

Counsellors' Viewpoint on the Need for a Hybrid Group Counselling Module on Stress, Resilience, and Personal Well-being for Trainee Teachers

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Abstract

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This study explores public university counsellors' perspectives on the need for a hybrid group counselling module addressing stress, resilience, and personal well-being for trainee teachers. A questionnaire was distributed to 32 counsellors, and the findings revealed that 88% of respondents expressed high agreement on the importance of developing such a module. The results show the necessity of structured interventions and support structures to address the well-being of trainee teachers and boost their performance. Finally, the findings of this research shed light on the significant role that counselling plays in promoting trainee teachers' overall well-being. By addressing concerns with stress, resilience, and personal well-being, counsellors may significantly contribute to educators' general success and flourishing in training. This will lead to an improvement in educational quality and the development of a positive learning environment.

Keywords: *hybrid group counselling, stress, resilience, personal well-being, trainee teachers, public university counsellors*

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INTRODUCTION

Trainee teachers' well-being is critical in today's demanding educational environment (Song, 2022). Stress, resilience, and personal well-being can all significantly impact their ability to achieve both professional and personal goals. Their challenges require them to cope with various stresses (Abdul Rashid et al., 2021; Mohamad Faizel & Nor Shafrin, 2020a). Recognizing the importance of counsellors in supporting trainee teachers, this article explores the need for a hybrid group counselling module that addresses these pressing issues.

Research evidence shows that the well-being of educators is a crucial element in educator effectiveness, educator retention, and the well-being of the learners they instruct (Handrianto et al., 2020; Pernantah et al., 2022; Song, 2022). To prevent teachers from overtraining and leaving the profession for stress-related reasons, regardless of which type of school they teach at, trainee teachers need to be trained to cope effectively with stressful occupational situations (Braun et al., 2020). This is especially important considering that stress is caused by external

circumstances or working conditions, as previously mentioned, and internal appraisal processes (Braun et al., 2020; Ibrahim et al., 2021).

This article explores the need for a hybrid group counselling module specifically designed to address the pressing concerns of trainee teachers, considering the crucial role that counsellors play in supporting and managing their well-being. By examining the perspectives, we hope to shed light on their recognition of the impact of stress, resilience, and personal well-being on trainee teachers' performance. Additionally, as Klainin-Yobas et al., (2021) suggested, we want to look into the significance of interventions designed to support people's well-being by lowering stress levels and increasing resilience. The proposed hybrid group counselling module aims to provide a comprehensive and tailored approach to supporting the well-being of trainee teachers. By integrating group counselling techniques with a combination of face-to-face and online resources, this module effectively addresses the multifaceted challenges trainee teachers face. The efficacy of group counselling techniques with face-to-face interaction is supported by research conducted by Hulukati et al., (2022) and Zhang et al., (2022). Furthermore, in line with technological advances, the effectiveness of group counselling techniques using online resources (Naini et al., 2021) has been confirmed through systematic research by Currie et al., (2020). Numerous studies have also demonstrated the effectiveness of combining face-to-face and online methods. Oh and Cho's (2020) study found that, despite various limitations, online group counselling contexts showed similar effects to face-to-face group counselling and provided directions for developing online group counselling. Richards and Viganó (2013) explain that the growing body of knowledge indicates that online counselling can have the same impact and replicate the facilitation conditions as face-to-face meetings. This hybrid method offers a supportive and collaborative environment where trainee teachers can share experiences, learn from one another, and develop effective strategies to manage stress and enhance their well-being.

A student's life, including trainee teachers, is fraught with difficulties (Zaheer & Khan, 2022). Research indicates that students at higher education institutions frequently encounter psychosocial stress (Belay Ababu et al., 2018). This stress negatively impacts their well-being (Indra et al., 2021), and academic performance (Tengku Norhani et al., 2021), impeding the learning process. According to a systematic evaluation of studies conducted by Li and Hasson (2020), stress considerably impacts psychological health, which strongly influences physical and emotional well-being. Li and Hasson (2020), also found that higher stress levels are associated with decreased personal well-being. Conversely, Koay and Dillon (2020) discovered that stress arises when maladaptive reactions begin to negatively affect a person's well-being, interfering with regular functioning. The level of stress in a given scenario affects an individual's capacity for resilience (Koay & Dillon, 2020). Higher education students experiencing high-stress levels tend to have lower psychological well-being (Zaheer & Khan, 2022). In contrast, Klainin-Yobas et al., (2021), found that students with solid resilience are more likely to manage stress, improving personal well-being and life satisfaction effectively.

Furthermore, Zaheer and Khan (Zaheer & Khan, 2022) mention that resilience predicts psychological well-being, indicating that higher education

students with high resilience also exhibit high levels of psychological well-being. Their study also showed a negative correlation between students' psychological well-being and stress levels (Zaheer & Khan, 2022). Therefore, understanding the interconnectedness of stress, resilience, and personal well-being is essential (Khairul Anwar, 2014; Smith & Yang, 2017), and future research should focus on developing effective techniques to address these aspects (Koay & Dillon, 2020; Handrianto et al., 2021).

This study investigates the need for a hybrid group counselling module that is specifically designed to address trainee teachers' pressing concerns. The proposed module combines group counselling techniques with face-to-face and online resources to provide a comprehensive and tailored approach to supporting trainee teachers' well-being. By fostering a supportive and collaborative environment, trainee teachers can share their experiences, learn from one another, and develop effective stress management and well-being strategies.

This study explores the necessity of a hybrid group counselling module specifically to address trainee teachers' pressing concerns. The proposed module combines group counselling techniques with face-to-face and online resources to provide a comprehensive and tailored approach to supporting trainee teachers' well-being. By fostering a supportive and collaborative environment, trainee teachers can share their experiences, learn from one another, and develop effective stress management and well-being strategies. By understanding the challenges faced by trainee teachers and the potential benefits of implementing a hybrid group counselling module, educational institutions can proactively prioritize their well-being. This prioritization fosters an environment that supports growth, resilience, and overall success, contributing to the development of competent and thriving educators who positively impact the lives of their students.

This article aims to provide valuable insights to educators, counsellors, and policymakers by exploring counsellors' perspectives and their endorsement of targeted interventions. By understanding the challenges faced by trainee teachers and the potential benefits of implementing a hybrid group counselling module, educational institutions can proactively prioritize the well-being of trainee teachers. By fostering an environment that supports growth, resilience, and overall success, these institutions can contribute to the development of competent and thriving educators who can positively impact the lives of their students. The information is gathered from public university counsellors regarding the requirements of a hybrid group counselling module for teacher trainers that addresses stress, resilience, and personal well-being for teacher trainers. The aim is to create an effective and efficient module based on their insights. This study began as a pilot before being distributed to the respondents, who are educational counsellors at the *Institut Pendidikan Guru Malaysia (IPGM)*.

RESEARCH METHODOLOGY

Research Design

The research approach used is qualitative with a survey design. The survey included 32 public university counsellors as participants.

Sample Study

The sample of this pilot study only involved 32 public university counsellors who volunteered to represent public university counsellors with experience handling trainee teacher issues throughout Malaysia. In line with the recommendations of Johanson and Brooks (2010) suggested, the minimum number is 30 people for a pilot study. Therefore, this pilot study only involved 32 public university counsellors who completed a Google Form questionnaire distributed via email.

Research Questionnaire

The needs analysis questionnaire from Mohd Izwan et al., (2017), also used by Nurul Fathihah and Ahmad Jazimin (2022) in their study, was modified in terms of sentence structure for the research questionnaire. This modification was made to be compatible with the assessment of the need analysis for developing a hybrid group counselling module for trainee teachers' stress, resilience, and personal well-being. With a content validity level of 92.86%, the Needs Analysis Questionnaire for the Development of the Hybrid Group Counselling Module has a high degree of validity, and the value of Cronbach's Alpha Reliability Coefficient achieved is also good at .858. Figure 1 depicts the division of the five objectives of this requirements analysis questionnaire into five subscales.



Figure 1. Objectives Needs Analysis Questionnaire Hybrid group counselling module development

FINDINGS

Public university counsellors' agreement on the development of a hybrid group counselling module on trainee teachers' stress, resilience, and well-being

Based on the research findings, there is a high level of agreement among public university counsellors about the need for a hybrid group counselling module for trainee teachers that addresses stress, resilience, and personal well-being. The study involved 32 counsellors experienced in dealing with trainee

teacher issues, and they were invited to participate in a questionnaire distributed through a Google Form via email.

The analysis of the questionnaire responses revealed that 88% of the public university counsellors strongly agreed with the proposition of developing a hybrid group counselling module for trainee teachers focusing on stress, resilience, and personal well-being. Only 12% of the counsellors reported moderate agreement. Figure 2 provides additional illustrations of this data.

These results emphasize the significance of structured interventions and support systems in addressing trainee teachers' well-being and improving performance. The findings highlight the significant role that counselling plays in promoting well-being of trainee teachers. By addressing this issue, counsellors can play a role in helping trainee teachers deal with stress well, develop resilience, and improve their well-being. In addition, a positive learning environment can be encouraged to improve the quality of their education.

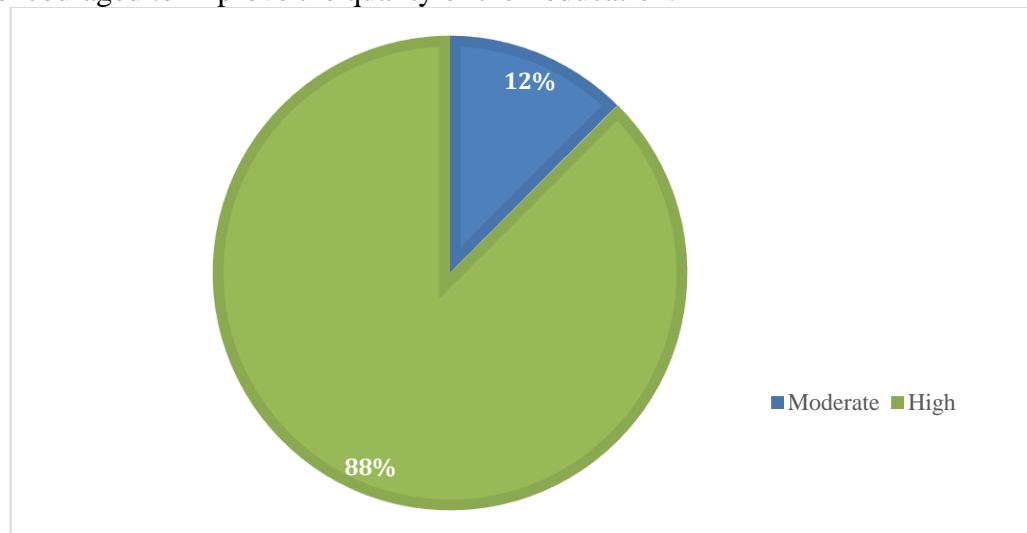


Figure 2. Analysis of Percentage of Agreement on the development of a hybrid group counselling module

The level of agreement based on each question in the Needs Analysis Questionnaire for the Development of the Hybrid Group Counselling Module

Sub-scale 1 (Question 1): Stress, resilience, and personal well-being interventions are crucial for aspiring teachers.

Table 1

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
0	0	0	9.4% (3)	90.6% (29)

Table 1 displays the study sample's responses to question 1, which focuses on the sub-scale of counsellors' perspectives on stress, resilience, and personal well-being. The results reveal that 3 out of 32 public university counsellors

(9.4%) agree. In comparison, 29 out of 32 public university counsellors (90.6%) strongly agree that stress, resilience, and personal well-being interventions are critical for trainee teachers.

Sub-scale 1 (Question 2): Stress, resilience, and personal well-being impact trainee teachers' performance.

Table 2

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
0	0	0	15.6% (5)	84.4% (27)

Table 2 shows the study sample's responses to question 2, which asked participants to rate the intervention's impact on stress, resilience, and personal well-being. According to the findings, trainee teachers' stress, resilience, and personal well-being affect their performance, with 5 or 15.6% of public university counsellors agreeing and 27 or 84.4% strongly agreeing.

Sub-scale 1 (Question 3): Structured intervention is crucial for trainee teachers to deal with stress, resilience, and personal well-being.

Table 3

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
0	0	0	15.6% (5)	84.4% (27)

Table 3 depicted that structured interventions are essential to prepare teachers to deal with stress, resilience, and personal well-being, with 5 or 15.6% agreeing and 27 or 84.4% of public university counsellors strongly agreeing.

Sub-scale 2 (Question 1): Trainee teachers lack institutional support for stress, resilience, and personal well-being issues.

Table 4

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
3.1% (1)	21.9% (7)	37.5% (12)	25% (8)	12.5% (4)

Table 4 presents the study sample's responses to question 1 of the sub-scale assessing counsellors' awareness of stress intervention, resilience, and personal well-being for trainee teachers. The results indicate that one respondent, or 3.1%, strongly disagrees, seven respondents, or 21.9%, disagree, and 12 respondents, or 37.5%, are unsure about the lack of support systems from institutions to address stress, resilience, and personal well-being issues for trainee teachers. However, in sub-scale 2, eight respondents, or 25%, agreed, and four, or 12.5%, strongly agreed with question 1.

Sub-scale 2 (Question 2): Trainee teachers are not interested in seeking counselling services despite experiencing stress, resilience, and personal well-being issues.

Table 5

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
3.1% (1)	12.5% (4)	28.1% (9)	37.5% (12)	18.8% (6)

Table 5 presents the study sample's responses regarding question 2 of the sub-scale assessing counsellors' awareness of stress intervention, resilience, and personal well-being for trainee teachers. The results indicate that one respondent, or 3.1%, strongly disagrees, four respondents, or 12.5%, disagree, and nine respondents, or 28.1%, are unsure about trainee teachers' interest in seeking counselling services despite experiencing stress, resilience, and personal well-being. However, 12 respondents, or 37.5%, agree, and six, or 18.8%, strongly agree with question 2 in sub-scale 2.

Sub-scale 2 (Question 3): Trainee teachers choose not to get involved or get counselling services when experiencing issues of stress, resilience, and personal well-being, despite being given the option to do so.

Table 6

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
3.1% (1)	21.9% (7)	21.9% (7)	34.4% (11)	18.8% (6)

For the sub-scale assessing the counsellors' level of awareness of stress intervention, resilience, and personal well-being for trainee teachers, question 3 received responses from the study sample, shown in Table 6. According to the findings, seven respondents, or 21.9% disagree, one respondent, or 3.1%, strongly oppose, and seven respondents, or 21.9%, of trainee teachers, prefer not to participate in activities or seek counselling services despite having the choice to do so. However, up to 11 respondents, or 34.4%, and up to 6, or 18.8%, strongly agreed with question 3 in sub-scale 2.

Sub-scale 3 (Question 1): Trainee teachers require professional guidance and counselling for stress management, resilience, and personal well-being.

Table 7

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
0	0	6.3% (2)	21.9% (7)	71.9% (23)

Table 7 displays the responses of study participants to question 1 in sub-scale 3. The results indicate that two respondents, or 6.3%, still determine whether trainee teachers require professional guidance and counselling to manage stress, resilience, and personal well-being while studying. However, seven respondents, or 21.9%, agreed, and 23 respondents, or 71.9%, strongly agreed that

trainee teachers require professional guidance and counselling to manage stress, resilience, and personal well-being while studying.

Sub-scale 3 (Question 2): Guidance and counselling services should be implemented based on trainee teachers' current needs.

Table 8

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
3.1% (1)	0	9.4% (3)	31.3% (10)	56.3% (18)

Table 8 displays the study sample's responses to question 2 of the sub-scale assessing the need for stress, resilience, and personal well-being guidance and counselling service. One respondent (3.1%) expressed strong disagreement, and three (9.4%) were unsure about the need to implement guidance and counselling services based on trainee teachers' current needs. In contrast, the results show that ten respondents, or 31.3% of public university counsellors, agree, and 18 respondents, or 56.3% of public university counsellors, strongly agree that guidance and counselling services should be implemented based on trainee teachers' current needs.

Sub-scale 3 (Question 3): Structured guidance and counselling address stress, resilience, and personal well-being using modules.

Table 9

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
0	0	3.1% (1)	25% (8)	71.9% (23)

Table 9 displays the study sample's responses to question 3 in the third sub-scale of this research. The table summarises the participants' views on the requirement for structured guidance and counselling services, explicitly using structured modules to address stress, resilience, and personal well-being issues. Only one respondent (3.1%) expressed uncertainty. At the same time, the statistics reveal that eight respondents, or 25% of public university counsellors, agree, and 23 respondents, or 71.9%, strongly agree that structured guidance and counselling services, utilizing structured modules to address issues of stress, resilience, and personal well-being.

Sub-scale 4 (Question 1): Trainee teachers actively engage in guidance and counselling services focused on stress, resilience, and personal well-being, using relevant modules and interventions.

Table 10

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
0	0	28.1% (9)	34.4% (11)	37.5% (12)

Table 10 displays the responses of study participant to question 1 in the sub-scale of trainee teacher involvement with guidance and counselling for stress, resilience, and personal well-being. According to the study's findings, nine respondents (28.1%) expressed hesitancy regarding the active involvement of trainee teachers in following guidance and counselling services that utilize modules and interventions related to this issue. Conversely, 34.4% (11 respondents) agreed, and 37.5% (12 respondents) strongly agreed that trainee teachers actively seek guidance and counselling services that specifically use modules and interventions related to stress, resilience, and personal well-being.

Sub-scale 4 (Question 2): Modules and interventions for stress, resilience, and personal well-being positively impact trainee teachers in the program.

Table 11

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
0	0	6.3% (2)	31.3% (10)	62.5% (20)

Table 11 presents the responses of study participants to question 2 in the sub-scale of trainee teacher involvement with stress, resilience, and personal well-being guidance and counselling. According to the study, two respondents (6.3%) expressed uncertainty about the positive impact of modules and interventions dealing with stress, resilience, and personal well-being on participating trainee teachers. Conversely, 31.3% (10 respondents) agreed, and 62.5% (20 respondents) strongly agreed that the modules and interventions addressing the concerns explored in this study significantly influence the participating trainee teachers.

Sub-scale 4 (Question 3): Trainee teachers express high satisfaction after participating in organized modules/interventions on stress, resilience, and personal well-being.

Table 12

Subscale Indicator 5 Likert				
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
0	0	3.1% (1)	46.7% (15)	50% (16)

Table 12 shows the study sample's responses to question 3 in the fourth sub-scale of this research. The survey results indicate that only one respondent (3.1%) expresses uncertainty regarding whether trainee teachers are delighted after completing the organized modules. According to the findings, 46.7% of 15 respondents agree, and 50% (16 respondents) strongly agree that the degree of satisfaction among trainee teachers is high after completing the organized modules and interventions on stress, resilience, and personal well-being.

Sub-scale 5: Trainee teachers require hybrid modules or interventions for stress, resilience, and personal well-being, combining face-to-face and online methods.

Table 13

Subscale Indicator 5 Likert				
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Question	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1. Adapted hybrid modules/interventions for trainee teachers' needs.	0	0	0	31.3% (10)	68.8% (22)
2. The hybrid module/intervention should consider appropriate content for implemented activities.	0	0	0	31.3% (10)	68.8% (22)
3. The content of the module or hybrid intervention on the stress, resilience, and personal well-being of trainee teachers should be built based on a standard module development theory or model.	0	0	0	31.3% (10)	68.8% (22)

Table 13 presents the results for this study's three items in sub-scale 5. The findings reveal that ten respondents (31.3%) agree that the development of the hybrid module or intervention should consider the current needs of trainee teachers and align with the appropriate content based on the traditional module development theory or model. The remaining 22 respondents (68.8%) strongly agree with all three questions in sub-scale 5. Similarly, ten respondents (31.3%) agree that the development of the hybrid module or intervention should consider the current needs of trainee teachers and align with the appropriate content based on the traditional module development theory or model. The remaining 22 respondents (68.8%) strongly agree with all three questions in sub-scale 5.

DISCUSSIONS

The research findings indicate a strong consensus among public university counsellors regarding developing a hybrid group counselling module that focuses on stress, resilience, and personal well-being for trainee teachers. The study involved 32 experienced counsellors who specialize in dealing with trainee teacher issues. The analysis of responses from a questionnaire distributed via email using Google Forms revealed that 88% of the counsellors strongly agreed with the proposition of creating a hybrid group counselling module for trainee teachers. Only 12% of the counsellors rated their agreement as moderate, highlighting the widespread consensus on the importance and relevance of such a module.

These findings are consistent with previous studies conducted by Mohamad Faizel et al., (2023) and Wan Roslini and Mohd Sani (2019), emphasizing the need for comprehensive modules to help trainee teachers increase their knowledge and develop coping strategies for managing stress-related issues. This consensus among counsellors underscores the importance of structured interventions and support systems in addressing trainee teachers' well-being.

The research findings further highlight the significance of stress, resilience, and personal well-being interventions for trainee teachers, as these issues significantly impact their performance. Trainee teachers often experience stress and fatigue syndrome, leading to burnout, sleep disturbances, and loss of appetite (Bouhaba et al., 2021; Suganda-M et al., 2023). The intensity of learning activities

and dense study schedules contribute to depression, reduced resilience, and disrupted personal well-being among trainee teachers (Chiam, 2018; Mohamad Faizel & Nor Shafrin, 2020b; Nengsih et al., 2023). Addressing these issues through structured interventions is crucial for the well-being and success of trainee teachers.

Counselling is crucial in promoting overall well-being by addressing stress, resilience, and personal well-being issues among trainee teachers. Various previous researchers have suggested interventions such as curriculum integration (Anna Babicka et al., 2021), training (Anna Babicka et al., 2021; Barbara & Amalia, 2021), guidelines (Barbara & Amalia, 2021), diverse techniques (Hepburn et al., 2021; Tomlin, 2022), sessions (Nair & Otaki, 2021; Oti & Pitt, 2021), and internet-based (Amanvermez et al., 2021; Harrer et al., 2021; Rasanen et al., 2020). These suggestions highlight the importance of a comprehensive approach to addressing trainee teachers' well-being, which includes a variety of strategies and techniques.

This study introduced a structured module guided by Cognitive Behavioral Therapy (CBT) principles to address stress, resilience, and personal well-being in a hybrid medium (face-to-face and online). By utilizing a hybrid approach, trainee teachers' needs can be met while considering their study environment and busy lecture schedules. The research findings indicate that trainee teachers actively engage in guidance and counselling services focused on stress, resilience, and personal well-being when relevant modules and interventions are provided. These modules have positively impacted trainee teachers' self-development and emotional handling skills, leading to high satisfaction levels among participants (Garcia-Martinez et al., 2022; Mohd Salmi et al., 2015).

To effectively address stress, resilience, and personal well-being issues, structured interventions are necessary for trainee teachers. Higher education institutes are crucial in helping trainee teachers adapt to campus life and improve their well-being (Amalia & Vanedda, 2022; Nair & Otaki, 2021). Implementing online counselling alongside face-to-face services can increase the utilization of counselling services and better serve the community (Wong et al., 2018). Online interventions have shown improved skills and short-term effects on well-being and stress (Rasanen et al., 2020; Setiawati & Handrianto, 2023). Further studies on internet-based stress management programmes for students is needed to provide information on the development and implementation of such programs (Amanvermez et al., 2021; Harrer et al., 2021).

In conclusion, the research findings demonstrate a high consensus among public university counsellors regarding the importance of developing a hybrid group counselling module that addresses stress, resilience, and personal well-being for trainee teachers. The findings highlight the importance of structured interventions and support systems in enhancing the well-being and performance of trainee teachers. By implementing these interventions, providing institutional support, and developing appropriate modules, the well-being and satisfaction of trainee teachers can be positively impacted.

CONCLUSION

To conclude, the article sheds light on trainee teachers' difficulties and the significance of addressing their mental health. The research findings highlight the need for effective interventions and support systems for reducing stress,

improving resilience, and promoting trainee teachers' well-being. Institutions must evaluate and strengthen existing resources to ensure comprehensive support for trainee teachers. The differing perceptions among counsellors regarding trainee teachers' willingness to seek counselling services highlight the importance of understanding the motivations and barriers that affect engagement. To encourage aspiring teachers to seek appropriate support, efforts should be made to reduce stigma and raise mental health awareness. Although there are conflicting opinions about trainee teachers' involvement and satisfaction with interventions, further research is needed to determine their efficacy and pinpoint the elements that influence both. This will aid in refining programs to better meet the needs of trainee teachers.

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