

The Needs Analysis in Self-Concept Module Development

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ABSTRACT

This research studies needs analyses conducted to examine the need for a self-concept module. Two types of analyses had been conducted; content analysis and experts' consensus. Content analysis was conducted to explore the issues of self-concept from the theory and literature perspective. Later, needs analysis had also been carried out to observe the expert opinion among primary school guidance teachers regarding the findings of the content analysis. The content analysis shows that positive self-concept needs to be fostered during childhood. However, studies on enhancing self-concept among primary school students seem to be neglected. In order to develop the module, a study by FDM indicates that the consensus of the experts are: (a) guidance teachers need references to assist them in enhancing students' self-concept, (b) the knowledge of self-concept should be exposed to the guidance teachers in primary schools, and (c) guidance teachers require additional materials and special references to enhance positive self-concept among primary school students.

Keywords: *Self Concept, Module, Fuzzy Delphi, Guidance Teachers, Experts*

INTRODUCTION

Self-concept is not a new topic to be debated. It is defined as a subjective representation of people about themselves as a whole (Berk, 2008; Azizi, Fawziah, Zurihamni & Nordin, 2005; Sigelman & Rider, 2009). Usually, individuals will see themselves from either positive or negative aspects. Azizi and Halimah (2010) considered that positive self-concept is when persons can see and give a good representation of themselves. On the other hand, negative self-concept is when people have a tendency to have a bad impression of themselves. Previous studies found that individuals who possess a positive self-concept will be more prominent in academic, highly motivated and less involved in discipline problems at school (Norlizah, 2008; Othman, 2006; Riffat Un Nisa, 2011). In contrast, students who hold onto negative self-concept usually have low self-motivation, are less prominent in academic achievement and often involved in discipline problems. The negative self-concept will usually lead them to experience negative impact (Awad, 2007; Choi, 2005; Marsh, Kit Tai, & Kong, 2002). Therefore, it is very important for students to develop positive self-concept.

The element of self-concept has been debated since two decades ago. Previous scholars suggested that self-concept is unidimensional but later scholars found that self-concept is multi-dimensional (Marsh & Hattie, 1996). Self-concept is a combination of various domains of self. One of the multi-dimensional models of self-concept was introduced by Fitts and Warren (2003); it consists of six domains. Fitts and Warren believed that an individual's self-concept can be assessed through their own experience and observation. Fitts and Warren also believed that there are six domains of self-concept for children (age

between seven to 14 years). The six domains are physical, personal, moral, family, social and academic. The details of the domains are shown in the Figure 1:

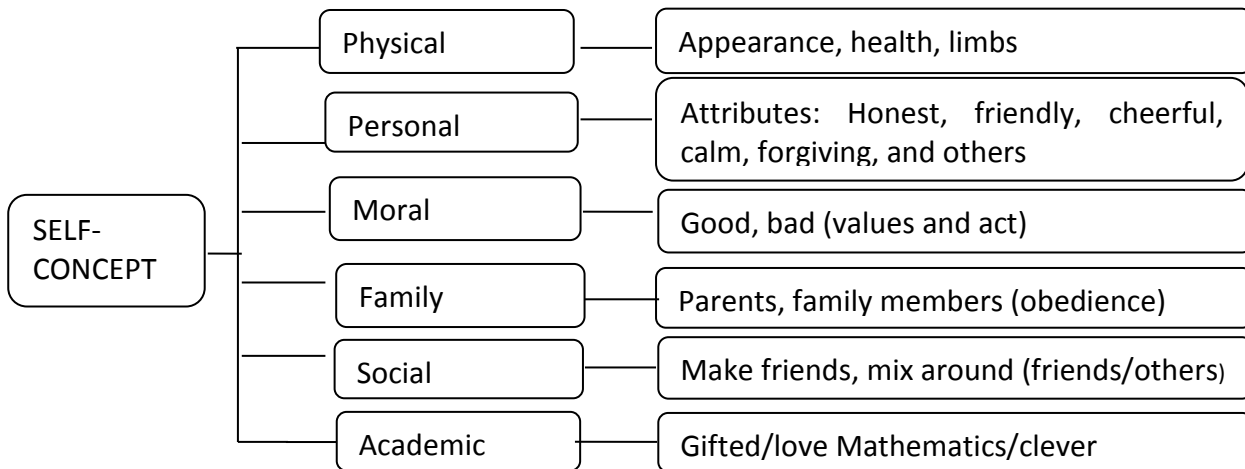


Figure 1: The Detailed Content of The Module Based On The Self-Concept Domains.

Self-concept can be developed. It can also be reconstructed from a negative to a positive self-concept (Franken, 2007). A number of previous studies conducted to enhance self-concept used the approaches of individual or group counselling and group activities (Azman, 2000; Chua, 2011; Mohd Aziz Shah, 2010). The theory of Cooley stated that self-concept develops through social support (Oosterwegel & Oppenheimer, 1993; Shaffer, 2008). Guidance group activities are one example of the social support. In school, social support activity such as guided counselling activity grouping for students is a common practice (Gladding, 2003). Group guidance is important because it provides a space for individuals to learn through interaction with other group members. It is also one of the most effective approaches in helping students to control their behaviour (Utusan Malaysia, 19 December 2012). This social support practice will gradually help students to develop and reconstruct their existing self concept. In fact, one of the appropriate programs can be conducted in group guidance is an activity that can increase the self-concept (Capuzzi & Stauffer, 2006).

A module is a set of studies or programs which have been systematically planned and organized to achieve a number of objectives. The purposes of a module are to identify clearer objectives of the teachings and to arrange activities more systematically (Russell, 1974; Sidek & Jamaludin, 2005). Module design is not only for inside classroom learning process, but also for activities outside the classroom (McArdle, 2007). A module can be developed by using two approaches. First, the module development can be based on the study of certain theories, models, literature or the consensus of the experts. Second, the module development can be adapted from the other existing modules or models to suit the needs of the study (Milano & Ullius, 1998; Richey & Klein, 2007).

Module development is a developmental study that involves several phases and steps. Development of the module engaged with certain models of module development that suit the module objective. An appropriate model of this study is the adaption of the Sidek Module Development Model (Sidek & Jamaludin, 2005). Based on the model, the module development in this study can be segregated into three phases:

- First Phase : Analysis (literature analysis and needs analysis)
- Second Phase : Design and development of the module
- Third Phase : Pilot study and evaluation of the module

This article focuses on the first phase of the module development. Thus, only the analysis will be discussed further.

RESEARCH OBJECTIVE

This study aims at determining the importance of a self-concept module particularly for primary school students based on:

1. Content analysis
2. Consensus of the expertise among guidance teachers.

METHODOLOGY

This research used content analysis and quantitative method. These methods were used in order to identify whether the self-concept module is necessary in fostering positive self-concept. Content analysis method was implemented to explore the relevant theory and literature regarding the significance of having positive self-concept since childhood while the quantitative method involved distributing questionnaires to experienced primary school guidance teachers in order to get their feedback on the discussing issues.

The Fuzzy Delphi Method (FDM) was conducted to get opinion from the experts. Similar to Delphi technique, FDM is a procedure to determine the views and expert consensus on something (Anderson, 1975; Brown, 1968; Dalkey, 1967). However, FDM application was applied to overcome the weaknesses in the traditional Delphi technique such as the loss of data due to an iterative process which usually takes a long time (Mohd Ridwan, Zaharah, Nurulrahmah, & Ahmad Arifin, 2014). Moreover, FDM is an approach which can avoid appointing a person who is not an expert as it needs lesser respondents compared to Delphi technique which requires large number of respondents (Saedah, 2008).

Samples

In this study, FDM was conducted to observe perceptions among the experts through questionnaires. This study involved 15 guidance teachers, comprising six male and nine female teachers currently serving in primary schools. Criteria for sample selection are based on the skills and knowledge that they have in the guidance and counselling area, specifically for primary school students. The criteria to become an expert in this study are;

The expert must attend at least the Guidance and Counselling Course for Primary School Teacher which was organized by The Institute of Teacher Education;

And The expert must have been working as a full time guidance teacher for at least five years

Or The expert must have experience in the field of guidance and counselling for at least ten years (if he or she is a part time guidance teacher)

The sample selected is based on voluntary basis. Jones and Twiss (1978) stated that the number of experts for the application of Fuzzy Delphi Technique is between 10 to 50 experts. This is also confirmed by Adler and Ziglo (1996) who claimed that if the agreement and consistency of experts is high, the number of 10 to 15 experts is sufficient.

Procedures

FDM was carried out by distributing questionnaires to the experts. As mentioned by Pa-Long, Chiung-Wen, and Po-Chein (2011), consensus of the experts could be done by means of questionnaires if the interview cannot be implemented. In this study, the experts had been exposed to the content analysis in a workshop. After the sharing session, the questionnaires were distributed to the experts, to determine their consensus on the 5-points fuzzy scale questionnaire.

FDM involves the use of fuzzy set theory, which has been integrated with classical Delphi method. A Likert scale chosen by the experts will be converted to a fuzzy scale by using fuzzy numbering which

consists of binary numbering terms (0 to 1). The fuzzy integration numbering will produce three grades, cited as the minimum value, most reasonable value and the maximum value that will be selected by an expert. The questionnaire is shown in Table 1:

Table 1 Questionnaire for Expert GC Teachers

No.	Statement	Degree of Agreement				
1.	The development of self concept should be nurtured in primary school	1	2	3	4	5
2.	The knowledge of self-concept should be exposed to the guidance teachers in primary schools	1	2	3	4	5
3.	Guidance teachers require additional materials/ special reference to the formation of self-concept for primary school students	1	2	3	4	5

FINDINGS

The findings of the study are divided into two types which are the content analysis and the experts’ consensus.

Content Analysis

The role of self-concept has been addressed in a number of psychological development theories. One of the theories is the Career Development Theory. In the Career Development Theory by Super, self-concept is seen as a fundamental element to recognize oneself (Reardon, Sampson & Peterson, 2006; Srebalus, Marinelli & Messing, 1982). The theory had divided career development stages into five stages which are (a) Growth – from birth to middle teens (b) Exploration – from the age of 15 to 25 (c) Establishment – from mid 20s to mid 40s (d) Maintenance – from the age of 40s through the 60s (e) Disengagement or decline – late 60s through retirement. This theory also believes that the development of self-concept occurs at every level of career development stages (Sharf, 2010).

According to Capuzzi and Stauffer (2006), Super theory stresses that the careers chosen by a people are expression of their self-concept rather than their interest and ability. Individuals who think positively of themselves are believed to know more about their strengths. The more they know about their strengths, the more confident they are of themselves and confident individuals are more likely to develop and lead an autonomous life (Shraf, 2010). The autonomy is a foundation to express satisfaction through the selection of career which involves the individuals’ abilities, interests, values and preferences. These are linked with the role of the individuals in their lives through the theory of Super’s Career Rainbow (Herr & Cramer, 1996; Srebalus, Marinelli, & Messing, 1982). Super had clearly stressed that the career development process will make excellent progress if development of self-concept occurs at the same time.

Moreover, psychosocial development theory discovered that the self-concept development occurs from the moment children are born. Erikson introduced a series of eight stages of psychosocial development of individuals throughout life (Sigelman & Rider, 2009). Each stage listed by Erikson has a certain conflict. The fourth stage is the conflict of industry versus inferiority which involves children between the ages of six to 12 years. This stage is characterized as an important moment to meet the challenges which involve significant people and complex situations around them (Feldman, 2011). The stage as mentioned by Erikson is shown in Table 2:

Table 2 The Eight Stages of Psychosocial Development in Erikson's Theory

Erikson's Stage	Developmental Period	Conflict
Trust versus mistrust	Infancy (first year)	To develop a sense that the world is a safe place.
Autonomy versus shame/doubt	1 to 3	To realize oneself as an independent person who can make decisions
Initiative versus guilt	3-6 year	To develop the ability to try new things and to handle failures
Industry versus inferiority	6-12 year (or puberty)	To learn basic skills and to work with others
Identity versus identity confusion	12-20 year	To develop a lasting integrated sense of self
Intimacy versus isolation	20s-40s	To commit to another in a loving relationship
Generativity versus stagnation	40s-50s	To contribute to younger people
Integrity versus despair	60s onward	To view ones' life as satisfactory

Source. Kail and Cavanaugh (2010)

Psychosocial Theory believes that self-development occurs throughout the individual's life. Erikson emphasised that past experiences are the root of present and future behavior, because the later stages are built up from basis laid in the previous ones (Kail & Cavanaugh, 2010). Although no crisis is ever fully resolved, the individuals must at least address the crisis of each stage sufficiently to deal with the demands made during the next stage of development (Santrock, 2009). Therefore, support and guidance from people who are significant to the individuals seem to be crucial to help resolve conflicts and be more stable. The more successful individuals resolve the crisis, the healthier the development will be.

Besides the theories discussed in previous paragraphs, self-concept is also believed to play an important role in enhancing motivation, achievement and socialization in an individual's life. The literature shows that self-concept has a positive relationship with motivation (Huang, 2012). In contrast, depressed persons seem to have lower motivation. Individuals who have high self-concept tend to be more motivated compared with low self concept individuals. In addition, it is believed that self-concept means being able to control oneself. Previous studies have shown that the self-concept works as self-control when self-concept is closely related with the cognitive (Cumming, 2011). This is because having high self-concept is the result of having positive thinking. High appreciation of oneself and having positive thinking then lead to the ability to control one's own self.

Self-concept also plays an essential role in behavior formation. Findings from a study showed that self-concept has a function in the behavior of students (Lewandowski, 2010). Students who have positive self-concept are likely to be more confident to mingle with good people in their society. This situation could prevent individuals from getting involved in problematic behavior or discipline problems. Indeed, previous studies found that individuals' self-concept has a relationship with the socio-cultural aspect (English, 2007). This is because self-concept is influenced by the culture of the individual's upbringing. Moreover, previous study also found that self-concept has a positive relationship with academic performance (Lewandowski, 2011). Students with positive self-concept tend to have better achievement compared with those who have negative self-concept. So, a positive self-concept is crucially important in developing a strong person, because individuals who have positive self-concept are more confident. This would help in developing a strong personality. And only strong personalities could assist individuals in facing the physiological changes especially during the adolescence stage (Pantzipopoulos, 2006).

The idea of self-concept is not only debated in theory and literature, but also stated in the documents of The Ministry of Education (KPM). One of the learning objectives in pre-school level is to develop students' positive self-concept (KSPK Document, 2010). At the same time, one of the learning aims of primary school level is to foster students' self-confidence (KSSR, 2011). These show that KPM has stressed the fostering of positive self-concept in order to develop excellent personality among students through guidance activities (Surat Edaran, 2012). Although the matter of positive self-concept has been

given attention by KPM, the application of fostering positive self-concept gets little action.

Modules are available for enhancing self-concept. For instance, Self-concept Group Guidance Module (Chua, 2011; Mohd Aziz, 2010). However, these modules focus more on the development of positive self-concept among secondary school students. Yet there are several modules dedicated for children, such as Self-Enhancement Program Model “Circle Time” (Jabouin, 2008) and CBT manual for child depression disorder (Peratikos-Kiritsis, 2010). There is also the Self-Development Module (Bahagian Pengurusan Sekolah Harian, 2009; Mohamad Aziz Shah, Nazariah, & Pau Kee, 2011; Nazariah, Mohamad Aziz Shah, & Pau Kee, 2011). Nevertheless, these modules are not directed at enhancing self-concept specifically. Literature studies show that the references or modules to enhance the self-concept for primary school students are still lacking. Therefore, a self-concept module particularly for primary school students seems to be needed.

Findings of the content analysis as drawn in the Table 3:

Table 3 The Findings of Content Analysis

Source	Findings
Theory	<p>Career Development Theory (E. Super)</p> <p>a) Career development begins at the age of four, the self-concept development occurs in every stage of career development (five levels of career development) b) The process of career development will be an excellent move if development of self-concept occurs at the same time</p> <p><i>Implication: Foster the positive self-concept in early age to help individuals think positive towards themselves and their future</i></p>
	<p>Psychosocial Development Theory (Erikson)</p> <p>a) The self-concept development occurs from the moment children are born (eight stages of self development) b) Past experiences are the root of present and future behavior, because the later stages are built up from basis laid in the previous one c) The fourth stage of self-concept development involves children of preschool and primary school (crisis of this stage is “am I good as others?”) d) Although no crisis is ever fully resolved, the individuals must at least address the crisis of each stage sufficiently to deal with the demands made during the next stage of development</p> <p><i>Implication: Nurture the positive self-concept (especially during primary school) in order to develop positive and excellent individuals in society.</i></p>
Literature	<p>Self-concept is believed to play important roles in the individuals’ life such as enhancing: (a) motivation (b) achievement / academic (c) socialization (d) behaviour</p> <p><i>Implication: Students need to develop positive self-concept</i></p>
KPM Documents	<p>Pay much attention to enhance students positive self-concept through:</p> <p>a) KSPK Document - for preschool students b) KSSR Document – for primary school students c) Surat Siaran – for all students</p> <p><i>Implication: effort to nurture positive self-concept particularly among primary school students is needed</i></p>
Result	<p>The reference to nurture positive self-concept for primary school students seems to be neglected</p>

Experts Consensus

The results of FDM in Table 4 shows the threshold (d_m , n) for each item based on the experts' perception and overall percentage of threshold for the consensus group of the experts in guidance and counselling for primary school. Overall, based on the percentage, the items were agreed upon by all the experts. The items "The development of self concept should be nurtured in primary school" and "The knowledge of self-concept should be exposed to the guidance teachers in primary schools" were agreed by experts with percentage of $d \leq 0.2$ are both 100% and average response value was .947 and .913 respectively. Meanwhile the percentage of $d \leq 0.2$ of item "Guidance teachers require additional materials/ special reference to the formation of self-concept in elementary school students" is 93% agreed by experts, with average response value .882, as shown in Table 4:

Table 4 Threshold Value and Percentage Consensus by Experts on Needs Analysis

Experts	ITEM		
	1	2	3
1	0.12	0.08	0.03
2	0.03	0.08	0.03
3	0.03	0.08	0.03
4	0.03	0.08	0.13
5	0.03	0.07	0.27
6	0.12	0.08	0.13
7	0.12	0.07	0.03
8	0.03	0.08	0.13
9	0.03	0.07	0.03
10	0.03	0.08	0.13
11	0.03	0.07	0.03
12	0.03	0.07	0.03
13	0.03	0.07	0.03
14	0.03	0.07	0.03
15	0.03	0.07	0.03
<i>d</i> value in each item	0.073	0.060	0.139
$d \leq 0.2$	15	15	14
Percentage of $d \leq 0.2$	100%	100%	93%
<i>Average Respons Value</i>	0.947	0.913	0.882

Percentage consensus expert group to construct Self Concept Module is 93%

From the analysis of threshold and percentage, there is consensus of all the experts on the need of self-concept module.

While Table 4 shows the defuzzification scores for the item of the need for Self-Concept Module. According to the defuzzification based on priority, the position of each item is given; this enables the researcher to focus on the relevant characteristic in the content of the needs analysis for developing a self-concept module.

Table 5 Defuzzification Scores for Usability of Self Concept Module

Item No.	Item Of Need For The Module	Defuzzification Value	Expert Consensus	Ranking
1.	The development of self-concept should be nurtured in primary school	14.20	ACCEPTED	1
2.	The knowledge of self-concept should be exposed to the guidance teachers in primary schools	13.70	ACCEPTED	2
3.	Guidance teachers require additional materials/ special reference to the formation of self-concept in primary school students	13.23	ACCEPTED	3

As a result the defuzzification score of the characteristic of the need for the self-concept module appears in the value agreed upon by the experts. It is hereby agreed that all of the items are accepted as the causes for the need for the self-concept module for primary school students. Table 5 shows that the development of self-concept should be nurtured in primary school with the defuzzification score 14.20. Accordingly, the experts agreed that the knowledge of self-concept should be exposed to the guidance teachers in elementary schools with the score of 13.70. Guidance teachers require additional materials/ special reference to the formation of self-concept in elementary school students obtained a defuzzification score of 13.10 as well.

DISCUSSION

Self-concept is crucial in developing the individual's personality. Previous studies show that high self-concept helps individuals to have better lead in life compared with those who have low self-concept (Awad, 2007; Norlizah, 2008). In this regard, Fitts and Warren (2003) believed that self-concept is an entity of six domains, namely physical, personal, moral, social, family and academic. Thus enhancing the self-concept means to foster positive thoughts among individuals about their physical, personal, moral, social, family and academic life. Shaping positive ideas toward oneself should be done by nurturing love and appreciation on each of the six domains. Simultaneously KPM has emphasized that students should be fostered with positive self-concept (Surat Siaran, 2012). However, the knowledge regarding self-concept specifically for primary school students is still lacking and difficult to find in schools. This is confirmed by experts' consensus that guidance teachers need further references regarding self-concept. These materials could assist them in helping students increase their positive self-concept.

Furthermore, self-concept can be built up and reconstructed. Previous studies discussed the approaches to increasing self-concept. Self-concept has a positive relation to individuals' achievement, discipline and motivation. There should be a step to help primary school students foster their own positive self-concept. Yet, teaching directly in enhancing self-concept topic is still less practised, even among the guidance teachers. Establishing positive self-concept is believed to have been started from the formation of thought, which includes the idea and images of own self since early childhood. Yet, the previous approaches focused more on teenage self-concept (Chua, 2011). On top of that, the experts agree guidance teachers need a set of step by step plans to enhance positive self-concept. Hence the module of increasing primary school students' self-concept is necessary.

It is significant to have positive self-concept. Having a positive self-concept would help individuals increase their motivation and academic performance (Riffat Un Nisa, 2011). High self-concept also helps to assist individuals to enhance their good behavior. In addition, positive self-concept helps the individual to be confident and socialize with fellow community members (Feldman, 2011). Referring to Human Developmental Theory, self-concept has been developed since childhood (Hart & Damon, 1996). Through the data presented, the experts agree that the self-concept module to promote positive self-concept among the primary school students is essential to be provided in every school as it plays an important role

in developing healthy and competent individuals.

CONCLUSION

Generally, the results of needs analysis discovered that self-concept which consists of six domains, known as physical, personal, moral, family, social and academic are crucial to be nurtured since childhood. The self-concept development occurs from the moment children are born. Individuals' past experiences are the root of present and future behavior, because the later stages are built up from the basis laid in the previous one. So, it is crucial to nurture positive self-concept especially during the primary school, in order to develop positive and excellent individuals in the society.

Self-concept is the foundation of personality development that affects individuals' behavior. The experts agree that self-concept should be fostered since elementary school to establish a firm positive self-concept. In order to nurture the positive self-concept among students, the knowledge of self-concept ought to be exposed to all guidance teachers in primary school. This will help them understand the things relevant to self-concept. Since there are not many particular references focused solely on self-concept of primary school students, the experts see that there should be structured materials prepared for guidance teachers to be used in helping students to increase positive self-concept. The findings suggest the need to develop a specific reference or module on self-concept for primary school students.

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