An Exploration of Childhood Trauma and Psychological Well-Being of Teenagers

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Abstract
Childhood trauma causes deep-rooted effect towards teenagers in many aspects, especially towards their psychological well-being. The objective of this study is to explore the childhood experience of teenagers group in Bandar Baru Bangi, Selangor as well as to observe the effect of childhood trauma towards their psychological well-being. This study had been done to six teenagers in Bandar Baru Bangi, Selangor by using the group counselling method which have been carried out for about four sessions. The methodology of this research is by using qualitative method. This research had been analysed manually through thematic process to create themes. Through the exploration of the childhood experience, this study found that there were three main themes which are the type and the effect of childhood trauma as well as the efforts that had been done to overcome the trauma. Group counselling had been seen as the best and safe channel for this people to express their feelings about traumatic childhood event that they had been through. Teenagers could achieve their potential when they were given the opportunity to process the issues that had happened in the past with the help and guidance of every party including the school counsellor.
Keywords: Childhood Trauma, Psychological Well-Being, Group Counselling, Psycho-Education, Teenagers

Introduction
Childhood trauma refers to terrible and dangerous events that had happened to ones' life before they reach the age of 18 years old (WHO, 2015). Child Act 2001 stated that children are those who are under the age of 18 years old. Horrible events which cause childhood trauma includes physical abuse, physical neglect, emotional abuse, emotional neglect, and sexual abuse (WHO, 2015; Hu et al., 2022; Janiri et al., 2021; Mey et al., 2022; Perveen & Hua, 2022). Childhood trauma also divided into different categories such as early life stress or adversity, adverse childhood experience and childhood maltreatment, abuse, or neglect, according to (Barczyk et al., 2023).

Maslow's Hierarchy of Needs Theory is a hierarchy needs of individual that had been arranged. This theory covers five basic human needs that need to be fulfilled from the lowest hierarchy before the next hierarchy could be fulfilled (Maslow, 1943). This theory begins with physiological needs (food, drink, clothes etc.) in the lowest hierarchy, safety and guarantee needs (safety, employment, home, etc.), love and belonging needs (friendship, family, intimacy, etc.), appreciation needs (achievement, recognition) and self-actualization needs (desire) in the top hierarchy. Inability of individuals to fulfil the needs on the physiological hierarchy will cause other needs to not being able to be fulfilled which subsequently will cause mental instability and psychological illness to oneself.

Erik Erikson Psychological Development Theory stated that in each level of ones' lives, there will be a few times where everyone will have to face similar psychosocial crises during those periods (Erikson 1982). If each crisis managed to be faced with ease, that individual would be able to have refinement in their personality and mental health which eventually will create good values inside them. While the opposite will happen when they are unable to face each of the arising crises. The life stages of individuals generally were divided to childhood, adolescences, and adulthood (Orenstein & Lewis, 2022).

Research Objective
This research has been done based on three objectives
1. To explore the life experience of teenagers from childhood until adolescences
2. To identify the effect of childhood trauma towards psychological well-being of teenagers
3. To study the efforts that had been done by teenagers to overcome their trauma.

Literature Review
Childhood Trauma
Childhood trauma had causes individuals who experienced it have to face many challenges in their adolescences. If adequate amount of treatment and recovery process is not carried out, the trauma will keep on going until their adulthood. Teenagers who had gone through adverse childhood such as being bullied in school or in home reported having mental health issues of '*posttraumatic stress disorder*' (PTSD) which can be brought towards much critical mental health issues such as substance abuse or tendency to hurt themselves due to the effect of the childhood trauma (Kamal, et al., 2021). Research from Che Mat (2021); Johari et al (2023) stated that the main factor students tend to hurt themselves was because of their family. The act of part of the family member that took out their anger, insulting, downgrading and not appreciating those individuals from childhood until adolescents caused them to do such thing. Research from Abd Halim et al (2022) supported these arguments by reporting that unhealthy environment at home such as conflicts between parents and children that did not get enough attention from their parents being one of the factors teenagers had mental illness.

Silva et al (2023) stated that exposure to traumatic events at an early age had caused long-term mental health problem and unexplained physical illness problem. Teenagers group which had these mental health problems reported having problem to interact with their peers, disturbing problematic behaviour problem, emotional regulation problem and having abnormal amount of energy (Institut Kesihatan Kebangsaan KKM, 2019). This will make them feel more isolated and left out when they could not be accepted among their peers in school.

When this happened, there is high risk that they would choose wrong companions that have unhealthy behaviour and attitude who would accept them as they are to feel a sense of belonging. Eventually, these teenagers will get involved in social problem and unhealthy lifestyle that subsequently will result in problems from social, economic, and environmental aspects.

Teenagers generally will go through confusing life phase because they are in the phase of looking for their own identity and meaningful relationship as well as wanting to be accepted as written in Erik Erikson Theory of Development (Erikson, 1982). Zulkipli et al (2023) quoted Karl C. Garrison which stated that the growth of teenagers today has been too fast that it had interrupted their functional lifestyle especially their mental health which had caused their behaviour to be volatile. These teenagers also had been pressured with high expectation in academic and curriculum aspects from most parents to the extent they cannot develop according to their own ability and potential. Childhood trauma can give negative impact towards the ability and function of the students to learn in the school environment (Conners Edge et al., 2022).

Psychological Well-Being

Psychological well-being is the basic characteristics for mental health, and it can be defined as hedonic happiness (fun, pleasure), eudemonic (satisfaction meaning) and resilience (the ability to face problems, emotional regulation, healthy problem-solving skill) according to Tang, Tang dan Gross (2019). Psychological well-being is a complex construct which involves optimum psychological functions and experience. Ryff's Model of Psychological Well-Being 1989 stated that dimensions of psychological well-being include self-acceptance, positive relations with others, autonomy, environmental mastery, sense of purpose and personal growth.

Ismail and Aman (2023) had enlightened the definition of each dimension in Ryff's Psychological Well-Being where the self-acceptance means the level of positive outlooks towards oneself. Positive relation with others generally means living together with other individuals healthily in every aspect. Thirdly, autonomy means the ability to trust in oneself in making any decision or actions. Next, the fourth dimension of environmental mastery means the ability to manipulate, to control and to use resources available around them as much as possible. Fifth dimensions, sense of purpose can be defined as getting the meaning of life by having objective and direction in life. Lastly, personal growth means the ability of individuals to improve themselves and accept new experiences. All these dimensions are considered as the benchmark for psychological well-being of individuals and assist towards the improvisation of psychological well-being of family and community (Ismail and Aman, 2023).

Group Counselling and Counsellor Roles

Research from Aziz et al (2021) stated that interaction between members of the group is needed in group counselling as one type of relation to help. A group counselling can be considered as successful when members of the group can show cohesiveness and sense of belonging through sharing of their issues during the session (Aziz, et al., 2021). Saidi et al (2033) concluded that a counsellor must understand counselling theories, related concepts, and ways of applying counselling session on certain issues that arise and related to mental health. Same research also stated that counsellor needs to be informed and sensitive towards any changes in client and their environment also know their own limit in handling certain

issues. This is very important in group counselling to ensure the dynamic in the group can be sustained during the session. Sexton (1996) had listed a few things that must be possessed by a counsellor during handling the group counselling session

    a. Understand the basic principle of the implementation of group counselling sessions.
    b. Proficient in the theory and the implementation strategy of group counselling.
    c. Knowledgeable in the exploration of the strength, the weakness, and the limit of group counselling.
    d. Knowledgeable in the team leadership style in ensuring the fruitfulness of the group counselling session.

Active participation of counsellor or counselling teacher in schools and educational institutions plays vital role in helping teenagers to improve their psychological well-being issues. Participation of these figures is seen as crucial to ensure psychological well-being of students can be solved as much as possible especially for those who are exposed to any traumatic events (Kamal, et al., 2021). Alvarez et al (2022) stated that counsellor plays vital role in providing services to students who have trauma. School counsellors must try their best to identify trauma symptoms, give supports and related resources, and promoting the success of students who managed to overcome their trauma through the implementation of school counselling program.

School counsellor who are able to give exact counselling intervention to students who have childhood trauma according to their needs, consequently, will be able to help the students to succeed in academic aspect, co-curriculum and other matters. This will directly help to save the teachers' time and energy and release the burden of the teachers in managing emotional and social issues of students apart from they can give their full focus in the learning process in the class.

Apart from that, school counsellors are responsible to help students to build up thinking and behaviour that are corresponds with academic, career, social objective, and emotions of individuals (American School Counsellor Association, 2019). As professionals, they work directly with the students, responsible to teach social and emotional syllabus, and give instructions on students' learning skill (Domina et al., 2022). School counsellor also responsible to give counselling intervention to students who experienced childhood trauma based on their needs which will help them to improve in academic and in other aspect as well.

Methodology

This psychoeducation research has been done on six teenagers in Bandar Baru Bangi, Selangor by using qualitative approach on 10 June 2023. The participants were chosen based on the existence of childhood trauma no matter how small or big it might be, currently in the age of adolescences, and the willingness to join all four sessions of group counselling. Written consent forms had been distributed to their guardians one day before the group counselling sessions were held. The respondents of this research were females around the age of 13 to 14 years old and were students at a secondary school in Bandar Baru Bangi.

On the day of the group counselling session, researcher had introduced herself and gave brief explanation about the group counselling session. The time constraints which involved

respondents' and researcher's availability causes the researcher to decide to do all four sessions outright. Excellent cooperation from each respondent had smoothen the process of all four sessions.

First session was introductory session or ice-breaking session between researcher and respondents. They were provided with a piece of white A4 paper and variety of drawing materials. They were asked to divide the paper to four sections and draw two things they like and two things they dislike on their own papers. This session aimed to help respondents to get acquainted and make themselves comfortable to interact in the group apart from helping them to understand themselves better.

In the second session, researcher had given childhood trauma questionnaire form that were taken from an online website on the Internet to every respondent, asked them to fill it up and counted the score acquired. Each respondent also was asked to share any trauma that happened that were related to the highest score they gotten. This session intended to identify the type of trauma that they experienced the most during their childhood.

For the third and fourth session, they were supposed to be done in Pantai Buatan (Floria Beach) Putrajaya for the implementation of 'Tadabbur Alam' in the group counselling session. But, due to the weather and time factor, the implementation structure of both sessions had been altered and carried out in the same place as the previous sessions. Researcher had given a white A4 paper to every respondent, asked them to fold it into four sections and write their own input about the effect of childhood trauma towards every respondent while the fourth session discussed about matters that have been done by every respondent to overcome their childhood trauma.

In every group counselling session, the preparation session took about 30 minutes while the sharing session took about 25 to 40 minutes. First session started at 11.00 am until 12.30 pm. Second session was held at 1.00 pm until 2.30 pm. Third session started at 3.00 pm until 4.30 pm and the last session was held at 4.45 pm until 5.50 pm. Each respondent has given their consent for the recording of group counselling session taken throughout the session. The group counselling session had been recorded by using smartphone, verbatim transcribed by using the repetition of the video recording and analysed manually to create themes. Video or audio recording in the last session were not taken due to the used-up phone storage of the researcher. Researcher had mentioned the statement given by the respondents in the results apart from also analysed the previous group counselling session to be fitted in the related themes.

Results
The results will be presented according to the objectives. Three main objective that had been achieved through this research is (i) (ii) and (iii)

Life Experience from Childhood to Adolescences
All respondent shared their bitter experience growing up parent(s) and family members that have their own conflicts and slash out their problems to their own family members. There are a few traumas observed that had been experienced by the respondents based on their sharing about their childhood in every session including the introductory session. The type of trauma

that had been experienced by most of the respondents in this research is emotional abuse (six subthemes), followed by emotional neglect (five subthemes), and physical abuse (two subthemes).

1. Emotional Neglect
(a) Not giving attention

"*When I look back when I was young* (cried), *I think I was really low back then because like we had like little siblings, so my parents forgot about me and Hanis. As time grows, they often focus on the younger siblings so I kinda feel like yea I am on my own now*." **(R6)**

(b) Not trusting kids

"*...sometimes I can be obnoxious around them but still I really want my mom to sometime believe me. And also like if Hannan and Hannah say something, she would pay attention and all that but when I wanted to talk something to my parents, my mom would be like 'oh wait a minute' like she would either ignore me or like suddenly asked me questions about my eczema...*" **(R1)**
" *'I cant breathe. I can't breathe properly. I am so sad right now. My mom wouldn't believe me'...*" **(R1)**
"*....My mom knows but I don't know* la, *she doesn't take it seriously....*" **(R4)**

(c) Not giving praises or validation

"*And then I tried learning but it was really hard, but Hannah got it, so my mom praised her so I thought really jealous you know. So I also try but lately I was sad because I already played a lot but still my mom won't let give her praises*" **(R1)**

(d) Not fulfilling promises

"*When in Year Three, she promised that she would buy me something. But then nothing. Last time, she bought me comic, not the ones that are my genre. But still, I keep it up until now. They didn't even asked what I like.*" **(R5)**

(e) Not showing any emotions

"*Like my dad, past year I got issues so it's hard to talk to him about emotions and all.*" **(R6)**

"*But I know that I would never get that type of word from my dad* because *he's not that kind of person to emotionally said that word. He is temper kind of person. I mean it is hard to try to understand his feeling.*" **(R6)**

2. Emotional Abuse
(a) Comparisons between siblings/ family members

"*So first one, comparison between me and her (my first sister). Usually, she would be the top at class, the highest. So, my mother and father would say, 'When are you going to get like how she did?' Because like my school always be like low and low and nothing like even tuition couldn't help so my parents lowkey give up. So, they were like 'Why can't you just achieve something?'........*" **(R1)**

"I remember how it was because I was compared with my little sister Hannan. My mom was comparing me and Hannan, like saying that look at her, she was .... I was so pissed because she wanted to compare me with a six-year-old at that time. So, I was really angry and all that. And then me and my mom are fighting and yelling together..." **(R1)**

"...I am not the brainy type. I am not like my sister, the smart ones, like if you go to school you can easily understand what the teachers taught you. I'm not like them. So, my mom always comparing me with them." **(R3)**

"...then when I was in Year Four, I tried my best. During that time, I was in Jalan Empat Primary School. And I got number six in class. And my mom still asked, 'why didn't you get place like how your sister did?' and everything about that." **(R3)**

"...and then when I was in Year Six, I got 86 in English and my mom still not proud of me and she still compared me with my sisters who got good SPM exam results, so I am so annoying of that." **(R3)**

"Yeah, I was like that, I was compared with my cousin or friends. So when I was small, I still remember, I was colouring a book. My grandmother came, she said 'eh why you colour outside of the lines? Look at your cousin, she coloured so well and beautiful.' And then I was like too offended because my cousin was one year younger than me so of course I want to feel better. So since then, I started to colour correctly." **(R5)**

"So back then I was an introvert, my parents will say 'Why don't you be more like your sister? Look at her, she is fine with talking to people' I do not have any confidence to talk to people at that time" **(R5)**

(b) Favouritism
"I don't know when I started hating my little sister, but I have always hated her from little, when she's probably like two years old, I really hated her. Because I think it's because I feel like she's taking all my spotlight because I was a sick child when I was little, so I always cry to get attention from my parents. So, thinking that my attention was getting stolen, so I thought I really don't like her and I can't deal with her. And so somehow, she would always piss me in some way. She always makes my father like to be mad at me. I would do nothing but often got scolded and get blamed by my parents even though I did not do it. But my sister proves that favouritism does exist." **(R1)**

"But now, my younger siblings did not even get that (beatings). I was like why they didn't get it too. They would read the books wrongly so my mom would correct them, but they would dare to talk back to my mom saying 'no we say it like this'. Back then, I would get beaten (if I do so), but I did not dare to fight her back (cried)*".* **(R5)**

(c) Insults from the surroundings

"My brother I mean like he's okay, but you know but he's been very creative in his insults. He calls me smurfs and other insults. And I got bullied by my cousin from the other side (as well)." **(R2)**

"..I will be judged every time I went to a new place, anywhere, people would say to me you look like you're disabled. My age is only 14 years old but already so tall. And they said that I look like pole, since I was in kindergarten. Until now, people keep saying the same thing. Even the teachers too!" **(R3)**

(d) Blamed by problematic adults

"And then the other trauma is when my mom and dad just got divorced. My mom was like in a very difficult situation. She was struggling. So me as the older sister I have to take care of my mom, and my siblings, like her feelings, continuously because my dad left us and until now, he doesn't never replies to any of our messages. So I was so sad and I was going through the hard time too because I was the one who find out that my dad was cheating with my mom. So I showed my mom and then he blamed me for it. He kept saying that I was the reason that they divorced. So I felt really bad. So I told to myself maybe if I hadn't show my mom the messages maybe it all won't be like this right now. So it was really hard for me." **(R4)**

(e) Hated by teacher

"When I was in kindergarten, most of my teachers hated me and they kinda like to pick fights with me. There was one time my teacher caught me tryna borrow some stuff from my other seatmate and call me upfront. So like she told me to go to the bathroom and look at myself. And I did as she told me to. And then she told me to cry by looking at myself. And she told the whole class to look at me while I cry in the bathroom. And then after that, she locked the bathroom. So, I was just crying inside the bathroom. After her class finished, I got out of the bathroom and told my grandma after I got home and the next day my grandma came to school and started shouting stuff at her and she quitted." **(R2)**

(f) High expectations from parents/ caretakers in academic

"..And I ended up getting really bad grades. And both of my parents, they got really high expectations on me." **(R2)**

"So every single exam, I tried my best. From Year One until Year Three since elementary school, I always the top three in my class, never change from Year One until Year Six. But in Year One until year Three my grades were okay, just A or B. But from Year Four until Year Six, my marks kept decreasing (overall). I still top three but my mum was still mad why I got lower marks." **(R5)**

"Growing up I had high expectations put on me and now I feel like scared of what people will think of me and I aware. I feel like I will have to make up an impression. Because of that I feel really hard to be myself because I have to live up to their

expectation and I have to be omg nice in front of them or if I be my oldie self they will not like me they will critic me." **(R6)**

3. **Physical Abuse**
(a) **Parents/ guardians**
" *When I got home I kinda grab a knife and like* (showing the act of slashing their own neck) *and then my dad no my mom grab the knife and started to cutting my* tudung *down here because for some reason I don't know. But then I got a bruise from the struggle.*" **(R2)**

"...*The exams, the day after that, I was really stressed out. I got my phone taken, and then I got hit by my dad's belt. So but then, I was like really stressed out because the day after that was exam and I didn't study and I got my phone taken and I got really stressed out and yeah and* (cried) *I tried to kill myself. And I got locked up in my room. I don't think they gonna change.*" **(R2)**

"W*hen I was in Year Three, I got second last in the class and during that time my mom beat me using rattan on my back. And then my mom asked for my forgiveness (because she beat me too hard), and then in the morning, she bathed me before I went to religious school..*" **(R3)**

"...*I thought of calling police station, I was at the top floor, so I screamed his name 'Abah! Abah!' like very loud. And then he beaten me for it because he was ashamed that I screamed loudly. Turns out he was just downstairs. But I didn't know. So I scream* and *he beaten me for it.*" **(R4)**

"*Since I was six or in kindergarten* (crying), *my mom always tried hard for me to read extra books and then she always pinched me until it bruise like it is a normal things for me until I was in Year Three. So since I was little, I (need to) do ABC, Jawi. And then like, every exam from Year One until Year Three, my mom always do the schedule when the exams were getting near. And then, each night will do two subject for one night. Either she will buy books from Pustaka Rakyat or she will print the exam sheets. If mistaken, I will be pinched and even worse get beaten for it. The situation was like that until Year Three. Imagine every year have three exams. I have two school. Religious school and primary school. But my mom focused on primary school more than religious school. So every time exam will sure get them (beatings). Since I was in Year 4, I was really scared. She will check my homework if I didn't do it or I lied to her, surely I will get them (beatings).*" **(R5)**

"*The biggest trauma that I still remember up until now is that my mother hit and pinch me before every exam I had. Either using the rattan or getting pinch. So that's all..*" **(R5)**

"*So, I used to love wearing dress. But, one day, my dad asked to cut my hair like the boys and during raya he did not allow me to wear dress. But at that time, I love to wear dress. But I just followed what he said. Then suddenly when I was in Year Four, he asked me to change and did not allow me to wear shirt. But at that time,*

I already comfortable with wearing shirt. Suddenly want to change back. Now, I only wear what I want to wear. He is the reason why I am like this" **(R5)**

(b) **Peers**
Only one respondent stated that one of the traumas they got came from their peers in school.

"Like one of my friends, kinda like bullied me in my old school. He disturbed me and kinda like harassed me and later that day my mom came to school to tell his mom about his behaviour at school. His mom ended up blaming me, saying it is my fault for being near her son so yeah." **(R2)**

Other respondents also share about positive and negative impact about the presence of their peers in their daily lives since they were young up until now.

1. **Positive Impact of Peers**
   "I like talking with people because they gave me comfort. I think I am very lucky because I have good friends since I was small." **(R6)**

   "When I got into this school, I became better because I found my friends. And I have someone with me. And I am not alone anymore." **(R4)**

   "..DLP class is actually my mom's idea. I'm grateful to meet my friend here because you guys the most understanding compared to all the people I have been friends with." **(R5)**

2. **Negative Impact of Peers**

"And this is Aisyah, my old trio best friend. When she was sad because of her friend, she came to us…and we comforted her….When we went to secondary school, she ghosted us….did not answer our calls. My friend, Wan, cried because of her. She sat with other girls. We said hi she did not respond. Gave us side eye. We have been friends since Year Four. Until now she ignores me and did not answer me at all." **(R1)**

"...And I got bullied for it when I was in Year One. I used to be sporty when I was younger. A kid in my own class told me to go back to my own country, And I was like this is my country, and my mom had to come to my school multiple times because of it. And I think that's it." **(R2)**

"...that one time when I was at primary school, the people always isolate me because I was overly friendly you know, and no one actually respects me." **(R3)**

"....my friend turned out to be a creep and she's a girl. She said like weird things to me in call. It was like two in the morning she said she loved me, and I was so creeped out..." **(R4)**

"She like sexual things. She draws bad things. She's sexualizing both men and women." **(R4)**

Effect of Childhood Trauma towards Psychological Well-Being of Teenagers

Childhood trauma effect gave many different impacts towards psychological well-being of each respondent. The trauma faced by the respondent mainly gave negative impact to them, but there were also a few positive impacts that can be seen in the midst of the problems that happened.

1. ***'Fawn response' @ 'People pleasing'***
   Respondent-6 showed having difficulties from 'positive relation with others' dimension when the respondent showed tendency to have fawn type of survival response.

   "..since I was small I tend to have this urge to make people proud and to make people smile at me. So that they have good impression of me." **(R6)**

   "The second one is I'm now aware of what people think of me. I'm scared of what people think of me. I don't want people to think bad of me. I want people to have liveable impression of me. So yeah.." **(R6)**

2. **Panic attack**
   Respondent-1 showed the ability to manage the surrounding in order to complete ones' need' in the conflict.

   "Second one is situation again with my mom. It was about a time I had panic attack I told you about..." **(R1)**

   "I had a wonderful friend named Marissa and I really love her. And I called her because I really couldn't properly breathe (showing the act of cannot breathing properly). *So I was like probably had a big panic attack and then I was telling Marissa what should I do?"* **(R1)**

   "...And then she searched on google on how to breathe properly when you have panic attack. I was really appreciative (of her) at that time." **(R1)**

3. **Wanting to Die**
   Respondent-1 and Respondent-3 have difficulties to 'get the meaning of life' when they have the thoughts to die.

   "So, probably like for the four past years I've been insecure I don't really mingle with *my friends I just start studying, but still have no achievement so far. So yeah and that was the thing that got me to half depression for half a year. And at that time I really wanted to* (showing the act of slashing own's neck)..." **(R1)**

"..so I was down at that time and I fell into depression and I also wanted to kill myself but like..." **(R4)**

4. **Wanting to Prove Oneself**
   Both respondents have issues with 'getting the meaning of life' when they want to prove themselves to others.

   "Then she was the one who made me an athlete, join competition, baking. All because of her. I just want her to look at me and say that I am enough (crying). I bake I cook I draw all because I want her to look at me. Just that." **(R5)**

   "...I have always been wanting to prove my mother that I am as good as others too. For example, my sister. I actually started playing piano just because my mom always praises her. I wanted that also.." **(R1)**

5. **Losing Interest in Academic**
   Both respondents below have troubles with 'self-acceptance' and 'self-development' when they mentioned that they lose interest in academic.

   "...I couldn't focus on study every subject because I was so stressed, and I can't get help. So I feel so emotionally depressed and I cried a lot at that time." **(R1)**

   "And I feel so stressed and when I was in Year Three, I already give up on study and I was like, I should just give up. I don't wanna think anything about study and I didn't study at all." **(R3)**

   "I also feel like I don't wanna study because of my mom and I no longer want to study because of my mom. If I study, I want to study because I want to be successful. Not because of my mom. I am not studying to make my mom proud. Yes I want to make her proud, but then I will feel so much pain, I will feel like crying..." **(R3)**

6. **Social Anxiety**
   Respodent-2 has difficulties to build 'positive relation with other people' due to social anxiety.

   "I have (been) very insecure. Like it's been two years since we came back to school, and I still haven't take off my mask" **(R2)**

7. **Personality Changes**
   Respondent-5 showed positive self-development through statement below about their personality changes.

   "..since fourth grade, I changed my personality like 360 degree, from introvert I suddenly became extrovert. How I could change I also didn't realize it, but I think it is good for me.." **(R5)**

8. **Belittle Oneself**
Respondent-3 showed having problem with self-acceptance dimensions when they gave statement as below.

"I know that I could never be as smart as them (siblings) until now. So that kind of thing really affect me up until now. So, when my mom asks me, I was like why do I even need to study because I am stupid so I could never be better than them" **(R3)**

9. **Feeling Lonely**
Respondent-4 showed difficulties to build 'positive relation with others' based on the statement given below.

"..but I kept hearing her screaming and my sibling crying so I feel so stressed and I felt like I had no one because my mom is struggling herself. And my siblings are also struggling and I am the only one that don't have anyone and I don't have friends at that time because I move school because I move houses so I didn't message any of my friends.." **(R4)**

Efforts that Have Been Made to Overcome Childhood Trauma
Four from six respondents had stated that making food and drinks as one of the ways they overcome the effect of childhood trauma that has happened to them. KPOP entertainment that currently being a trend among the youth also is a choice half of the respondents to overcome their childhood trauma. There were also respondents that stated that they need to improve themselves and communicate well with their parents to overcome the childhood trauma that has happened to them.

1. **Food and Beverages**
"Drink flower tea" **(R1)**

"Eat food" **(R1)**

"Eating" **(R2)**

"Second thing is food; I don't know when I'm crying, I'm stressed with study or anything I really like to eat anything available in my house. Even though no matter peanuts or onion I would eat it." **(R3)**

"Make food" **(R5)**

2. **Improving Oneself**
"So, things that I like the most is skincare and makeup. I feel like it solves my life problems and I feel more confident with it." **(R2)**

"I will become more confidents and speak up for my right" **(R5)**

"Finding treatment and therapy" **(R5)**

"*I should be myself*" **(R6)**

"*I should speak up*" **(R6)**

3. **Technology**
    "*I don't really overcome it. I just either distract myself with my phone...*" **(R2)**

4. **Entertainment**
    "*Do random KPOP dance*" **(R1)**

    "Watch *KPOP/ Jdrama*" **(R1)**

    "*...or distract myself with music..*" **(R2)**

    "*...TWICE. It's a KPOP group but like they mean so much to me than a KPOP group.*" **(R4)**

    "*Watch TWICE content.*" **(R4)**

5. **Parents**
    "*I should communicate with my parents*" **(R6)**

6. **Isolation**
    "*Just stay away from them. If they do not respect you, that's their problem.*" **(R4)**

    "*I shouldn't be too friendly with people I don't know.*" **(R4)**

Discussion

Psychoeducation group counselling in this research had been using module that were focusing on childhood trauma and it had been observed that it created a safe space for the teenagers to express their emotions safely and healthily. According to Zuraidah (2004), the feelings of trust and respecting each other among the group members has been encouraging each member to talk about personal issues that have not been tell anyone else including about their own weaknesses and the unfortunate events that had happened in the past. This matter had been observed had happened as early as the first group counselling and the issues shared were seen getting deeper moving to the third group counselling session.

The results showed that all six teenagers had experienced childhood trauma which mostly due to the closest family members. Results also showed that all respondents did not get enough love needs and appreciation need from their nearest family members especially from their own parents. As these teenagers were currently in the fifth stage of development according to Erik Erikson Development Theory, every respondent also had been seen experiencing psychosocial crisis of identity confusion and lack of attention, support and understanding from parents and family had been observed complicate them to face these crises. This had caused their peers to be seen as the nearest support for these teenagers to express about any trauma or problem that they had or currently facing. Similar situations

faced by their peers made them feel heard and no longer alone. Results also support the literature review that mentioned about teenagers' tendency to hurt themselves, academic pressure that disturb their functional life so much that causes their potential are unable to fully unleashed and causes emotional regulation problem. Even though the results did not show any detrimental effect of childhood trauma such as critical mental health issues that need medical intervention, harmful behaviour problem and involvement in negative dangerous social problem, the psychological well-being for each respondent in every dimension of Ryff's Psychological Well-Being Model had been discovered to be disturbed by the adverse events that happened in the past.

Conclusion
Psychoeducation group counselling has helped teenagers to resolve any problems they had within themselves and subsequently can act as an effective support system for teenagers if it would be implemented in the school. The way of processing childhood trauma is also suggested to be implemented by the school counsellors so that this teenage group would be able to focus on their study and their future without being burdened by the past and can fully develop in all aspect. Group counselling have also been seen to improve languishing mental health to flourishing mental health. Childhood trauma had been observed that it cannot be simply resolved because this trauma need long time and constant effort in order for ones to accept and process everything that had happened. Negative effect of childhood trauma also has been seen to affect the psychological well-being of the teenagers compared to the positive ones. These teenagers need to be given the space and chance to achieve their potential depending on their own ability without all the unrealistic expectation and standard. If these teenagers can be treated in such ways especially in family institutions apart from accepting reliable helps in the educational institutions, the mental health among the youth in Malaysia will be able to shift to flourishing state and eventually contribute to the development of the country.

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