

The Need Analysis in Teacher Stress, Anxiety, and Depression Module Development

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Abstract

The needs analysis in this study was carried out to develop a module for teachers who face stress, anxiety, and depression. The research uses qualitative data collection methods using interviews with three Education Counselors and four teachers from the Malaysian Ministry of Education (KPM). The researcher has built two objectives in the study of the needs that are carried out a) exploring stress, anxiety, and depression among teachers; and b) exploring the need to develop a module for teachers who face stress, anxiety, and depression. The findings of the study show that there is a need for researchers to develop modules to help teachers who experience stress, anxiety, and depression. Based on the study's objectives, the researcher conducted an interview session with three Counselors and four teachers at the KPM and found 11 themes. Based on the findings of the needs study conducted, the researcher will focus on the themes in the development of the module.

Keywords: *Need analysis, Module, stress, Depression, Anxiety*

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INTRODUCTION

Teaching tasks provide high work pressure compared to other job fields (Ramberg et.al., 2022; Carroll et.al., 2021; Titheradge et.al., 2019; Chirico, 2017). An effective education ecosystem produces knowledgeable and ethical human capital (Lee et al., 2012). Teachers play an important role in driving improvement in the education system, however, mental health problems such as stress, depression, and anxiety need to be given attention because stress on the job contributes to teachers choosing to leave the teaching profession (Brunsting et al., 2014; Schlichte et al., 2005). Environmental factors that contribute to stress among teachers include lack of support from administrators, class management issues, a school culture that contributes to a lack of trust and less supportive colleagues, workload, unhealthy work environment, student attitudes, total working hours which is long, replacing teachers who are absent from duty, stressed by school targets and monitoring, change of duties and clerical work (Gibbs & Miller, 2014; Gu & Day, 2007; Johnson, et. al., 2012; Adams, 2001; Benmansour, 1998; Lambert, & McCarthy, 2006; Travers, & Cooper, (1996).

Stress, anxiety, and depression are three negative emotions that often occur among adults (Byrne & Pachana, 2019). The responsibilities and workloads cause stress among teachers (Zamri, et.al., 2017). Mental health problems among

teachers will cause a decrease in the quality of life and an increase in the cost of health care (Kumar, et. al., 2014), leading to suicidal ideation (Sareen; 2005), feelings of helplessness, job satisfaction, burnout, not comfort, relationship problems with students, and physical health (Shernoff, et.al., 2011), mental disorders, including suicidal ideation, depression, and anxiety (Melchior, 2007; Titheradge, 2019).

Malaysian Ministry of Education (KPM) has provided counseling and psychological services consisting of training counselors to help teachers who experience mental health problems. Counselors need to know personality theory and psychotherapy, understand the techniques and interventions used, and explore the dynamic behavior of individuals (Corey, 2013). Therapists who use certain treatment methods can contribute to the outcome of therapy during the therapeutic relationship process (Duncan, et.al., 2010; Norcross, 2011; Norcross & Guy, 2007).

Mental health problems can be helped. Glasser (2003) also stated that mental health problems are a choice and they occur when an individual chooses an action that leads to mental health problems for himself. Schussler, et.al., (2018) found that teachers' stress can still be dealt with and reduced when teachers can conceptualize stress. Next, Manak Ek Klai and Farhana Kamarul Bahrin (2020) found that the average teacher has an awareness of the problem of depression and has indirect experience with the problem of depression, however, the understanding of teachers about the problem of depression is lacking due to lack of exposure to the problem.

The needs study carried out is to a) explore stress, anxiety, and depression among teachers; and b) explore the need to develop a module for teachers who face stress, anxiety, and depression. The researcher used findings to develop an integration module of CTRT and ES for teachers who have stress, anxiety, and depression.

RESEARCH METHODS

The method in this study is qualitative through the interview method. The researcher has conducted interviews based on an interview protocol developed based on the objectives. A total of three counselors and four teachers have agreed to be involved in the interview session conducted. The interview findings were analyzed using the Atlas ti.9 software for the researcher to develop themes based on the categories found in the research findings (Agyapong et al., 2022; Handrianto, 2023). Research findings to answer the objectives and guide researchers in module development.

RESULTS AND DISCUSSIONS

a. Stress, anxiety, and depression among teachers

Based on the interview sessions conducted, the researcher has found five themes related to stress, anxiety, and depression among teachers. Figure 1.1 shows that 1) personal and professional relationship problems, 2)the current situation in the education profession, 3)acceptance of the situation that occurs, 4)health problems experienced by clients and 5)communication used in relationships have caused teachers to face with stress, anxiety and depression.

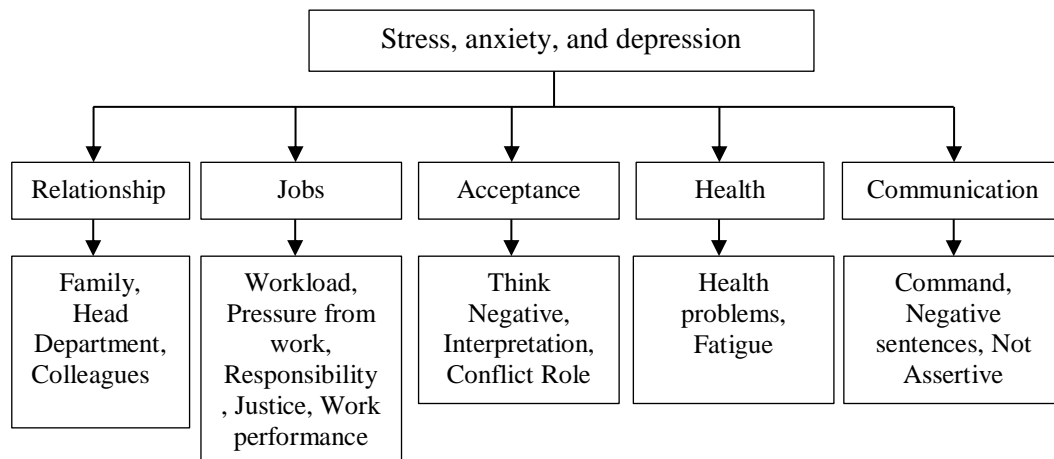


Figure 1. Stress, anxiety, and depression among teachers

1. Personal and professional relationship problems

Based on the interviews, the researcher found that relationship problems tend to cause teachers to stress. The three subthemes found by the researcher were 1) family, 2) head of department, and 3) colleagues.

Relationship problems with family

The findings show that stress, anxiety, and depression experienced by clients are related to relationship problems with family.

| Counselor: “.... **another is due to family..**”

Relationship problems with the Head of Department

The findings show that the client facing a problematic relationship with the head of the department contributes to stress, anxiety, and depression.

| Counselor: “....Okay. I see most of my clients, this teacher has a problem with the **department head** ...”.

Relationship problems with colleagues

The findings show that problems with co-workers also contribute to stress, depression, and anxiety.

| Counselor: “...**the relationship between friends**, okay. that's what usually happens at school.”

2. The current situation of the education profession

Based on the interviews, changes in the education system cause teachers stress, anxiety, and depression. The findings of the study show that there are five sub-themes of situations that occur in the education profession, which involve 1)workload, 2)work pressure, 3)responsibility, 4)justice, and 5)work performance.

The workload that needs to be done by the teacher

The findings show that the problem of workload is a frequent issue for teachers in schools.

Counselor: "...Okay, if usually at school the issue is caused by one of the **workloads**".

Teachers are faced with work pressure that requires urgency

The findings show that the work pressure with the task to be resolved immediately is not a job scope of the client's main field of job.

Teacher: "...Since last year, I have noticed that when he saw my potential, he told me to do various things. **The problem is that sometimes I have to prepare tasks that are too urgent and the time given is too short.**"

Perform assigned tasks

The findings show that teachers had to carry out the tasks entrusted. The task is one of the functions and roles of teachers that cannot be avoided.

Teacher: "... **With my job as a teacher, I think I have to do the work entrusted to me. I feel guilty if I don't do it, but that's what I have to do, I get angry because I think some people take advantage of me.**

Justice towards duties and responsibilities to subordinates

The findings show that the problem of injustice in giving tasks that need to be completed will also cause teachers to face stress, anxiety, and depression.

Teacher: "...at first he just gave me a little work to see if I could do it, then when he saw that I could do it, he immediately gave me everything and he would pretend to ask for help, **at the end he directed me because his grades were still high**"

Assessment of determining work performance scores

The findings show that the study participants care about the tasks entrusted to them. Teachers face pressure due to the performance evaluation for tasks done by them (Amat et al., 2021; Nengsih et al., 2022).

Teacher: "...He's not the boss but his opinion is taken into account.. in the end, it's bad that the subordinates have to do work for him but he doesn't judge us but his work performance is good because we help complete all the work given to him... hurm"

3. Acceptance of the prevailing situation

The findings show the three sub-themes in the acceptance of the situation, namely 1) failure to control emotions and thoughts, 2) making a wrong interpretation of the situation that occurs and 3) experiencing role conflict with the situation that occurs. Based on the findings, also show that the conflict of the role

that the client needs to express causes them to experience stress, anxiety, and depression.

Failure to control emotions and thoughts

The joint findings show that the study participants find it difficult to control their thoughts so they think negatively and affect the client's behavior.

| *Teacher: "...maybe it's sad that when I'm sick it's always a burden to feel like I don't have to get married."*

Wrong interpretation of the situation that occurs.

The findings show that study participants often make inaccurate responses to situations that occur, causing them to experience stress, anxiety, and depression.

| *Teacher: ... "Yes.. because I was said to be self-important, I don't go to family events but go to other events. I don't think it's fun."*

Conflict of role.

The findings show that the study participants' role as teachers cannot be implemented in the best possible way causing them to experience stress, anxiety, and depression (Hanisch et al., 2020; Utami et al., 2021).

| *Teacher: ... "Yes, I can't give full attention to my work at school. Sometimes I'm late to class and when I get an assignment I'm late to finish it because I'm tired. When I'm tired, I'm really not able to do all the work, and it's also a problem at home."*

4. Health problems experienced by teachers

The findings show two subthemes in the health problems experienced by teachers, namely 1)the level of health status of the teachers, and 2)fatigue in performing duties and responsibilities. Based on the findings of this study, it also shows that teachers experience fatigue in completing the tasks and responsibilities entrusted to them. The client has experienced physical and emotional health problems that caused them to face stress, anxiety, and depression.

| *Counselor: "...and some also have physical illnesses so some also experience stress, depression and anxiety"*

The level of health status of the teachers

The findings show that the study participants experience health problems that cause the client to fail to meet their needs (Namboothiri et al., 2021; Ramadhani et al., 2021). The health condition that limits the client has also led to stress, anxiety, and depression.

Teacher: ... “Yes, it's true, I can do it if I'm not sick, but that's it.. I can't say anything because if I do, I'll end up fighting with my husband, so as I said, I think silence is the best way.

Fatigue in performing duties and responsibilities.

The findings show that the teachers are fatigued in performing duties and responsibilities in their personal and professional lives.

Teacher: “I now live near my mother-in-law, my husband is indeed visually impaired and I have to do all the duties as a wife and husband by providing all the needs of my home and my husband's needs. My husband has to be sent to his mother's house every day so I have to send my husband in the morning and then he goes to work and this situation makes me tired to transport things.”

5. Communication used in relationships

The findings show that the subthemes found in the communication used involve 1)directive and urgent communication, 2)negative sentences, and 3)worrying about using assertive sentences.

Counselor: “...even though this thing happens among colleagues but it is found by the communication itself. This teacher has a problem with the department head. in terms of the way of communication too, right? so how does he see or what does the client see in terms of the way that person communicates.”

Directive and urgent communication

The findings show that communication in the form of instructions and urgency will lead to stress, anxiety, and depression among teachers (Saputra et al., 2021; Ngina et al., 2022). The findings also show that the client experiences stress due to receiving too many instructions and having to complete the tasks given immediately.

Counselor: ... “But in a state of surrender and not surrender, he's a little bit disturbed. I have a psychological problem. I'm depressed here, even though my face looks like a surrender face. This is the emoji I chose. He just accepts it... I have to accept it in surrender in compulsion. the second one I choose. When there is too much freedom, I close my ears. This means that I want to be free from receiving too many instructions.”

Negative sentences

The findings show that negative sentences in the form of criticism cause the study participants to feel depressed. The findings of the study show that the client feels pressured by the use of negative sentences because it violates the client's personal principles and values.

Teacher : "...with colleagues. we always remind First of all, in this work, we should not condemn people. It's our opinion. that's why sometimes when we give this opinion. he accepts, he doesn't accept. that's about him. That word is not enough anymore."

Worried about using assertive sentences.

The findings show that the teachers are worried about showing assertiveness and the strength to express the truth in the situation experienced.

Teacher: "...maybe it's softer, I think it's softer but we also know that these old people who are used to doing the same thing we ask to change sometimes times change, right he doesn't want to accept that is also an issue we sometimes don't deal with That's like pulling hair in flour, right? We know we have power too, he said..in the end.."

The findings show that the study participants experience stress, anxiety, and depression based on the themes found by the researcher. The development of the module needs to focus on themes that have research findings in choosing the content and materials used.

b. The need to develop a module for teachers who face stress, anxiety and depression.

The findings of the study show that the treatment methods for teachers who experience stress, anxiety, and depression are divided into treatment implementation methods and the counselor's role in implementing treatment for clients. Figure 1.2 shows a summary of the need to develop a module for teachers suffering from stress, anxiety, and depression.

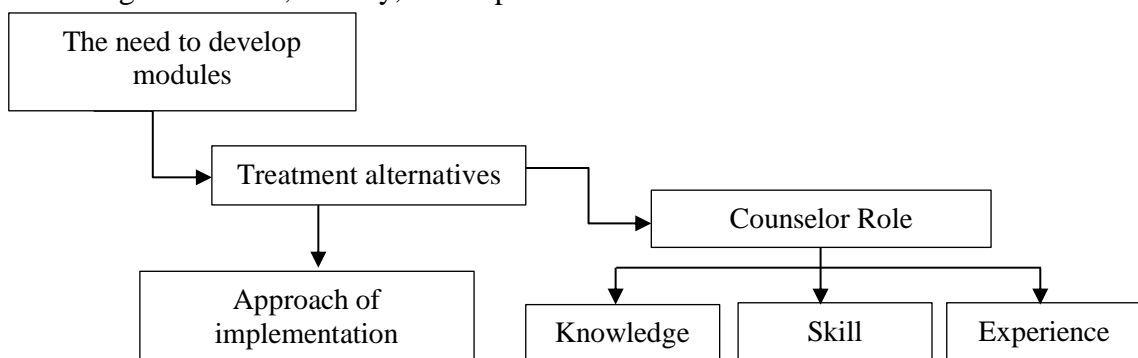


Figure 2. Summary of the need to develop stress, anxiety, and depression modules

6. Treatment alternatives for counselors to perform services

Based on the interview findings obtained, the researcher found that there is a need to develop a specific module for the treatment of stress, anxiety, and depression. The findings of the study show that the researcher has identified treatment methods implemented for clients who suffer from stress, anxiety, and depression.

Counselors use a variety of approach

Based on the findings of the research conducted, show that counselors use various methods in treating teachers who are experiencing stress, anxiety, and depression.

Counselor: “okay, it's usually in the module, it's in the session as long as it's never like an implement, it's in the activity, it's in the activity, for example, let's say we make it for us, but that's it, I don't know if this is related to what our ES gives drawing paper, right? ...”

Treatment before or after referral to psychiatry

Based on the findings of the study, counselors need to handle teachers who experience problems, anxiety, and depression before or after seeking psychiatric services.

Counselor: “and usually I will try to explore first what is causing him stress and so on, even if he has a score like that, I will tell him to refer to a psychiatrist, sometimes he says that he has consulted or that he will go see him that's it.”

Based on the need to develop a module for teachers who experience stress, anxiety, and depression, the researcher has found themes related to treatment implementation methods and the role of counselors who provide treatment. Figure 1.3 shows the details of themes found in the implementation of treatment for teachers experiencing stress, anxiety, and depression. Based on the findings of the research carried out, the researcher has found five themes of treatment implementation methods, namely 1) the selection of appropriate sessions, 2) the identification of the client's mental health level, 3) the application of theoretical applications in treatment sessions, 3) the use of techniques in treatment sessions and 5) the mastery of the counselor who performs the service.

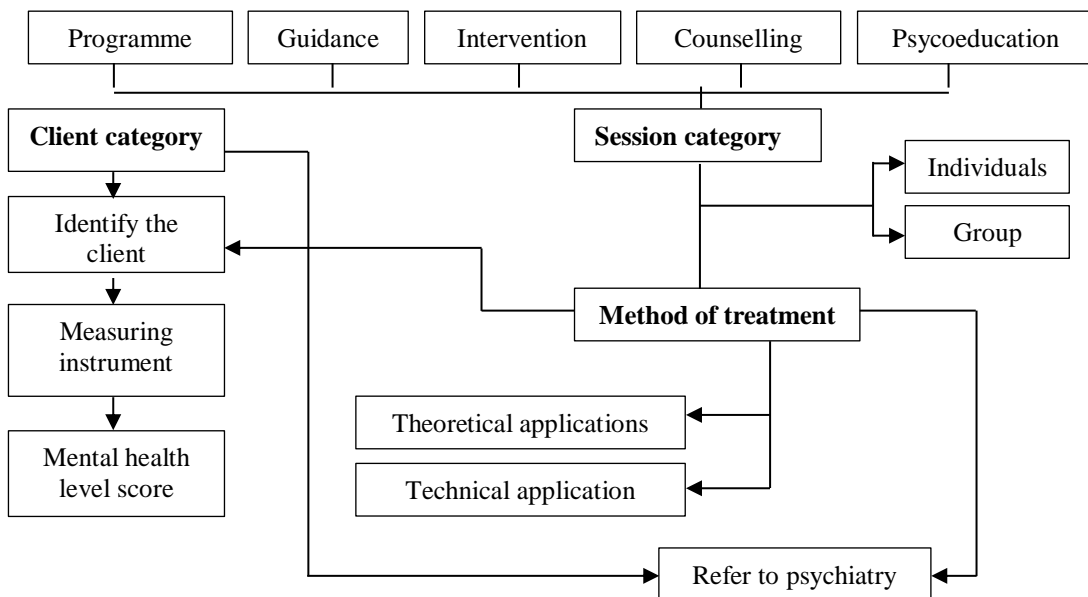


Figure 1.3 The implementation of treatment

7. Selection of appropriate sessions

Interview findings found that the treatment given depends on two categories of sessions, namely individual and group. Five types of individual and group sessions involving guidance, psychoeducation, prevention, counseling and intervention activities have been identified based on the interviews conducted. The researcher found that the type of service session given to the client is determined based on the client's category and the quality of the session will affect the application of theory and techniques given to the client.

Implementation of counseling sessions

The results show that individual counseling sessions are implemented for clients when the study participants find that the client's problem is different from other individuals. In addition, the implementation of individual sessions also involves the implementation of psychological services and counseling in the form of interventions for clients according to the level of the client's mental health score.

Counselor: "...The treatment I do still uses counseling sessions... conventional. So far I have never combined... like taking two or three people but I do individually because clients have different problems..."

The results of the interviews show that group sessions conducted for clients experiencing stress, anxiety and depression are in the form of psychoeducation while individual counseling sessions conducted with clients are for intervention and treatment for clients.

8. Identify the client's mental health level

The findings of the interview found that the subtheme in the treatment method given involves the process of identifying the client. Before carrying out the session, the counselor needs to be aware and identify the client who is present to get psychological and counseling services. This process is important to ensure that the type of service session provided can help the client. The two subcategories found involve 1) the instrument to identify the client and 2) the level of mental health the client faces after the DASS-21 test.

Measuring Instruments

Based on the findings of interviews with study participants, the researcher found that all three participants used the DASS-21 instrument to identify the client's mental health level score before starting a session of psychological and counseling services.

Counselor: "...to identify clients who suffer from stress, depression and anxiety I use the DASS21 instrument and from there we will be able to involve the client's level of stress, anxiety and depression and from there I will conduct the treatment session."

Selection of clients to perform sessions based on the level of mental health

Based on the findings of the interview with the study participants, the researcher found counseling and intervention sessions for clients who face stress, anxiety, and depression at a moderate and severe level.

Counselor: "...Usually the ones that are at a low level are mild and also moderate."

The study participants also stated that clients with severe and very severe scores will be referred to a psychiatrist if the counselor is unable to help the client.

Kaunselor: "... for clients who are in a bad and very bad condition, if necessary, I will consult with a psychiatrist".

The findings show that counselors provide psychological and counseling services to clients who face stress, anxiety, and depression and will refer clients to psychiatrists for those in need so as not to cause harm to clients. Findings also show that counselors perform help services first before referring clients to psychiatrists.

9. Application of theoretical application in the service session conducted

Based on the interview findings with the study participants, the researcher found that the three study participants used different theories in helping clients who face stress, anxiety and depression. Findings show that all theories used by counselors have a positive effect on clients.

Choice Theory Reality Therapy (CTRT)

The findings also found that the CTRT theory is a theory that can help counselors in identifying client problems in a more structured and organized manner. In fact, CTRT is stated to be suitable for educational counselors who are teachers.

Counselor: "... I think all theories have strengths and weaknesses but I look at this CTRT, he has a process that is easy and people can follow, for me this theory is more structured and when we use this theory it is like a puzzle when we help clients. I find it very convenient for me. There is a car technique to simplify the process."

10. Use of techniques in treatment sessions for clients

The findings found that the techniques used by the study participants depended on the theory applied in the helping relationship. Each theory has techniques and approaches that can be used in helping clients.

Techniques in Reality Therapy (RT)

The findings show that study participants who apply the CTRT theory in the session implement the WDEP application as a technique. The WDEP technique is a technique in RT to help the client understand the world of desired

quality, determine the actions that have been taken or will be taken to fulfill what is desired. The strength of RT is that every choice and action taken will be evaluated first before preparing a plan to ensure that the client achieves what he wants.

Counselor: ... "I have also used the CTRT theory because I believe that this theory believes that humans have freedom, the freedom to make choices and be responsible for those choices, so the orientation for behavior for this theory involves several components such as acting thinking feeling and physiology so when the client understands about those components are actually easy to guide the client in which direction and also the goal to be achieved."

Breathing techniques and rational thinking

The results show that the study participants train to use the correct breathing techniques and arrange a daily life schedule so that the client can choose actions that are more beneficial and bring profit to themselves.

Counselor : "... when a person is found to be suffering from stress, depression and anxiety, treatment also depends on the ability of the client. breathing techniques are often effective, there are techniques that are taught to the client. Sharing useful tips is also shared with the client, including asking the client to reorganize the client's daily life schedule, complete daily life with activities that can lift spirits including exercise according to the schedule, leisure time with the family and if necessary share the problems encountered with the right people. "

Questioning techniques

The results show that the study participants implement questioning techniques and give assignments to clients. The study found that the correct questioning technique will help the client to think more maturely, in addition the teachers are mature clients.

Kaunselor: "...the questioning technique identifies the client, the client is given a task after the session, not just one intervention, the client is mature and the way of thinking is more mature. "

The results of the interviews show that the method of implementing treatment for clients is to use the methods outlined in counseling and psychological service sessions. Clients suffering from stress, anxiety and depression are helped using procedures found in counseling sessions.

11. The role of the counselor who provides treatment

The counselor's role involves the counselor's knowledge, skills, and experience in providing services to clients experiencing stress, anxiety, and depression. Figure 1.4 shows a graphic analysis of the counselor's role compiled through the researcher's interpretation based on interview information with study participants.

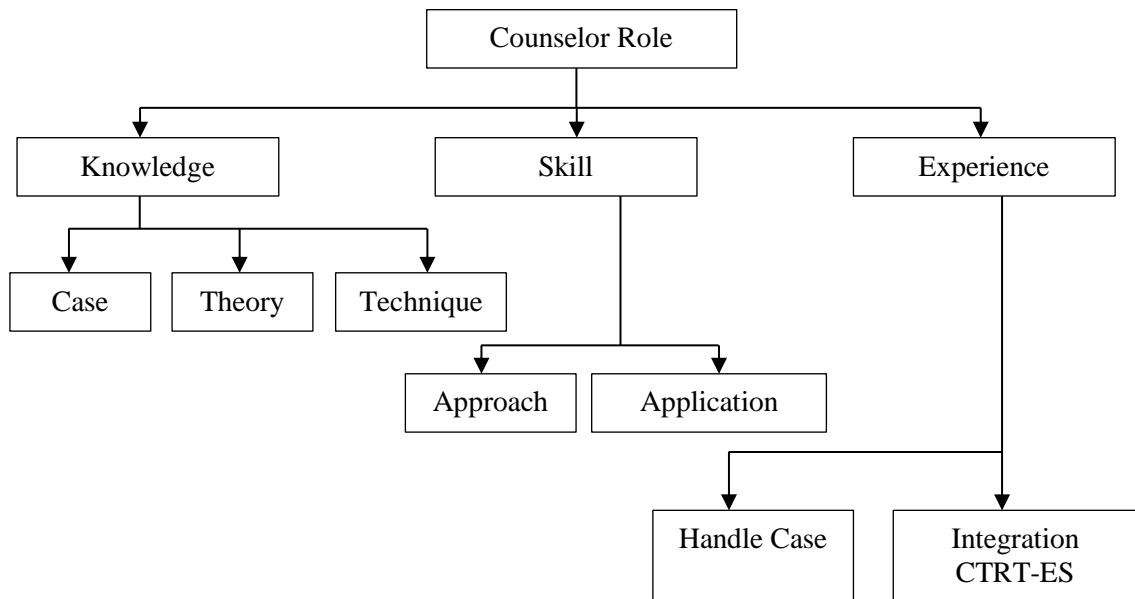


Figure 4. Counsellor Role

Have knowledge in CTRT theory

The results of the interviews conducted found that all three study participants have knowledge about CTRT and ES theory in helping relationships.

Counselor: "...This theory believes that humans have freedom, that is, they are free to make choices and need to be responsible for those choices, so the behavioral orientation of this theory involves acting, thinking, feeling and physiology. when the client understands about the component then it is easy to guide the client to the direction and goal to be achieved..."

The results showed that participants applied CTRT less in treating teachers who are facing stress, anxiety and depression.

Counselor: "...my point of view is okay, because this theory is what the counselor has to understand about people, if the counselor feels that the five things are the cause of stress, depression and anxiety, the counselor can use CTRT to help, theory is a view of people and all theories can help..."

Have knowledge in ES activities

The findings also show that the study participants also know that ES can be used as a tool to obtain information about the problems faced. ES is stated as a tool that is used to encourage clients to easily share information.

Counselor: "...Art therapy or ES is a tool or tool to get information, it is possible that the clients I meet cannot express what they feel accurately through language, when using art therapy we can dig out some information

with some questions for example we can find out what the client is feeling and we can provide treatment based on what the client shows..."

Implement conventional methods in helping clients

The interview findings also found that the study participants used conventional methods and did not integrate new theories and approaches in helping clients.

Counselor: "...me? Special treatment may be the only one I do, if the one I do is still using the method of the counseling session technique."

Counselor: "...usually individuals for this kind of thing, so far I've never joined, take two or three people who already have symptoms, that's how it's usually done, that's usually what I said is bad for individuals because maybe it's not the same as the story like that."

Skilled in using the given guide

The finding found that the study participants used the treatment module provided by the Ministry of Health to help clients. Research participants need methods that facilitate counselors when conducting exploratory sessions in helping clients (Carroll, et. al., 2022). Research participants stated that existing theories also have techniques and methods that can be used in helping clients.

Counselor: "...I used to use the crrt module in batch guidance produced by section."

Have experience handle clients suffering from stress, anxiety and depression

The results of the interviews conducted found that the three study participants have knowledge in handling cases of clients facing stress, anxiety and depression.

Counselor: ... "ever,, I only handled 2-3 cases".

Have experience using ES activities

Based on the findings of the study, it was also found that the study participants had experience in performing sessions using art activities but had not yet been applied to adult clients because art is a tool used to stimulate clients to speak and express themselves (Pressley, 2021).

Counselor: "... art is used to help students while at school, for adult clients I don't use art activities."

Have experience learning CTRT theory with ES activities

Next, the researcher also found that CTRT and ES are not newly introduced approaches. Findings prove that study participants have also attended training but have yet to apply it in service sessions.

| Counselor: “...never applied but have studied,”

Based on the findings of the study found, the researcher found that there is a need to develop a module to treat teachers who experience stress, anxiety and depression (Leung et al., 2009; Naghieh et al., 2015).

CONCLUSION

The teaching profession faces high work-related stress and has been proven. Work and personal/family contribute to stress factors among teachers and cause teachers to become weak and take temporary leave. The psychological well-being of teachers is important to prevent teachers from facing stress, anxiety, and depression which can lead to teacher failure in playing a role in developing the country's human capital. In conclusion, the findings of the research conducted are guidelines that become a reference for researchers to develop modules to help teachers who experience stress, anxiety, and depression. To ensure that teachers remain in the education service, assistance and support must always be provided to ensure that teachers fulfill their responsibilities in developing quality human capital for the formation of the Malaysian nation.

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