Life Effectiveness and Attitude Towards The Psy4life Program
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Introduction
In the modern world, youth are exposed to a variety of social problems, such as violence, teen pregnancy, substance abuse, and school dropout. This situation demands implementation of systematic, positive youth development (Psy4life) programs to prevent risk behaviors, tackle social problems, and promote positive development among youth. Access to programs and activities that support positive development helps guide young people toward successful lives as contributing members of society (Benson et al., 2006).

Method
Twenty rural youths from the remote Sulit village, Paitan, participated in this study. Participants gave responses following instructions provided in the pre-study questionnaire, which consisted of two sections (demographic profile, life effectiveness scale). For the post-study, a questionnaire with three sections (demographic profile, life effectiveness scale, attitude towards the Psy4life program scale) was given to participant after they completed three-day Psy4life programs.

Instruments
Section A: Demographic information (18 items)
Measure age, gender, ethnicity, education level, and past involvement in youth programs.

Section B: Life effectiveness Questionnaire (LEQ) (24 items)
Neil (2008)
The LEQ measuring the eight components of life effectiveness (time management, (TM), social competency (SC), achievement motivation (AM), intellectual flexibility (IF), leadership (L), emotional control (EC), active initiative (AI), and self-confidence (SelfC)). Each component was assessed with three items.

Section E: Attitudes toward Psy4life Program (15 items)
This scale reflecting the three components of attitude (i.e., cognition (items 5 to 8, 12 & 10); affective (items no. 1 to 3 & 14) & behavior (items no. 4, 9, 11, 13, 15). The response scale - ranged from 1 (strongly disagree) to 5 (strongly Agree). There are 7 negative items (3, 4, 5, 6, 7, 13, 14).

Reliability of the Scales and Subscales
The LEQ had a reliability of 0.95 for the pre-study and 0.92 for the post-study. All subscales in the pre- and post-studies had acceptable reliability (ranged from 0.63 to 0.86), excluding the emotional control subscale (Cronbach’s alpha = 0.31) and active initiative subscale (Cronbach’s alpha = .38) which showed low reliability in the post-study. In the final analysis, these two subscales were excluded, and only six subscales were included.

Demographic Profile
Eleven participants had been involved in youth programs, such as Islamic and spiritual youth camps, a sports program, and a National Training Youth Program. As well, most participants were Christian and of Dusun Sungai ethnicity.

Results
Mann-Whitney U Test results showed no significant differences in attitudes toward Psy4life programmes across gender, education level, and past involvement in youth programs.

Conclusions
The gender differences we found in three life-effectiveness components (AM, IF & leadership) in the post-study confirm the effectiveness of the three-day Psy4life program. However, other components of activities should be re-examined to determine how they can also benefit male youth. Youth service providers must strategically create opportunities that stimulate and maintain the interest of males (Jones, 2009).

The outcome of this study may help researchers to identify the strengths and weaknesses of Psy4life programme. The Psy4life programme can be an effective platform for youth organizations to implement structured group activities that are relevant to the youths, particularly in rural area. The results of this study can be used as a guideline for the relevant youth authorities to create more effective youth programmes that promote some positive elements and benefits youths.

References