

Construction and Validity of Module to Empower Bully Handling of Wardens and Students in Boarding Secondary Schools in Malaysia

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Abstract :This study was aimed to construct and test the validity of Module to Empower Bully Handling by using Cognitive Behavior Therapy This survey-designed study was using questionnaires to get the validity value of the module. MEBH is a module consists of 12 strategies and 23 self-activities. The questionnaires used were Module Validity Testing Questionnaire by Russell (1974) and Module Validity Testing Questionnaire based on Strategies and Activities by Mohammad Aziz Shah (2010). The content validity of MEBH was assessed by nine experts consist of academicians and practitioners in guidance and counseling field. Based on Russell (1974), the analysis value of content validity of this module was high which is 93.00%. The content validity for Strategy 1 The Introduction of Module to Empower Bully Handling is 93.00%, Strategy 2 Objectives, Definition and Concept of the Module to Empower Bully Handling is 91.00%, Strategy 3 Types, Factors and Implications of Bully is 89.60%, Strategy 4 Discipline Management in School and the Roles of Everyone is 82.00%, Strategy 5 Module of Empower Bully Handling Prevention is 88.00%, Strategy 6 Module of Empower Bully Handling Development is 90.50%, Strategy 7 Module of Empower Bully Handling Recovery is 90.50%, Strategy 8 Application of Prevention, Development and Recovery Orientations is 92.00%, Strategy 9 General Rules Do Not Bully is 92.00%, Strategy 10 Bully Handling is 92.00%, Strategy 11 Tips to Handle Bully is 92.00% and Strategy 12 Report Box of Bully Victims or Observers is 92.00%. The findings of this study showed that experts agreed that all the activities in the MEBH could be implemented to handle bully from wide spreading. Based on the content validity obtained, several suggestions are presented for the improvement of the activities.

Index terms: Construction, Validity, Module to Empower Bully Handling (MPMB)

I.INTRODUCTION

Bully is a misconduct behavior done by bullies to bully victims that will leave adverse effects to the victims physically and psychologically (Abdul Malek, 2004 & Bulach et al., 2003). According to a study done by Glover et al.

(2000), bully destroys victims' self-esteem and this will cause various forms of disruption.

Revised Manuscript Received on December 22, 2018.

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Dictionary of the Fourth Edition Board defines bully as acts of fooling people, usually weak people, with the intentions to intimidate, injure, or scare those people. In another words, bully is an act of violence to show ones strengths to the victims.Bully cases are not only happened to adults, but it already started from early stages of schooling, which is pre-school. Usually, bully involves a group of bullies and a victim. A few causes have been identifies that lead to this problem. Bully damages the victims' academic capabilities and social potentials. The worst thing can happen to the victims is they take their own lives after suffering severe depression.

Majority of bullies have been reported to posses extreme emotional problems. Problems that arise in the family or work cause unimaginable stress to the bullies, plus with the lack of knowledge and skills on how to solve the problems and handle the stressors have made them lost control in their emotions. As a result, they start bullying other people as a mean to release all the stress. Some bullies admit that they feel happy and satisfied after bullying other people.

Before the bully problem becomes more serious and critical, effective steps should be taken. Parents and schools must cooperate to make sure their children are not involved in this issue. The victims of bullying not only got physical injuries, but as consequences their cognitive, affective and behavior are also affected. Everyone should look into this issue and play their roles because these students could be the leaders of tomorrow, so each and every individual is an asset to the country.

The quest for individual development is one of national efforts. Furthermore, based on statistics, bullying phenomena in this country is still increasing even though there are various interventions both at school and community level have been done to address this social problem of adolescents. Therefore, all parties should be prepared to come out with effective interventions to address this problem. A dynamic module must be developed in the effort of saving our youths. The efforts to eradicate bully need to be taken as soon as possible to create a harmonious society and thus ensure the well being of the country.

II. PROBLEM STATEMENT

Bully is a misconduct behavior done by bullies to bully victims that will leave adverse effects to the victims physically and psychologically[1]. According to a study done by Glover et al. (2000), bully destroys victims' self-esteem and this will cause various forms of disruption. Bully damages the victims' academic capabilities and social potentials. The worst thing can happen to the victims is they take their own lives after suffering severe depression. Everyone should look into this issue and play their roles because these students could be the leaders of tomorrow.

According to the Deputy Education Minister, Dato' P. Kamalanathan, 3000 bully cases are reported in 2015. He added that students' discipline and background aspects should be identified other than surrounding and peer influence factors [2]. In Manila, total bully cases reported last year are twice the number of cases happened in Singapore and Kuala Lumpur

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Based on this requirement, the study aims to examine and develop Module to Empower Bully Handling of Wardens and Students in Boarding Secondary Schools as a bully

prevention strategy. This module is built on a thorough library study. Furthermore, there is no study focusing on the construction of module to empower bully handling of wardens and students.

Overall, MEBH can generate manuals to overcome bully problem in schools. One of the advantages of this module is it can be used by wardens, counselors, teachers, parents, students, psychologists, as well as motivators as a new alternative to manage bully problem because it is easy, interesting, simple, fast and accurate.

III. LITERATURE REVIEW

Md Noor Saper (2012) also did a study on module construction. He did a study to construct a guidance module by using Islamic religion perspectives known as Module for Self Neatness, and then test its effectiveness to students' religiosity and resilience. This study included two phases, which are module construction and module testing on its effect to the religiosity and resilience. In the module construction phase, required data for the module construction were gathered from interview with experts and thorough library study. Validity and reliability of this module also been tested and the findings showed that MBTN can be used as an intervention with overall reliability of Alpha Cronbach value of 0.883.[3] While in the second phase, to test the effectiveness of the module, a quasi-experiment had been conducted in a secondary school. A total of 62 students were selected as respondents, they then were divided into two groups, which are experimental group and control group. In this study, two assessments were used, Resilience Questionnaire (SDT) and Secondary School Students Appreciation of Islamic Teaching Scale (SPPIP-M). Interviews also had been conducted to identify respondents' reactions to the intervention given. The findings showed that there is significant relationship between students' resiliency and religiosity. These findings also proved that guidance and practice by using Islamic perspectives module could improve respondents' resiliency. One of the implications of this study is there should be more developments in guidance and counseling based on religion, especially Islamic perspectives.

While Fauziah Mohd Sa'ad (2014) did a study to assess the effectiveness of module that linked Person-Centered Group Counseling (KKPPI) and Ad-Din Cognitive Psychology Group Counseling (KKPKAD) on self-concept, depression and resiliency of teen pregnancy out of wedlock. This study included 55 adolescents from three women's shelters, which are Raudhatus Sakinah, KEWAJA and Taman Seri Puteri Cheras (JKM). Subjects of this study were teenagers aged between 13 to 21 years old. Questionnaires been used were Multidimensional Self-Concept (MSC), Beck Depression Inventory (BDI) and Adolescent Resiliency Attitude Scale (ARAS).

Reliability was based on the value of coefficient Alpha Cronbach. Construct validity also been checked by experts. This study used pre- and post-test method and quasi experiment. The subjects were divided into three groups, two of them were experimental group and one control group; (i) Person-Centered Group Counseling (n=18) (ii) Ad-Din Cognitive Psychology Group Counseling (n=19) and (iii) Control group (n=18). Each experimental group went through group counseling for seven times, once a week for seven consecutive weeks. Data were analyzed by using descriptive, ANOVA, MANCOVA and Post Hoc Tukey's methods with significant level of 0.01 and 0.05. The findings concluded that (1) Person-Centered Group Counseling and Ad-Din Cognitive Psychology Group Counseling gave significant effects to all the dependent variables of self-concept, resiliency and depression of pregnant teenager out of wedlock in those three locations. The findings proved that the interventions in Person-Centered Group Counseling and Ad-Din Cognitive Psychology Group Counseling succeed in improving subjects' self-concept, decreasing depression and increasing resiliency, (2) Based on ANOVA and MANCOVA analysis, there is no significant difference between interventions in Person-Centered Group Counseling and Ad-Din Cognitive Psychology Group Counseling to self-concept, depression and resiliency. However, from the pre-and post-test, findings showed that Ad-Din Cognitive Psychology Group Counseling has a higher mean value than Person-Centered Group Counseling. This is because Ad-Din Cognitive Psychology Group Counseling has two strengths, which are method of spiritual practice and counselors' abilities to provide alternatives in solving clients' problems. As a conclusion, this study proved that both Person-Centered Group Counseling and Ad-Din Cognitive Psychology Group Counseling are suitable to be used by different people of ages. Implications, limitations and suggestions have been discussed in this study as well.

IV.RESEARCH OBJECTIVES

This study was conducted to:

- a. Study the content validity of Module to Empower Bully Handling by using Cognitive Behavior Therapy based on Russell (1974).
- b. Study the validity of strategies and activities suitability based on Mohammad Aziz Shah (2010).
- c. Study the content validity of Strategy 1 The Introduction of Module to Empower Bully Handling.
- d. Study the content validity of Strategy 2 Objectives, Definition and Concept of the Module to Empower Bully Handling.
- e. Study the content validity of Strategy 3 Types, Factors and Implications of Bully.
- f. Study the content validity of Strategy 4 Discipline Management in School and the Roles of Everyone.
- g. Study the content validity of Strategy 5 Module of Empower Bully Handling Prevention.
- h. Study the content validity of Strategy 6 Module of Empower Bully Handling Development.

- i. Study the content validity of Strategy 7 Module of Empower Bully Handling Recovery.
- j. Study the content validity of Strategy 8 Application of Prevention, Development and Recovery Orientations.
- k. Study the content validity of Strategy 9 General Rules Do Not Bully.
- l. Study the content validity of Strategy 10 Bully Handling.
- m. Study the content validity of Strategy 11 Tips to Handle Bully.
- n. Study the content validity of Strategy 12 Report Box of Bully Victims or Observers.

V.RESEARCH METHOD

This study is a descriptive method of quantitative that assesses the statistical data of module validity through survey. According to Sidek (2002), descriptive study design is able to give explanation about facts and characteristics of the population or field systematically, accurate and precise. Quantitative study is used to generate theory from the data inductively [

A.First Study Research Design

The first study research design was preliminary study by doing thorough library study to identify and evaluate the best literatures and theories in constructing a module and activities. In this section, the focus was to construct all the contents and essence of Module to Empower Bully Handling by using Cognitive Behavior Therapy.

B.Second Study Research Design

The second study research design was survey descriptive research design to evaluate the content validity of Module to Empower Bully Handling by using Cognitive Behavior Therapy. The two variables used in this study were the content validity of the module and the validity of the strategies and activities contained in the module. The content validity of MEBH was assessed by nine experts consist of academicians and practitioners in guidance and counseling field.

The experts were given two questionnaires to assess the validity of this module. The first questionnaire was Russell (1974) Module Validity Testing Questionnaire that emphasizes five important criteria in gaining high validity in constructed module. The second questionnaire was Module Validity Testing Questionnaire based on Strategies and Activities by Mohammad Aziz Shah (2010) to get the detailed validities for module and sub modules. After that all the experts were given enough time to determine the overall validity value of Module to Empower Bully Handling by using Cognitive Behavior Therapy.

C. Research Subject

The subjects for this study were nine experts consist of academicians and practitioners in guidance and counseling field those were needed to evaluate the validity of Module to Empower Bully Handling by using Cognitive Behavior Therapy.

D. Research Tools

There were two research tools used in this study, which are Russell (1974) Module Validity Testing Questionnaire and Mohammad Aziz Shah (2010) Module Validity Testing Questionnaire based on Strategies and Activities. The module was constructed and enacted by researchers consists of 12 strategies covering 23 activities.

Module Validity Testing Questionnaire by Russell (1974) stated that every module should have five important criteria, such as 1) the content of the module must reflect the targeted population, 2) the content of the module can be implemented successfully, 3) the allocated time to run the module is suitable, 4) the module can give positive impacts to counselors in handling bully cases in schools and 5) the module can improve the skills of the counselors in handling bully cases in schools. While Mohammad Aziz Shah (2010) Module Validity Testing Questionnaire based on Strategies and Activities assessed all the strategies and activities in Module to Empower Bully Handling by using Cognitive Behavior Therapy[8].

In order to get a high value of content validity, all the experts were needed to give approvals on all the items in every strategies and activities. This method is known as external criticism because researchers get scores from outsiders. From there, the value of validity coefficient was calculated based on mean scores (Mohd Majid, 2005; Wiersma and Jurs, 1990).

Experts were needed to give their approvals in scale from 0 (strongly disagree) to 10 (strongly agree). Besides that, experts also were needed to give feedbacks and suggestions on items.

VI. RESEARCH FINDINGS

A. Research Findings of Phase 1

In Phase 1, researchers constructed the Module to Empower Bully Handling by using Cognitive Behavior Therapy completely with its 12 strategies and 23 activities.

B. Research Findings of Phase 2

In this phase, the researchers appointed nine experts to evaluate the content validity of the Module to Empower Bully Handling by using Cognitive Behavior Therapy. According to Othman Mohamed (2008), six to nine experts are enough to evaluate construct and items of the module. So, these nine experts consisted of academicians and practitioners in the

field of guidance and counseling were given two sets of questionnaires. There were Russell (1974) Module Validity Testing Questionnaire and Mohammad Aziz Shah (2010) Module Validity Testing Questionnaire based on Strategies and Activities.

Table 1 below shows the content validity evaluated by the experts based on Russell (1974);

Table 1
Experts' Opinions on Content Validity of Sub-Module to Empower Bully Handling by using Cognitive Behavior Therapy (MEBH) based on Russell (1974) (n=9)

| No. | Statement | Validity Percentage (%) | Experts' Opinions |
|-----------------|--|-------------------------|-------------------|
| 1 | The content of the module reflects targeted population | 92.00% | Approved |
| 2 | The content of the module can be implemented successfully | 94.00% | Approved |
| 3 | The content of the module for the allocated time to run the module is suitable | 91.00% | Approved |
| 4 | The content of the module can give positive impacts to counselors in handling bully cases in schools | 94.00% | Approved |
| 5 | The content of the module can improve the skills of counselors in handling bully cases in schools | 94.00% | Approved |
| Overall of MEBH | | 93.00% | Approved |

According to Russell (1974) the accepted values for content validity should range from 91.00% to 94.00%. The first item in the module got a score of 92.00%, this means the content of MEBH reflects the targeted population. After that, the second item got 94.00% because it can be implemented successfully. Then, the item number three got the validity score of 91.00% that evaluated the suitability of time allocated for every sub-module. The fourth item got 94.00% telling us that the content of MEBH will give positive impacts to the counselors.

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Last but not least, the item which supposedly to measure whether the module could improve counselors' skills in handling bully cases in schools showed a score of 94.00%. Overall, we can conclude that all the criteria listed by Russell (1974) were met and satisfied as the MEBH got a content validity score of 93.00% (0.930).

Table 2 shows the content validity of strategies and activities in MPMB as evaluated by experts;

Table 2
Experts' Opinions on the Strategies and Activities of Module to Empower Bully Handling by using Cognitive Behavior Therapy (MEBH) based on Mohammad Aziz Shah (2010) (n=9)

| Strategy | Activity | Total Score | Validity Percentage (%) | Experts' Opinions |
|------------|--|-------------|-------------------------|-------------------|
| Strategy 1 | The Introduction of Module to Empower Bully Handling | 279 | 93.00% | Approved |
| | | 89 | 89.00% | Approved |
| | | 89 | 89.00% | Approved |
| | Activity 1: Ice Breaking | 92 | 92.00% | Approved |
| | Activity 2: The Introduction of MEBH | | | |
| Strategy 2 | Activity 3: Bully Video Clips | | | |
| | Objectives, Definition and Concept of the Module to Empower Bully Handling | 273 | 91.00% | Approved |
| | | 88 | 88.00% | Approved |
| | | 92 | 92.00% | Approved |
| | | 92 | 92.00% | Approved |
| Strategy 3 | Activity 1: Focus Point | | | |
| | Activity 2: Soul Chain | | | |
| | Activity 3: You Feel I Feel | | | |
| | Types, Factors and Implications of Bully | 269 | 89.60% | Approved |
| | | 89 | 89.00% | Approved |
| | 89 | 89.00% | Approved | |

| | | | | |
|------------|---|-----|--------|----------|
| | Activity 1: Hemptu puncture | 91 | 91.00% | Approved |
| | Activity 2: Numerous Sea | | | |
| | Activity 3: The World of My Body | | | |
| Strategy 4 | Discipline Management in School and the Roles of Everyone | 164 | 82.00% | Approved |
| | | 91 | 91.00% | Approved |
| | | 91 | 91.00% | Approved |
| | Activity 1: Fighters | | | |
| | Activity 2: My Hero | | | |
| Strategy 5 | Module of Empower Bully Handling Prevention | 176 | 88.00% | Approved |
| | | 89 | 89.00% | Approved |
| | | 87 | 87.00% | Approved |
| | Activity 1: Light of Glory | | | |
| | Activity 2: Door Faces | | | |
| Strategy 6 | Module of Empower Bully Handling Development | 181 | 90.50% | Approved |
| | | 91 | 91.00% | Approved |
| | | 90 | 90.00% | Approved |
| | Activity 1: Chain of Hearts | | | |
| | Activity 2: Lotus Night | | | |
| Strategy 7 | Module of Empower Bully Handling Recovery | 181 | 90.50% | Approved |
| | | 90 | 90.00% | Approved |
| | | 91 | 91.00% | Approved |
| | Activity 1: Moonlight | | | |
| | Activity 2: Shining sun | | | |

| | | | | |
|--------------------|--|------|--------|----------|
| Strategy 8 | Application of | 184 | 92.00% | Approved |
| | Prevention, | 92 | 92.00% | Approved |
| | Development and Recovery Orientations | 91 | 91.00% | Approved |
| | Activity 1: Glass mirror | | | |
| | Activity 2: Life Wheels | | | |
| Strategy 9 | Bully Handling and | 184 | 92.00% | Approved |
| | Tips | 91 | 91.00% | Approved |
| | Activity 1: Glory | 93 | 93.00% | Approved |
| | Activity 2: Immortality of the Soul | | | |
| Overall Activities | Module | 1898 | 94.90% | Approved |

positive and very helpful in the process to enhance the module.

Table 3
Improvement on the Suitability of Strategies and Activities in Module to Empower Bully Handling by using Cognitive Behavior Therapy (MEBH)

| Expert | Improvement (Opinion and Comment) |
|----------|--|
| Expert 1 | No comment |
| Expert 2 | No comment |
| Expert 3 | No comment |
| Expert 4 | The manuals of this module are very good, but to implement it to difference audiences at the same time is not recommended |
| Expert 5 | A very good module, guaranteed to give impacts to clients and can be practiced to all types of organization in school, community and country |
| Expert 6 | No comment |
| Expert 7 | No comment |
| Expert 8 | No comment |
| Expert 9 | No comment |

Based on Table 2, Strategy 1 The Introduction of Module to Empower Bully Handling got a validity score of 93.00% (0.930). Strategy 2 Objectives, Definition and Concept of the Module to Empower Bully Handling showed a value of 91.00% (0.910). While Strategy 3 Types, Factors and Implications of Bully recorded a score of 89.60% (0.896). Next, a score of 82.00% (0.820) for Strategy 4 Discipline Management in School and the Roles of Everyone and Strategy 5 Module of Empower Bully Handling Prevention made a validity value of 88.00% (0.880). Besides that, Strategy 6 Module of Empower Bully Handling Development had a value of 90.50% (0.905), Strategy 7 Module of Empower Bully Handling Recovery reported a score of 90.50% (0.905), while Strategy 8 Application of Prevention, Development and Recovery Orientations showed a value of 92.00% (0.920). Lastly Strategy 9 Bully Handling and Tips got a score of 92.00% (0.920). Overall, the cumulative percentage of validity of Module to Empower Bully Handling by using Cognitive Behavior Therapy was 94.90% (0.949). This shows that MEBH has a high validity value for its every sub-module (self-activities) as it exceed 70% outlined by Russell (1974).

The highest validity recorded was in Activity 2 Immortality of the Soul from Strategy 9 Bully Handling and Tips with the value of 93.00% (0.930). While the lowest validity recorded was in Activity 2 Door Faces from Strategy 2 with the value of 87.00% (0.870).

Table 3 below explained in details the experts' opinions and comments for improvements on the suitability of strategies and activities of Module to Empower Bully Handling by using Cognitive Behavior Therapy. Overall, most of the opinions and comments given by the experts were

Table 3 shows the improvements suggested by experts to Module to Empower Bully Handling by using Cognitive Behavior Therapy based on Mohammad Aziz Shah (2010). From this table, experts gave positive comments and some suggestions for future development. There were also experts who gave neither comment nor suggestion.

C. Research Findings of Phase 3

After Phase 1 and Phase 2 completed, Module to Empower Bully Handling by using Cognitive Behavior Therapy could be ran to study group by researchers. According to Sidek (2005), a module has met construction requirements and can be used when the module has succeeded to achieve module construction objectives and give good impacts.

VII. RESEARCH IMPLICATIONS

This study proved that the strategies and activities in Module to Empower Bully Handling by using Cognitive Behavior Therapy (MEBH) has high validity value. Therefore, the construction of this module by using multiple theories, especially the main theory that is Cognitive Behavior Therapy to generate interventions to the bullies and victims is proper and excellent decision. The process of construction, validity and reliability testing of this module followed the scientific procedure by Sidek (2005) and Jamaludin (2002). The constructs of Module to Empower Bully Handling by using Cognitive Behavior Therapy could be evaluated by using Alpha Cronbach in SPSS.

According to Sidek (2005), instrument's quality can be determined based on relativity of its validity, reliability and usability. Hence, using Cognitive Behavior Therapy can use Module to Empower Bully Handling by using Cognitive Behavior Therapy as guideline in measurement for content validity by other bully focusing modules in other places. As a consequence, it gives added value and contribution in measurement and assessment field in Malaysia. This module was developed to fight bully to its root by involving school, parents, government body and non-government organization. This module also serves as an alternative to help people in their efforts to help in educating and teaching bullies and victims more proactively.

VIII.SUGGESTIONS

Based of the findings of this study, these are some suggestions;

1. Researchers who wished to do further studies on this module should get validities on idea and criteria to enhance this module
2. An experimental study should be done on other population to measure the effectiveness and stability of this module.

IX.CONCLUSION AND CLOSING

Overall, this study succeeded in building Module to Empower Bully Handling by using Cognitive Behavior Therapy. The using of well-established theories and approaches with high validity and international and national standards makes this module a good module. Therefore, further studies are really recommended to be done to evaluate its reliability and effectiveness.

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