

Needs Analysis: Academic Enhancement Psychoeducation Module Based on Guidance & Counselling Teachers and Subject Teachers' Review

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Abstract

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It is necessary to do a needs analysis to assure that the modules built will meet the requirements of the people who are going to employ them. This research was carried out with the intention of defining the requirements and prerequisites for the implementation of a module that is designed to aid secondary schools in the pursuit of academic progress. The questionnaire method was employed in this study, which is a quantitative approach. Moreover, the study sample was drawn at random from a population of 43 guidance and counselling teachers and 79 subject teachers from throughout Malaysia. The questionnaire covers five themes, namely: (i) general perceptions related to academic improvement programs; (ii) students' level of awareness of academic importance; (iii) the need for programs or activities for the purpose of improving achievement; (iv) the effect of student involvement on academic programs or activities; and (v) the need for structured academic improvement programs or activity. Additionally, the researcher elicited subjective comments from respondents using open-ended questions. The findings may facilitate constructing the socioemotional module and, at the same time, identify the pertinent theory to be used as the milestone. This will be possible due to the findings' ability to provide assistance.

Keywords: Needs analysis, academic enhancement psychoeducation module, guidance and counselling teacher, psychological constructs, and future research

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INTRODUCTION

The United Nations (UN) efforts to introduce the fourth agenda in the Sustainable Development Goal 4 (SDG 4) in prioritizing quality education demonstrate the world's concern in addressing the issue of student achievement. To achieve this goal, fair educational opportunities and lifelong learning need to be provided to lead to effective learning outcomes (Herlina et al., 2021; Nengsih et al., 2022). This challenges the Organisation for Economic Co-operation and Development (OECD) countries to achieve the goal of sustainable development by 2030 (OECD, 2019a, 2019b).

As one of the OECD countries, Malaysia also maintains the quality of education to produce a generation that can compete in national development. Therefore, education possesses a substantial influence on a variety of opportunities

in human life to maintain and acquire a quality of life (QoL) (Abdullah et al., 2020; Utami et al., 2021). In line with that, Malaysia implemented education transformation based on the Malaysian Education Development Plan (PPPM) from 2013 to 2025. This plan is the main reference for the Ministry of Education Malaysia (MOE) and its units in charting the national education system (MOE, 2013).

In general, comparisons of academic achievement can be viewed from a variety of perspectives, whether at the global, national, state, or district levels or even at the school level (Ibrahim et al., 2021; Ramadhani et al., 2021; Rahman et al., 2022). For example, an analysis conducted at the national level revealed that the percentage of students who earned their Malaysian Certificate of Education (MCE) in 2018 was 13.61%, while the percentage of students who did not receive their SPM certificate in 2019 reached as high as 13.28% (MOE, 2020). Indirectly, this restricts students' opportunities to find work in the public and commercial sectors.

It is well-known that MOE is hard at work on a variety of projects in order to raise the standard of education throughout the nation. MOE has succeeded in convincing the State Education Department and the District Education Office, as part of the 4th objective of Malaysia Education Development Plan 2013–2025, to begin developing programs and taking other actions to assist students who are not performing well in their academic pursuits. On the ground, at the school level, the guidance and counselling section plays an essential role in assisting kids who are not performing well academically to cope with psychological issues (MOE, 2020; Handrianto et al., 2021; Sarte et al., 2021).

Therefore, this study was developed to identify the need for developing low-achieving student modules to use guidance and counselling teachers at the school level. The module development model proposed by Sidek (2001) serves as the research foundation for this work. A needs analysis has to be undertaken first to decide what is necessary for the module. Research findings are based on the actual research environment, identifying problems, prioritizing their remedies, and then moving on to the next module development phase (Abd-Razak et al., 2020; Ramli & Mohd Tajudin, 2021; Banseng et al., 2021).

RESEARCH METHOD

The methodology applied to this study encompasses a number of different fields of inquiry, including research design, objective, instruments, sample and data analysis strategies. In the subsequent stage of this investigation, further detail will be provided regarding each of the topics under discussion.

Research Design

A mixed methods approach was implemented for this study. In order to establish whether or not secondary school students require academic development modules, data were gathered through the use of a questionnaire survey administered to guidance and counselling teachers and subject teachers who volunteered to participate in the study as responders (Sicam et al., 2021; Arwin et al., 2022; Maulida et al., 2022; Pernantah et al., 2022). A solid model structure is necessary for the module-building process. Therefore, in order to construct modules for low-achieving students, the researcher chose to employ Sidek's Module Development

Model (2001). Compared to other models, the Sidek model provides a more all-encompassing framework to build guiding interventions. In addition, the model includes clear and concise instructions for developing modules (Abdul Aziz & Mamat, 2017; Idris & Shaari, 2017; Jamaludin, 2020; Mahmud et al., 2017; Mat-Rasik & Ismail, 2019). After implementing this model, educators (guidance and counselling teachers and subject teachers) can create a wide range of pedagogical units, including those focused on career preparation, personal growth, the resolution of disciplinary issues, and standard academic content. Note that needs analysis is the third step in the model presented by Mohd Noah (2001).

Objective

This needs analysis is based on five key objective themes, which are (1) to determine the general perception of the academic development programs, (2) the level of academic importance awareness among students (3) program or activity requirements designed to improve student accomplishment, (4) the influence of student participation on academic improvement programs or activities, (5) the requirement for organised academic improvement programs and activities. Figure 1 summarises the five themes with regard to the objective of the study.

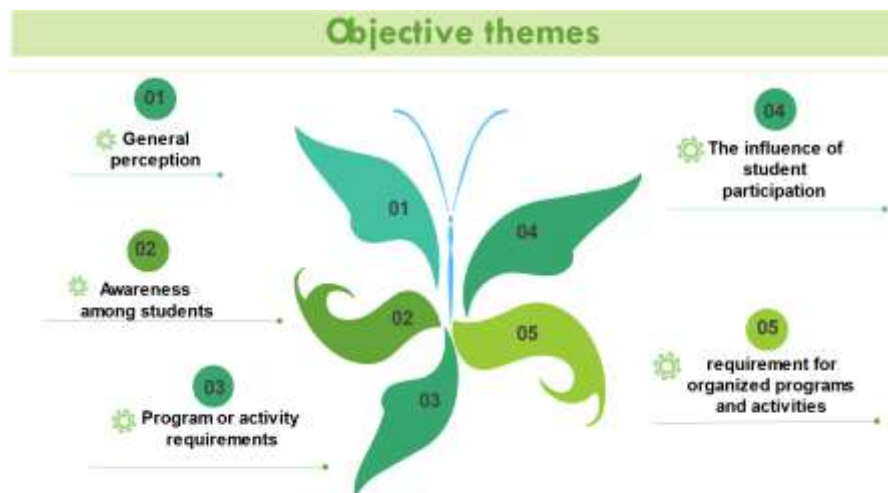


Figure 1. Summary of the five themes for the objective of the study

Instruments

The researcher has developed a needs analysis questionnaire to obtain module specification information from guidance and counselling teachers and subject teachers. To achieve this, the researcher has adapted an existing needs analysis questionnaire from Mahmud et al. (2017) with permission from the original researcher obtained via email. For that purpose, the researcher obtained permission via email from the original researcher. The adaptation process of this instrument was made following the objective and study sample (module users) in accordance with the recommendations of Brislin (1970) and Jamaludin (2020). Other than that, this needs analysis questionnaire consists of two parts, with part A consisting of objective questions and part B demanding open-ended responses from the responder. The content validity value by experts for this needs analysis instrument

is 4.90, and the standard deviation value is 1.32. Next, the findings show that the reliability value of the needs analysis instrument is high, which is $\alpha = .95$.

Sample

This study's respondents were selected via purposive sampling. Therefore, it is a non-probability sample selected, relying on demographic characteristics for the purpose of the investigation. A needs survey was also done involving a total of 43 guidance and counselling teachers and 79 subject teachers from high schools.

Data Analysis Strategies

Using Statistical Package for the Social Sciences (SPSS), descriptive statistics were analysed as part of this stage for processing the data (Version 25). The mean score and the interpretation standard for the mean score are also included in these descriptive statistics. Kerlinger (1979) recommended that the researcher use the statistical definition or interpretation standard of the mean score, which was based on the division of the range. Note that the researcher did this in accordance with this advice. The results of an analysis of the criteria for the development of academic modules can produce a mean score that falls into one of these three separate categories: low, medium, or high. A mean score between 1.0 and 4.0, with 1.0 being the lowest possible value, signifies a low level. The level that corresponds to the range from 4.01 to 7.05 is considered medium, while the level that corresponds to the range from 7.06 to 10.10 is considered high.

RESEARCH RESULTS AND DISCUSSION

The results of the needs analysis are presented in two parts: (i) the findings of the needs analysis for guidance and counselling teachers, and (ii) the findings of the needs analysis for subject teachers. Both of these sections are presented below. As shown in Table 1, the review of the module's needs was presented by the mean score of the needs analysis for subject teachers and guidance and counselling teachers.

Table 1. Review of the need for module among guidance and counselling teachers and subject teachers

Service classification	N	Minimum	Maximum	Mean	Std. Deviation	
Guidance and counselling teacher	1) Determine the general perception of the academic development programs	43	8.00	10.00	9.3721	.62529
	2) The level of academic importance awareness among students	43	2.00	10.00	7.3256	1.86328
	3) Program or activity requirements designed to improve student accomplishment	43	7.75	10.00	9.2558	.71441
	4) The influence of student participation on academic improvement programs or activities	43	4.75	10.00	7.6744	1.20210

	5) The requirement for organised academic improvement programs and activities	43	6.00	10.00	8.9535	.94846
Subject teacher	1) Determine the general perception of the academic development programs	79	6.00	10.00	9.2658	.84100
	2) The level of academic importance awareness among students	79	4.00	10.00	7.3006	1.53034
	3) Program or activity requirements designed to improve student accomplishment	79	6.00	10.00	9.0570	.91195
	4) The influence of student participation on academic improvement programs or activities	79	5.00	10.00	7.6139	1.27526
	5) The requirement for organised academic improvement programs and activities	79	6.25	10.00	8.9873	.93189

The analysis of the requirements study among guidance and counselling teachers reveals that the mean score for all themes constructed based on the objectives of the study is high, including general perception ($m = 9.37$), student awareness ($m = 7.33$), programs or activity requirements ($m = 9.26$), the influence of programs or activity ($m = 7.67$), and requirement organised programs and activities ($m = 8.95$). In addition, the mean score of subject teachers indicates a high level of general perception ($m = 9.27$), student awareness ($m = 7.30$), programs or activity requirements ($m = 9.06$), programs or activity influence ($m = 7.61$), and requirement-organized programs and activities ($m = 8.99$).

There are five main outcomes that can be highlighted from the result. First, based on the mean score of the theme of general perception, it was determined that guidance and counselling teachers and subject teachers agreed that module development requires planning, that student readiness can assist in addressing academic problems, that structured group guidance can improve academic achievement, and that collaboration between guidance and counselling teachers and subject teachers is crucial to the success of academic improvement activities.

Second, based on the mean score for the theme of student awareness, guidance and counselling teachers and subject teachers concurred that students lack awareness regarding academic planning, care less about academic planning, are less engaged in academic programs, and choose not to be engaged in academic programs.

Third, based on the mean score for the theme of program requirements, guidance and counselling teachers and subject teachers agree that academic programs and activities must be in accordance with the student's current needs. Note that students need guidance from guidance and counselling teachers and subject teachers from the aspect of academic planning, programs, or activities are necessary taking into account factors of location, time and psychological aspects of students

such as frustration and satisfaction of basic psychological needs, fear of failure as well as intelligence to face challenges.

Fourth, mean scores for the theme of student engagement indicate that guidance and counselling teachers and subject teachers concur that students' attendance, focus, and appreciation, as well as the degree of student knowledge, are positive and can influence academic advancement.

Fifthly, the mean score for the structured program's theme indicates that guidance and counselling teachers and subject teachers concur that academic improvement programs and activities must meet the current needs of students, intervention content must be appropriate, use appropriate theories and models, and must be enhanced from existing programs.

The evaluation of the requirements for modules carried out by guidance and counselling teachers and subject teachers is depicted in Figure 2. According to these findings, most guidance and counselling teachers and subject teachers agree with the establishment of academic improvement modules for children with low academic achievement.

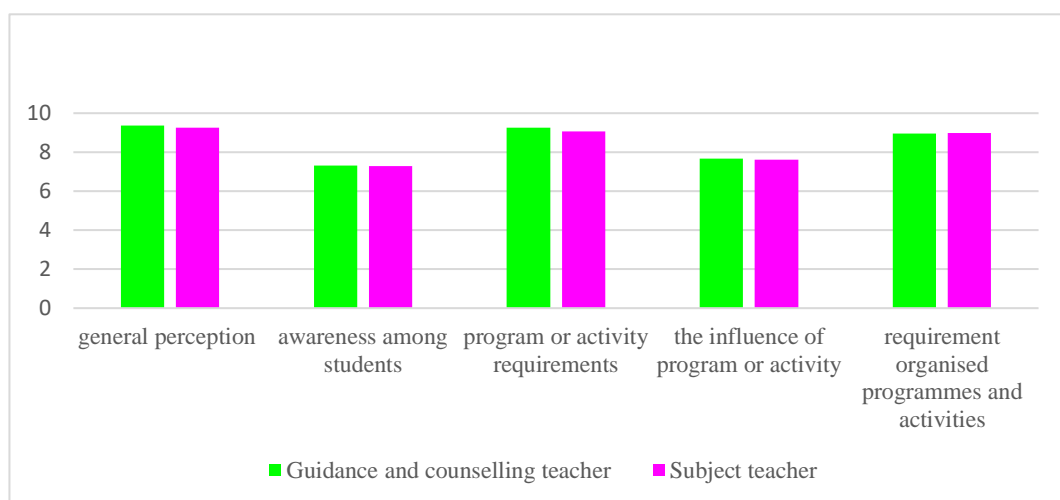


Figure 2. Review of the needs of module among guidance and counselling teachers and subject teachers

Next, open-ended responses are expected from guidance and counselling teachers and subject teachers for Section B. In this section, the researcher intended to compile the thoughts on the activities and programs that schools offer to help students improve their grades. Regarding the first and second questions, each guidance and counselling teacher and the subject teacher said that there are programs and activities geared toward academic advancement that are carried out in their schools. Examples of activities and programs include the SPELL programs, the Elite program, 'Anugerah Bitara', Excellent Squad, and many others.

Concerning the third question, several factors, including but not limited to issues with the student's family, their financial situation, their inability to concentrate in class, the influence of their classmates, a general lack of awareness, and an unwillingness to put in a lot of effort, can have a negative impact on a student. In addition, some psychological issues are linked to student achievement,

namely the satisfaction and frustration of basic needs, fear of failure, adversity quotient, students' intrinsic motivation, students' self-efficacy, and others. Therefore, it has been recommended that the modules are made clearer and more concentrated, that extensive guidelines be provided that can act as a guideline for guidance and counselling teachers, that activities be provided are both interesting and boring for students and that activities with proper implementation procedure be provided that can be used online. Other than that, the open responses provided by guidance and counselling teachers and subject teachers are taken into consideration as the basis for the design of modules.

SUMMARY AND RECOMMENDATIONS

In order to determine information on the modules' elements and content to be produced, needs analysis is a critical step. The users who will be targeted by the academic development module that will be generated have been selected to be subject teachers and guidance and counselling teachers. In order to accomplish the goal of the study, information was gathered using these five themes. The investigation findings indicate that the academic improvement module ought to be designed based on the five theme criteria included in the study's objective, considering the respondents to the open-ended question. This is consistent with the opinions presented by Abd-Razak et al. (2020) and Ramli and Mohd Tajudin (2021), who claim that the module to be developed needs to take into consideration the challenges faced by subject teachers and guidance and counselling teachers in addition to the needs that are already present in order for modules to be produced to deal with these challenges.

The requirement for planned academic improvement programs and activities was deemed necessary to increase students' academic performance based on open responses from the study participants. Several earlier studies have firmly proven this, including those done by Handrianto et al. (2022), Abdi et al. (2019), Aslan and Tunç (2021), Fereidouni, Omidi, and Tamannaefar (2019), Hajhosseini, Gholamali-Lavasani, and Beheshti (2016), Idris and Shaari (2017), Jooybari, Hassanzadeh, and Fakhri (2018) and Perveen, Hamzah, and Ramlee (2020). The key structure for ensuring that activities and projects may be arranged clearly is a transparent module development model. Numerous academics have applied Sidek's Module Development Model. For example, the research conducted by Idris and Shaari (2017) utilising the Sidek model was successful in resolving disciplinary issues, and the research conducted by Mahmud et al. (2017) assisted students in making decisions on their future careers. Alternatively, Jamaludin's (2020) research was effective in moving the issue of self-wellbeing among neglected children forward to the next stage.

In addition, the open response from the study sample has suggested that the module to be built focuses on restoring the psychological aspects of students who are experiencing achievement problems. Among the psychological aspects suggested are frustration and satisfaction with respect to basic needs, fear of failure, student self-efficacy, adversity quotient, student's intrinsic motivation and others. Previous researchers have also linked aspects of achievement due to frustration and satisfaction of basic needs (Šakan, 2020; Zamarripa et al., 2020; Zayed et al., 2021). Other than that, Ryan and Deci (2000) stated that basic psychological satisfaction

could provide energy, boost self-confidence and is a healthy motivational orientation. Basic needs satisfaction is the reverse of basic needs frustration.

Furthermore, the psychological aspect of fear of failure is also studied among students who experience achievement problems. In their study on academic procrastination, Zarrin et al. (2020) and Hafnidar et al. (2021) concentrated on the part that self-regulation and fear of failure play in the phenomena. According to Yoong and Saffari (2019), students' fear of failure significantly affects their mental and emotional capabilities as well as their capacity to learn, creating challenges for the students. Moreover, it has a secondary impact on the students' interactions with other people.

Besides that, the educator suggests considering the student's adversity quotient when solving the problem of low academic performance. According to the literature, a person's adversity quotient is the ability of an individual to handle positive reactions and the ability to bounce back from failure (Mohd-Matore, 2015). Apart from that, students who struggle academically and regularly fail their examinations can relate to this issue on a deep level. Therefore, they should have a strategy to bounce back from the failure they experienced. Researchers in the past have looked at the role of the "adversity quotient" in resolving academic challenges (Khairani & Syed Abdullah, 2018; Mwivanda & Kingi, 2020; Qin et al., 2019; Yazon & Ang-Manaig, 2019).

In conclusion, several psychological facets have been suggested by educators to address concerns with student achievement. Thus, it is crucial that the opinions of teachers and past research be taken into account when designing the module. Moreover, it is to ensure that the right psychological elements can be selected to serve as the basis for the establishment of the module.

CONCLUSION

In conclusion, there is a need for the development of modules based on five themes in the need analysis presented to educators (guidance and counselling teachers and subject teachers). With the execution of this needs analysis, the researcher hopes to encourage the production of higher-quality modules for educational use in addressing student performance concerns while simultaneously enhancing the country's reputation abroad.

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