the Validity of the Content of the Self-esteem Module using NLP therapy methods for juvenile offenders.

No.	Aspect	Expert Score				
		A	B	C	D	E
1	The content of this module meets its target population.	5	5	5	4	4
2	The contents of this module can be perfectly implemented.	5	5	4	4	5
3	The contents of this module correspond to the time allocated.	5	5	5	4	4
4	The content of this module can enhance self-esteem among juvenile school offenders.	5	5	4	5	5
5	The content of this module can change the attitude of juvenile school students for the better.	5	5	5	5	4
	<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>23</b>	<b>22</b>	<b>22</b>

The score given by the experts in table 3 is summed up to 117. When the total of 117 is divided by the maximum total which is 125, it was then converted to the percentage thus producing 93% of the average score. The experts commented that the module designed is suitable to address problematic adolescents and able to enhance their self-esteem. They also commented that this module is a valuable study in the context of rehabilitation schools in Malaysia. The level of validity of module content has been set by many authors at 70% as a condition in determining the level of mastery or achievement of the module content validity. This requirement is consistent with the scores presented by Tuckman and Waheed (1975). Therefore, this module is found to be of high content validity with 93%. However, there were some comments and feedback from the experts for the module improvements. Each of the comments given by the expert is improved the module.

## 5.0 Discussion and Conclusion

This study shows that the Neuro-Linguistic Programming (NLP) module as a tool to enhance self-esteem among juvenile offenders in juvenile rehabilitation has high validity and reliability. These findings contribute significantly to the development of knowledge and evaluation of NLP modules that are relatively limited developed by any researcher. This study has complied with the content validity method by Rusell (1974), Sidek and Jamaluddin (2005) who set the content validity of the module to be through pre-determined conditions.

This module also has high reliability according to nine submodules developed by researchers. The evaluation of the nine submodules is based on the objectives that have been set in the module. This study proves that the module program containing nine submodules has high validity and reliability. All nine submodules developed are suitable and can be used as a tool to enhance self-esteem among juvenile offenders.

The researcher recommends the application of this module to be implemented among juvenile offenders in different institutions and to the problematic student or to the student who has low self-esteem at daily school because low self-esteem adversely affects their behavior and future. So, this module can help juvenile offenders of problematic adolescence in the formation of personality and morals to become positive human beings. The researcher also found that the validity and reliability process in this module was done in a limited time. Therefore, because of the limitation of time, the assessment to obtain the reliability can only be done once at a time, according to the objectives of the module. So, it is suggested that in the future, the next researcher can evaluate this reliability using other methods such as reliability based on module steps. In this way, the value of reliability is more reliable when the findings of the two methods, that is reliability according to module objectives and reliability according to module step can be compared. Therefore, the result of this module can contribute to the field of guidance and counseling as well as therapy for the use of individuals, facilitators, and researchers in the future.

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