

DOI Link: <https://doi.org/10.61586/isb9A>
Vol.65, Issue.10, Part.1, Oct 2025, PP.75-86

NEEDS ANALYSIS FOR THE DEVELOPMENT OF A TEACHER STRESS MANAGEMENT MODULE

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Received Feb 2025 Accepted Sep 2025 Published Oct 2025

ABSTRACT

This study aims to identify the needs and specifications for developing a stress management module for teachers. To ensure the module is relevant and practical, three experts were consulted to assess the content validity of the needs analysis. Additionally, a questionnaire was distributed to 20 school counselors to gather information on the necessity and potential use of the module. Data collection involved both questionnaires and semi-structured interviews, using purposive sampling methods. The data were analyzed both quantitatively and qualitatively, with interview responses categorized and thematically examined. The analysis revealed three main themes: (1) the need for the module, (2) the importance of implementing a stress management program, and (3) suitable activities to include in the program. Overall, the findings suggest a pressing need to develop a stress management module tailored to support teachers' well-being.

Keywords: needs analysis, teacher, stress module

INTRODUCTION

The Stress Management Module acts as a guide in creating a training program. This psycho-educational module aims to help individuals prevent work-related stress in their daily routines. It increases awareness about managing stress both individually and in groups. The goal of this module is to demonstrate how to manage stress effectively and systematically. Additionally, it is intended to help people facing stress cope more effectively and build resilience, enabling them to lead a balanced and fulfilling life.

This stress module primarily focuses on the expertise and skills of counselors in handling stress-related issues, especially among teachers. The researcher's observation indicates that the use of module-assisted approaches in Malaysia remains limited and is not explicitly used as a guide. This particular stress module is not yet widely adopted, especially among teachers. The researcher also notes that implementing a counseling program-based module helps educational counselors and counseling teachers conduct group counseling sessions.

Russell (1974) explains that modules can be applied in both academic and non-academic areas. Academic module-based instruction can take place in primary schools, secondary schools, colleges, or universities. In the non-academic sector, it can be used in activities such as self-improvement, hobbies, creation, adventure, and recreation. Generally, modules are utilized for regular teaching, enrichment, remediation, replacement, and to run courses and distance education. Sulaiman Yadin et al. (1986) state that one purpose of modules is to help individuals gain knowledge, understanding, and skills to enhance management efficiency in achieving organizational goals. A study by Mohd Faizal Hassan, Hamidah Sulaiman, and Ghazali Darusalam (2018) showed that role conflict, role ambiguity, and role overload significantly contribute to stress among teachers. This suggests that individuals' coping strategies vary widely and can lead to an inability to manage their feelings, emotions, or behaviors effectively. Teachers often lack rational thinking skills when making decisions, especially in problem-solving situations, particularly when faced with various issues and challenges (Vernon, 2004).

The challenges encountered by teachers can lead to negative symptoms such as work-related stress (Rosmary & Faridah, 2021). A successful organization greatly depends on its work methods and styles. Therefore, to ensure organizational goals are met, teachers can receive special training through stress management sessions included in the module. The researcher also considers the skill of managing teacher stress through module-supported activities as a highly effective scholarly research process. According to Brewer et al. (2019), it is essential to plan appropriate intervention delivery methods (e.g., face-to-face or online) to address stress issues.

Based on the explanations above, it is clear that recognizing the causes of stress and managing it more effectively is essential for individuals. From the

explanation, thought disorders, emotional disturbances, and behavioral problems among teachers do not simply appear. Instead, emotional and behavioral disturbances result from the perceptions and reactions of those experiencing them (Palmer & Dryden, 1994). Individuals experiencing stress will put less effort into managing it when they believe their irrational belief system is the cause of their stress response. As a result, they tend to blame the event as the cause of the stress they face and reject opportunities to improve the situation (Ellis & Dryden, 1997). This will undoubtedly hinder individuals from improving their coping strategies and resilience to stress. It is these negative stimuli that cause disturbances within a teacher.

NEEDS ANALYSIS AS THE INITIAL PHASE OF THE STUDY

Needs analysis is a crucial part of planning educational modules. Pratt (1994) defines needs analysis as a method for identifying the gap between the current situation and the desired one. Meanwhile, McKillip (1987) states that needs analysis is a value judgment that a specific group has problems that can be solved. The needs analysis phase provides essential information for designing and developing instructional materials in later stages (Gagne et al., 2005). In this research, a needs analysis study was conducted at the start of the module development to identify teachers' needs in managing stress and to explore ways to handle stress more effectively. The data collected during this phase are used as input in the module development process during the design phase. Subsequently, the module is implemented, and its effectiveness is evaluated.

STUDY OBJECTIVES

The goals of the needs analysis phase are as follows:

1. To determine the validity level of the Needs Analysis Questionnaire for Developing a Stress Management Module for teachers based on expert opinions.
2. To evaluate the reliability of the Needs Analysis Questionnaire for Developing a Stress Management Module for teachers.

RESEARCH METHODOLOGY

Research Design

This study employed two methods: questionnaires and interviews, as well as document analysis. It adopted a quantitative approach and conducted interviews to evaluate the validity and reliability of the Needs Analysis Questionnaire for Developing a Stress Management Module.

Population and Study Sample

The study sample consisted of two groups: experts to assess validity and educational counselors experienced in supporting teachers facing stress, who were selected to evaluate the Reliability of the Needs Analysis Questionnaire for Developing a Stress Management Module for Teachers.

a) Sample for determining validity

The study involved three expert evaluators to assess the face and content validity of the questionnaire developed by the researcher. The content validity was evaluated by these three experts, following Mohd Majid's (2005) recommendation that at least three experts should review the items based on content and the objectives to be measured.

Table 1 Expert Evaluator Description

Expert	Background of Expert
EXPERT 1	Lecturer at a Teacher Education Institution, holds a Doctor of Philosophy Degree
EXPERT 2 Sultan Idris,	Senior Lecturer, University Pendidikan holds a Doctor of Philosophy Degree
EXPERT 3 holds a	Lecturer at University Sains Islam Malaysia, Doctor of Philosophy Degree

b) Sample for reliability testing

According to Chua (2016), the number of pilot study samples should not exceed 100 respondents or be between 10 and 30 respondents. Therefore, the researcher selected 20 individuals as the sample for this pilot study, in line with previous research recommendations.

Study Questionnaire

This questionnaire was adapted from the Needs Analysis questionnaire by Mohd Izwan et al. (2017), which was also used by Nurul Fathihah and Ahmad Jazimin (2022) in their study. It was altered in sentence structure to suit the needs analysis for developing a stress management module for teachers. The questionnaire has three objectives: (1) identify the module need, (2) assess demand for the stress management program, and (3) evaluate program activities.

Table 2 shows each questionnaire item.

Construct Number of Items	Item No.
1) Need to develop Stress Module 6	1,2,3,4,5,6
2) Need for Stress Management program 8	7,8,9,10,11,12,13,14
3) Program Activities Conducted (Open-ended question) 4	15,16,17,18

Meanwhile, a five-point Likert scale (5-Likert) was used as the respondents' answer choices to evaluate the level of agreement regarding the needs analysis for developing a stress management module among teachers. This helps the researcher determine respondents' assessment of each item. Table 3 shows the scores on the 5-Likert scale.

Table 3: 5-Likert Scale Scores

Statement	Score
Strongly Disagree (STS)	1
Disagree (TS)	2
Uncertain (TP)	3
Agree (S)	4
Strongly Agree (SS)	5

FINDINGS

Questionnaire Validity

The face validity and content validity of this questionnaire were assessed using the expert reference method (Wan Hanum Suraya & Jamal @ Nordin, 2014). According to Price and Mueller (1986), many researchers have employed the specialist reference method to evaluate questionnaire validity. All items were developed based on feedback from supervisors and expert evaluators. The researcher then revised the items according to comments and suggestions from the participating experts. Items with unclear meanings or that did not align with the intended measurement were removed, resulting in 18 items remaining in the questionnaire. Overall, the expert evaluators provided positive feedback on the

Needs Analysis Questionnaire for Developing a Stress Management Module among teachers.

Table 4 Expert Evaluators' Views on the Needs Analysis Questionnaire

Expert	Expert's View
1.	Constructed items are suitable for studying module needs, although some require review and improvement.
2.	All items are appropriate and usable. The developed questionnaire is effective and can evaluate the needs of the targeted module.
3.	The researcher has created the items effectively. Improvements are needed, as indicated by the provided comments.

The researcher created a needs analysis questionnaire to gather feedback from counseling lecturers about the necessity of module development. Before distributing it, the researcher planned the steps for expert validation, aiming to develop a psycho-educational intervention module for stress management. In this study, three expert panels were chosen to evaluate the content validity of the questionnaire. The researcher prepared: i) appointment letters for the experts, ii) declaration forms for reviewing content validity, and iii) the questionnaire items related to module development. All materials were emailed to the panels. The declaration forms included their review results. The questionnaire items addressed constructs such as the need for module development, stress management program needs, and the implementation of stress management programs (open-ended questions). Specifically, there were six items on module development needs, eight on stress management program needs, and four on conducted stress management programs. The expert panels rated each item on a Likert scale from 1 (strongly disagree) to 10 (strongly agree), covering needs related to both module development and stress management programs. To assess the questionnaire's validity, the total score from the experts (x) was divided by the maximum possible score (y), then multiplied by 100 to get a percentage, following Sidek & Jamaludian (2005), as shown in Figure 1.

$$\frac{\text{Total expert opinion score (x)}}{\text{Total Overall score (y)}} \times 100 \% = \text{Content Validity}$$

The content validity of a questionnaire, based on expert opinion, is considered high if the validity coefficient is 0.70 or above, or if it yields 70 percent or higher (Sidek Noah & Jamaludian Ahmad, 2005; Jamaludin Ahmad, 2002; and Tuckman & Waheed, 1981).

Table 5 Expert Evaluation of Questionnaire Validity

Item	Statement	P 1	P 2
	P 3		
1	More teachers facing stress	9	10
2	Stress module needed in organizations	9	10
3	The role of educational counselors is important to school teachers	9	10
4	Group counseling/group guidance approach is important	10	9
5	Module content can change teachers' thoughts, emotions, and behaviour towards a more positive direction	8	9
6	Development of a stress-related module can help reduce teacher stress	8	8
7	What is the level of teacher involvement in the stress management program organized by your department	9	10
8	What is the impact of the stress management program that has been organized on the teachers involved	9	9
9	In your opinion, what is the stress level of teachers who have attended the stress management program	10	9
10	In your opinion, what is the stress level of teachers who have not attended the stress management program	8	8
11	How can existing teacher stress management programs help reduce teacher stress	10	9
12	The stress management program developed should take into account and meet current teacher needs	10	9
13	The stress management program developed should take into account suitable module content with the intervention implemented.	10	8
14	The content of the stress management The module should be developed based on a standard stress management theory or model.	10	9
15	State a few program names (last 3 years) related to stress management, organized/ Conducted by your Department.	10	8
16	Are there any modular stress management programs conducted by Your department	10	9
17	In your opinion, does the teacher stress The management program needs to be improved	8	9
18	State any of your views or comments related to teacher stress management	8	9
	10		
TOTAL:		165	158
178			

The results of this study demonstrate that the Needs Analysis Questionnaire for Developing a Stress Management Module has a high content validity of 93%, and it is considered acceptable. Furthermore, each expert evaluator provided scores above 70%. Based on the validity analysis, the Needs Analysis Questionnaire for Stress Management items has been confirmed to represent the variables being measured in the study accurately.

Table 6 Content Validity Analysis by Expert

Expert	Score	Total Score	Percentage
	Opinion Minimum Expert	Maximum	Validity Coefficient
1	165	180	91.7% (.92)
	Accepted		
2	158	180	87.7% (.88)
	Accepted		
3	178	180	98.8% (.99)
	Accepted		
Overall Validity Coefficient:			93% (.93)

Reliability of Needs Analysis Questionnaire

The participants in the study included educational counselors in JPN and PPD. All of them completed questionnaires about the need for module development for teachers. The selection method used was convenience sampling, a non-probability approach where samples are drawn from a group of people who are easily accessible. This method is also called grab sampling or availability sampling. There are no additional criteria for this method, except that participants must be available and willing to participate. Additionally, this type of sampling doesn't require a simple random sample, as the only condition is that participants agree to participate (Saunders, M & Lewis, P; Thornhill, A, 2012). This approach is quick, accessible, and cost-effective, making it an attractive option for many researchers (Henry, Gary T., 1990).

In this study, 20 experienced educational counselors provided counseling to teachers. The research instrument was the Needs Analysis Module Questionnaire, developed by the researcher. Questionnaire tools can be created by the researcher or adapted from other researchers (Azjen, 1991; Armitage & Corner, 2001). The questionnaire method is considered helpful in guiding the assessment of specific material needs or research objectives. The questionnaire is divided into three sections: module development needs, stress management program needs, and stress management programs conducted (open-ended questions). There are 6 items on module development needs, 8 items on stress management program needs, and 4

items on stress management programs that have been conducted (as indicated by open-ended questions). The data collected were analyzed using SPSS software. Quantitative data were examined through descriptive statistics, while qualitative data from interviews were categorized and analyzed thematically.

A pilot study was conducted to evaluate the reliability of the needd analysis questionnaire for module development. Fraenkel, Walen, and Hyun (2012) and Pallant (2016) explain that the reliability of a questionnaire refers to the consistency of the scores obtained. Additionally, Fraenkel, Walen, and Hyun (2012) note that instrument reliability refers to the accuracy with which the instrument measures what it is intended to measure.

Cronbach's alpha method was used to assess the reliability of each construct. The Cronbach's alpha for the module development construct (six items) was 0.771, and for the program management needs (eight items), it was 0.815. An acceptable Cronbach's alpha value is 0.7 (Pallant, 2016), while Cohen, Manion, and Marrison (2018) and Sekaran and Bougie (2016) state that an acceptable value is 0.8. The overall Cronbach's alpha for the combined constructs of module development and program management needs was .904.

Meanwhile, there are four open-ended questions that educational counselors need to answer, including: 1) list a few program names from the last three years related to stress management organized or conducted by your Department; 2) does your department offer any modular stress management programs; 3) in your opinion, does the teacher stress management program need improvement; and 4) share any of your views or comments related to teacher stress management.

Table 7 displays open responses from some respondents who explained their agreement with the questionnaire items related to the program and activity constructs.

Table 7: The Need for Stress Management Programs

Item	Matter	Respondent Statement
1	State a few program names (last 3 years) related to stress management, organized/conducted by your department.	"Programs are held 3 times a year: early, mid, and end of the year."
2	Does your department conduct any modular stress management programs?	"Yes, but not standardized"
3	In your opinion, does the teacher's stress management program need improvement?	"Needs improvement and should align with current teacher needs in managing stress."
4	State any of your views or comments related to teacher stress management	"A module to help teachers manage stress is greatly needed as a guide for educational counselors in helping to address stress among teachers."

DISCUSSION

The analysis reveals that the questionnaire items align with the constructs measured in the study. However, several issues need to be addressed based on comments, views, and suggestions from expert evaluators. The researcher has clarified unclear items to ensure they accurately measure what is intended. A total of 18 items were used in this study on developing a stress management module for teachers. The positive feedback from expert evaluators on this questionnaire indicates high validity.

Overall, the results of the validity and reliability analysis of the needs analysis questionnaire for developing a stress management module show that it is a high-quality and dependable tool. A thorough process was followed in this study to ensure the content validity and reliability of the questionnaire, and the results support its use. With a valid and reliable questionnaire, the needs analysis for creating a stress management module for teachers will produce high-quality and relevant data, leading to a better understanding of teachers' needs and stress-related challenges.

The findings also show that the needs analysis questionnaire for developing a stress management module has good reliability for the module development and program needs constructs, with a Cronbach's Alpha reliability coefficient of 0.904. This indicates the consistency and reliability of the developed questionnaire instrument in measuring the intended constructs, supported by high validity and reliability scores across the entire questionnaire and its subscales. The data obtained from this questionnaire will help provide a more precise and detailed understanding of the needs and challenges faced by teachers in addressing stress issues. They can simultaneously reduce the stress they experience.

CONCLUSION

In conclusion, the needs analysis questionnaire for developing a stress management module for teachers has strong validity and reliability for use. The importance of questionnaire validity and reliability in needs analysis is to ensure that this stress management module is genuinely relevant and valuable to educational counselors. By considering these factors, the stress management module can be tailored to meet the specific needs of teachers in managing stress. With the development of this practical and reliable stress management module, it is hoped that it will provide accurate and appropriate support to teachers facing stress. Therefore, this study emphasizes the importance of questionnaire validity and reliability in needs analysis for creating a stress management module for teachers in Malaysia.

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