

Needs Analysis of Soft Skills Psychoeducational Intervention Module among Aggressive Adolescents

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Abstract

This article discusses a needs analysis study conducted for the construction and development of a relevant, comprehensive and holistic training module, namely the Soft Skills Psychoeducational Intervention Module (SSPIM) that measures the perception of aggressive adolescents in one moral rehabilitation school in Kuala Lumpur. This study also identifies the relevant life skills elements to be included in SSPIM. This needs analysis employed a survey study design utilizing WHO's core life skills framework. A set of research questionnaires was distributed to a total of 94 male adolescent trainees aged between 15 and 17 years and behaving aggressively. The overall analysis revealed a high-level mean score of 3.91 indicating that there is a need for the inclusion of WHO's core life skills framework as a sub-scale in SSPIM in order to improve life skills and resilience and reduce adolescent aggressive behavior. The development of SSPIM is indeed beneficial and can be implemented by stakeholders for the aggressive adolescents in moral rehabilitation schools through psycho-educational group interventions.

Keywords: needs analysis, module, psychoeducational intervention, life skills, aggressive.

I. INTRODUCTION

Adolescence can be defined as a period of life between childhood and adulthood. According to human development theory or psychosocial theory by Erikson (1963), the age of adolescent is between 12 and 18 years old. However, Rice and Dolgin (2008) suggested that adolescent is from 11 until 20 years old and it is divided into three stages: early adolescence (11-14 years old), middle adolescence (15 – 17 years old) and late adolescence (18 – 20 years old). This is the crucial period in man's lifetime that determines his future. Appropriate exposure to inclusive and supportive environment is thus necessary for the well-being and growth of adolescents.

According to Rice and Dolgin (2008), adolescent always experience stress, conflicts, mood swings, (Santrock, 2008; Lerner & Steinberg, 2009) caused by peer influence, family and environment. These situations also caused adolescents to experience identity confusion (Tsang, Hui, & Law, 2012) and psychosocial crisis. Previous studies also showed that personality conflicts and psychosocial crisis experienced by these students are due to unproductivity and lack of resilience (Zainah et al., 2013; Azizah et al., 2015). Psychosocial crisis caused the juveniles to commit delinquent acts such as aggressiveness, vandalism, dropout from school, substance abused such as drugs and alcohol, and murder (WHO, 1999;

Badruzaman & Azizi, 2006; Zainah et al., 2013; WHO, 2020).

One of the at-risk behaviors that is extremely at alarming rate is aggressiveness. Based on Aggressive Behavioral Model introduced by Buss & Perry (1992), aggressive behavior includes physical abuse, verbal abuse, anger and hostility. Aggressive behavioral is also a psycho-criminogenic trait (Mohammad Rahim, et al., 2016) which is often related to mental health problem such as personality disorder, anxiety, stress, depression and antisocial behavior; drug abuse, murder and robbery; (Zimmer-Gembeck, 2012; Brannstrom, et al., 2016).

The 2017 Statistic Report by Social Service Department also stated 5443 cases of misdemeanor crimes among the juveniles aged below 18-year-old due to personality conflict. (Social Service Department, 2017). These juveniles were sentenced to imprisonment, fined, good behaviour bond, rehabilitation at moral rehabilitation centres and community services. According to Alcock et al. (2018), individuals who were detained at a moral rehabilitation institution before the age of 13 years old, has the tendency to be involved in violent crimes and at-risk behavior by the time they are 18 years old. Meanwhile, children who behave aggressively before they are 13 years old, have high risk of doing crimes when they grow up (Beaver & Belsky, 2012). These at-risk behaviors mostly involve male adolescents (Nivette et al., 2019; Alcock et al., 2018). Therefore, appropriate approach and skills are needed to rectify this issue.

Psychosocial skills or life skills which are also known as soft skills and generic skills can help adolescents to complete their developmental tasks such as psychosocial, physical sexuality, vocational skills, cognitive, ego, moral and emotional. Specific psychosocial skills such as emotional skills, cognitive, attitude and resilience also could help an adolescent's personal and social achievements (Langford & Badeau, 2015). Life skills are related to individual's adaptive behavior and positive attitude to handle the demand or daily life

challenges effectively and become a productive citizen (WHO, 2020; UNICEF, 2015; Prajapati, et al., 2017). The World Health Organization's Life Skills Manual (WHO, 1999; 2020) suggested ten important cores of life skills which are self-awareness skills, empathy, affective communication, interpersonal relationship, critical and creative thinking, decision making, problem solving, emotional reaction and reaction to stress. Mastery of these life skills can develop human capital who are balanced and harmonious based on the National Education Philosophy and firm adherence to Rukun Negara's principles (Mohamad Ridzuan et al., 2016), creating self-image, humanity and public relation (Hazilah et al., 2013). Moreover, mastery of soft skills can improve the high order thinking skills, interpersonal skills, leadership skills and problem-solving skills (Irwan Fariza, et al., 2020).

Intervention program that emphasized on life skills comprehensively, is an important approach to help aggressive adolescents toward developing more positive behaviour and able to adapt to other people's situation, culture, social and environment. According to UNICEF (2012), there are 145 countries around the world that had integrated life skills into primary and secondary curriculum. Those countries are United States of America, United Kingdom, German, Greece and Mexico. The countries in Asia and Pacific had integrated the life skills into Comprehensive Sexual Education (CSE) to reduce at-risk behaviour, improve health and well-being of the adolescents (UNFPA, 2015). The previous research also had shown that life skills exercise had been effective to rehabilitate at-risk behaviour (Azlin Norhaini et al, 2015; Prajapati, et al., 2017; Sagone et al, 2020). The researches also showed that group psychoeducational intervention approach had been effective to rehabilitate the behaviour such as aggressiveness among adolescents (Mohamad Aziz Shah, 2010; Aslina, 2013; Naseri & Babakhani, 2014; Azlin Norhaini et al, 2015; Mohammad Aziz Shah, et a;., 2015; Md Noor, et al., 2016; Javidi, 2019; Nur Azrul et.al., 2019).

However, literature review suggested that intervention programs through guidance and counselling services should be improved by applying life skills among aggressive adolescents. Rehabilitation program and self-developmental at a moral rehabilitation institute still tend to emphasize on academic, psych-spiritual, vocational skills but lack in development of the psychoeducational intervention module of the trainee's mental health (Intan Nooraini, 2017) and psychosocial skills. The rehabilitation process at Malaysia Prison Department also must be in line with the objectives of the Personality Enhancement Phase (Malaysia Prison Department 2010) that is to rehabilitate the morality of its occupants who are aggressive adolescents. Studies on students, who were at risk of dropping out and were given life skills intervention to live their daily lives, could mostly be used as basic guide to develop life skills modules by the school and its stakeholders (Azlin Norhaini, et al., 2015). The finding of this literature review thus contributed to the needs analysis. The needs analysis phase is a part of the process of the study's design and development of the module. This phase is also a method to identify the probabilities that can cause issues or problems and to solve certain problems in specific context. (Reinbold, 2013).

The finding in this needs analysis phase has vital information to identify the need for modules, connections, strategies exploration, process of resolution, and determination of the design for developing modules and would be evaluated in the following phase before implementing a program. (Gagne, et al., 2005; Richey et al., 2007; Norlidah, 2010; Saedah et al 2013). Therefore, the finding for the needs analysis phase can be used as a guide and information to determine the aspects of life skills' sub-scale and content for the construction and development for Soft Skills Psychoeducational Intervention Module (SSPIM) which can help aggressive adolescents to be productive society members after being released from the moral rehabilitation institution.

The objectives of this study are to:

- a. Investigate the perception on the need to develop Soft Skills Psychoeducational Intervention Modules (SSPIM) among aggressive adolescents among the trainees at a moral rehabilitation school in Kuala Lumpur.
- b. Identify the elements of suitable life skills to be included in the Soft Skills Psychoeducational Intervention Modules (SSPIM) among aggressive adolescents.

II. METHODOLOGY

This study employed a survey research design with the aim to carry out a needs analysis. A set of questionnaires was distributed among the trainees at the rehabilitation school, in order to produce a psychoeducational group intervention module that emphasizes on life skills among aggressive adolescents.

Research's Instrument

The researchers had developed a questionnaire for the trainees at the moral rehabilitation school in Kuala Lumpur. The questionnaire includes respondent's demography, types of delinquency, and needs analysis feedback on the need to develop Soft Skills Psychoeducational Intervention Module (SSPIM) among aggressive adolescents.

Participants

The participants for this needs analysis study were chosen based on the sampling that could accurately collect information relevant to the study's desired outcomes (Creswell, 2014; Ghazali Darussalam & Sufean Hussin, 2018). The respondents thus were 94 male adolescents aged between 15 and 17 years whom had been identified as being aggressive.

Data Analysis

Descriptive data analysis was utilized to calculate the frequency and mean score. Interpretation of the mean score used is based on Pallant (2007) as shown in Table 1.

Table 1. Interpretation of Mean Score

| No | Mean Score | Interpretation |
|----|-------------|----------------|
| 1. | 0.00 -1.66 | Low |
| 2. | 1.67 - 3.33 | Medium |
| 3. | 3.33 - 5.00 | High |

Source: Pallant (2007)

Procedure to Conduct a Needs Analysis

The needs analysis is to help the researcher to obtain information that includes trainee's enrolment, coaching programs and daily activities, types of delinquency and life skills needed by these representatives of aggressive adolescents who are going through the process of rehabilitation at a rehabilitation school. In order to develop SSPIM, the researcher conducted this needs analysis study, guided by Sidek's Developing Module Model or SDMM (Sidek & Jamaludin, 2005). The needs analysis phase determines and validates the content of the module in order to achieve the objectives. It also determines the selection of module development design in this study. To identify the need and determine the module's content, the researcher had obtained information through readings by making reference from books, thesis, journals, library and related reports (Mohd Izwan, Sidek, Jamaludin & Wan Marzuki, 2017). Other readings include Human Development Theory by Erik Erikson (1963), ten cores of life skills' concept suggested by WHO (1999; 2020), Aggressive Behaviour Model by Buss & Perry (1992), Wolin and Wolin Resilience Theory (1993) and basic intervention for psychoeducation group.

Needs analysis phase helps the researcher to obtain information and issues for the development of Soft Skill Psychoeducational Intervention Module (SSPIM). Information collected had helped the researcher to develop a set of questionnaires to be used in a field review to gather the trainees' perception at Rehabilitation School A in Kuala Lumpur about the need and the elements in SSPIM's content. The questionnaire was developed based on the Likert Scale of one to five points (ranging from 1-strongly disagreed to 5-strongly agreed). For

every "strongly agreed" statements are given 5 points, "agreed" 4 points, "partially agreed" 3 points, "disagreed" 2 points, and "strongly disagreed" 1 point. The researcher had also been granted permission by the principal to conduct this study. The questionnaires were distributed to 94 respondents who met the study's requirements.

III. RESULTS

The findings of this study include the trainee's enrolment, types of delinquency, activities and needs analysis among trainees.

Trainee's Enrolment

As shown in Table 2, there are 127 male adolescent trainees aged between 12-20 years old. There are 4 age categories which are 12-14 years old (2 trainees), 15-17 years old (94 trainees) and 18-20 years old (31 trainees). The majority of the trainees are between 15-19 years old. The trainees are divided into 4 race categories which are Malay (106 trainees), Chinese (15 trainees), Indian (12 trainees) and others (4 trainees). The majority race is Malay (106 trainees).

Table 2. Trainees' Enrolment

| No | Race Total | Malay | Chinese | India | Others | Total |
|------------|-----------------|-------|---------|-------|--------|-------|
| | | Total | Total | Total | Total | Total |
| Age | | | | | | |
| 1. | 12-14 years old | 1 | | 1 | | 2 |
| | 15-17 years old | 76 | 5 | 9 | 4 | 94 |
| | 18-20 years old | 29 | | 2 | | 31 |
| Total | | 106 | 5 | 12 | 4 | 127 |

Trainee's Delinquency

The finding reveals 17 types of delinquency committed by the trainees at this rehabilitation school as shown in Table 3.

Table 3. Trainee's delinquency

| No | Types of misdemeanors | Total | % |
|-----|--|-------|------|
| 1. | Drug abuse (MDMA, Shabu, heroin pills) | 33 | 33.0 |
| 2. | Theft / bag snatching (bag, engine, motor) | 11 | 11.7 |
| 3. | In possession of stealing goods | 11 | 11.7 |
| 4. | Break and entry (houses, shops) | 8 | 8.4 |
| 5. | Uncontrolled behavior | 6 | 6.4 |
| 6. | Rape / sexual assault | 5 | 5.3 |
| 7. | Auto burglary (cars, buses) | 3 | 3.2 |
| 8. | Selling of stolen goods | 3 | 3.2 |
| 9. | Fights | 2 | 2.1. |
| 10. | Assaults | 2 | 2.1 |
| 11. | Dispose of stolen goods | 2 | 2.1 |
| 12. | Armed robbery | 1 | 1.1 |
| 13. | Intentional intimidation | 1 | 1.1 |
| 14. | Vehicle arson (motorcycles) | 1 | 1.1 |
| 15. | Evading arrest | 1 | 1.1 |
| 16. | Lack of permits | 1 | 1.1 |
| 17. | Vandalism | 1 | 1.1 |
| | Total | 94 | 100% |

Table 3 indicates drug abuse as the highest delinquency among the trainees with 31 cases (33%). The second highest is theft or bag snatching (bags, engines, motors) and in possession of stolen goods which each stated 11 cases (11.7%) followed by break and entry of buildings (houses and shops) that stated 8 cases (8.4%) and rape/sexual assault that stated 5 cases (5.3%). Auto burglary and selling stolen goods stated 3 cases each (3.2%). Delinquencies such as fights, assault and dispose of stolen goods, each stated 2 cases (2.1%). Other delinquencies that stated 1 case (1.1%) each are armed robbery, intentional intimidation, vehicle arson, evading arrest, lack of permits and vandalism. All these cases are related to Aggressive Behavior Model (Buss & Perry, 1992) which are verbal aggression, physical aggression, anger and hostility-based aggression.

Trainee's activities

The study's finding showed that trainees have daily activities such as roll call in the morning, recreational activities, marching, knowledge sharing and assembly with the rehabilitation school's staff. Trainees also have to attend workshops such as carpentry, automotive, electrical, building maintenance, religion class,

Halaqah al Quran, nasyid, musical classes, sports and spiritual programs. The finding also showed that most of the daily activities are developmental programs that focused on vocational, psycho-spiritual and physical activities.

Program that emphasized on psychosocial skills or generic skills are still underway. Until May 2018, registered counselors from government department organized and managed the counselling services once a week for the trainees. After that, the school has one permanent registered counselor. Due to the trainee's high enrolment, delinquent cases and diversity in background, the rehabilitation school needs more than one counselor to manage psychosocial program. Thus, the study's data showed that there is a need for training program to improve on the life skills and resiliency skills to reduce the aggressive behavior.

Needs Analysis among Trainees

The finding for needs analysis based on the questionnaires distributed to the trainees is showed in Table 4.

Table 4. Need Analysis among Trainees

| No | Statement | Mean | Interpretation |
|-----|--|------|----------------|
| 1. | I can participate in the school's activity / program. | 3.90 | High |
| 2. | I still need guidance/treatment for self-development. | 3.57 | High |
| 3. | I still need group counselling. | 3.86 | High |
| 4. | I need program that emphasized on life skills. | 3.86 | High |
| 5. | I need activities that emphasized on positive behavior enhancement. | 3.85 | High |
| 6. | I need guidance in form of skills to adapt to surrounding circumstances. | 3.96 | High |
| 7. | I need skills to manage stress in life positively | 4.02 | High |
| 8. | I need resilience skills to face life challenges | 4.02 | High |
| 9. | I need interpersonal skills to deal with others. | 3.77 | High |
| 10. | I need decision making skill in life. | 4.26 | High |
| | Average mean score | 3.91 | High |

As displayed in Table 4, the average mean score for the 10 items is at high level (min = 3.91). The highest mean score is the 10th item, "I need decision making skills" (mean=4.26). The lowest mean score is the 2nd item, "I still

need coaching/therapy for self-development” (mean=3.57)”. However, despite the 2nd item and item 9 being the lowest min score, the score is still high. The second lowest mean score is item 2 (mean=3.57), “I still need guidance/treatment for self-development”. Third lowest min score is item 9 (mean=3.77), “I need interpersonal skills to deal with others”. Item 6, “I need guidance in form of skills to adapt to surrounding circumstances” (mean=3.96) and item 1, “I can participate in the school’s activity / programs” (mean=3.90) are both almost equivalent. Another pair of items with almost equivalent score are item 7, “I need skills to manage stress in life positively” (mean=4.02) and item 8, “I need resilience skills to handle life challenges” (mean=4.02). Other than that, Item 3, “I still need group counselling”; item 4, “I need program that emphasized on life skills” and item 5 “I need activities that emphasized on positive behavior enhancement” also showed almost equivalent score (mean = 3.86, 3.86, and 3.85).

IV. DISCUSSION

The finding for the needs analysis among the trainees at the moral rehabilitation school in Kuala Lumpur is high. This indicates that aggressive adolescents really need coaching activities or programs related to life skills. Generally, the finding showed that the aggressive adolescents are well adapted. The finding also revealed that they need guidance, coaching in interpersonal skills and decision-making skills, implying the importance of life skills to the trainees. The finding of this study corresponds with the previous studies that indicated life skills education through the pillar of ‘The Learning to be’ can make the adolescents evolved. Mastery of interpersonal skills is important to individual’s self-development (Ravindra Prajapati et al., 2017) and moreover, decision making skills, problem solving, and coping with stress (Sagone et al, 2020) can improve the psychosocial skills. The findings showed life skills training activities should be conducted through group counselling intervention. The findings are

consistent with Jessor’s (1977) Problem Behaviour Theory that life skills training can reduce aggressive behavior among adolescents. The finding that showed the trainees need guidance in improving the life skills and resilience to move on from their past life and manage life stress positively and adapt to the surrounding circumstances, is consistent with the previous studies (WHO, 1999; Prajapati, et al., 2017; Sagone et al, 2020).

Ultimately, the finding of this needs analysis study, has helped the researcher to obtain information that comply to its objectives and context which are; (a) finding based on field reviews of the trainees’ perception is important to examine the need to develop the psychoeducational group intervention module for aggressive adolescents in the moral rehabilitation school or institute; (b) field review among the trainees helped to identify the elements of life skills as sub-scale contents for the life skills in SSPIM; (c) field review indicated that there is lack of psychoeducational group intervention programs that emphasize on life skills or psychosocial skills compared to developmental programs in form of physical, psycho-spiritual and vocational skills; (d) literature review provided information on theory, concept, models and basic intervention as appropriate contents for the life skills sub-scale, activities and specification for module’s design.

The combination of the findings from the needs analysis, literature reviews, and field review of trainee’s perception, provided the researcher with sufficient information about issues and the needs for the development of SSPIM. Therefore, the theory, model and concept in Erik Erikson’s (1963) Human Development Theory, Aggressive Behaviour Model (Buss & Perry, 1992), WHO’s guidelines for ten cores of life skills concept (WHO, 1999; 2020), resiliency (Wolin & Wolin, 1993), basic psychoeducation group intervention and the process of module development are the crucial aspects for developing a comprehensive Soft Skill Psychoeducation Intervention Module (SSPIM) for aggressive adolescents.

V. CONCLUSION

The findings of the study for the needs analysis phase is very important to obtain information that can determine the required elements for aggressive adolescent's life skills. The needs analysis phase, based on literature review and field review, helped the researcher to determine the content, activities, basic intervention approach and draft the specifications for module's construction and development which are comprehensive, affective, continuous, systematic and holistic for aggressive adolescents. Therefore, affective psychosocial needs can help the trainees, who are to be released from this institution in the future, hindering them from being repeated offenders or recidivism and integrate them appropriately into the society. The module development which emphasizes on life skills aspects, can be a reference for social servants, counselors or psychologists at Malaysia Social Services Department to implement psychoeducational group intervention for aggressive adolescents.

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