



Analysis of Needs for the Construction and Usability of Stress Prevention Modules among Teachers in Malaysia

Hasjazura Hassan^{1*}, Ku Suhaila Ku Johari², Salleh Amat³, Sabihah Johan⁴

Universiti Kebangsaan Malaysia

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ABSTRACT:

This research was conducted to identify the needs and specifications of modules based on stress prevention among teachers in Malaysia. To create modules that can meet the needs of teachers as users, a needs analysis was conducted on 50 teachers consisting of principals, headmasters, senior administrative assistants and guidance and counselling teachers from different schools under the Ministry of Education Malaysia. Data collection is quantitative through surveys using questionnaires and sampling techniques are purposive sampling. The questionnaire covered two main points namely: (1) personal views on stress prevention programs in schools (2) feedback on stress prevention programs or activities that have been and are being carried out in schools among school teachers. Analysis of the findings shows that modules based on stress prevention among teachers in Malaysia have the potential to be developed. Apart from the two main points identified, the recommendations and specifications obtained provide useful information for developing module content. These findings will be used to design and develop the module in the next phase. The findings of the study are expected to help in producing modules that are able to solve existing problems among teachers and their preparation before stress occurs.

1. Introduction

The teaching profession is considered to be a highly stressful profession (Johnson et al., 2005; Newberry & Allsop, 2017). Teachers from many countries report high levels of stress (see e.g., Chaplain, 2008; Johnson & Birkeland, 2003; Kyriacou, 2001; Skaalvik & Skaalvik, 2015). The teaching profession can be highly stressful, and this stress may lead to reduced job satisfaction, burnout, and poor work performance. Teachers also reported higher levels of workload compared to other professionals (Hooftman, Mars, Janssen, de Vroome & Van den Bossche, 2015). Experiencing a high level of stress seems to be detrimental for teachers' well-being (Harmsen, Helms-Lorenz, Maulana, van Veen, & van Veldhoven, 2016) and may indirectly harm students' achievement (Ronfeldt, Loeb, & Wyckoff, 2013). It also seems to influence teachers' intention of leaving the

profession/attrition (Jones & Youngs, 2012; Klassen & Chiu, 2011), their decision to leave teaching (Newberry & Allsop, 2017) and their teaching quality (Hanif, 2004). Teachers deal with a wide variety of stress causes on a daily basis. A number of stress causes for teachers, including high job demands, pupil misbehaviour, poor working conditions, poor relationships at work, role conflict, role ambiguity, lack of autonomy, poor school ethos and lack of developmental opportunities, were revealed in many studies (see Hanif, 2004 for a detailed review). Pupil misbehaviour and high job demands are perceived as most stressful (Clunies-Ross, Little, & Kienhuis, 2008). Stress has become a common denominator in our fast-paced, complex society; work stress, family stress, financial stress, chronic stress, and some post-traumatic stresses are no longer isolated experiences, but common refrains shared by people from varied backgrounds and in differing social circumstances (Monica M. Matthieu



2006, Lazarus, R. S., & Folkman, S. 1984). According to Maslach, stress occurs when a person perceives an external demand as exceeding their capability to deal with it. Stress is seen as modern society's illness by everybody in this world. Many people around the world experience stress and it has effects on people's behaviours, communications and efficiency. There are, however, some people who lack knowledge about suitable coping strategies to face and manage their stress. Lack of awareness about the nature of stress and the lack of coping strategies makes the situation more volatile. Coping strategies can help them to navigate these challenges. There are also several ways to group coping responses (e.g, Compas et al, 2001, Skinner et al, 2003). Then comes a closer look at coping itself, differentiating coping from others' responses to stress and distinguishing among categories of coping.

To study the relationship of defined stress and coping strategies of people systematically and find effective ways for reducing stresses can not only help to prevent and correct the stress situation, but also turn to be a useful complement for theories of stresses. The purpose of this review paper is to describe the transactional theoretical framework of stress and coping strategies. The concepts that make up this framework can be utilized in the assessment, intervention and evaluation of the human stress response and the coping processes used following a crisis situation.

2. Needs Analysis as the Initial Phase of the Study

This study was conducted to obtain information from the administrative department consisting of principals, headmasters, senior administrative assistant teachers and guidance and counselling teachers on the needs of the module to be developed to solve existing problems of teachers. In module development studies, needs analysis studies are part of the module design and development review process. According to Richey and Klein (2007), the strength of module design and development studies is that these studies are used to solve problems in specific contexts. The analysis phase is the initial phase of the study i.e., information in the context and environment to be studied is collected (Saedah Siraj, Norlidah Alias, Dorothy DeWitt, &

Zaharah Hussin, 2013). So, before the module is developed, a needs analysis study is done to find out the probability of occurrence of problems. The purpose of the analysis phase is to identify the probable cause of the problem (Branch, 2009; Gagne, Wager, Golas, & Keller, 2005) and to do what is necessary to solve the problem (Reinbold, 2013). The needs analysis phase provides important information in determining the design and development of instructional materials in the next phase (Gagne et al., 2005). In the context of this research, a needs analysis study was conducted at the beginning of the module development study to find out how appropriate teaching is done by teachers so that stress prevention preparations can be practiced before stress occurs. To meet this purpose, this study was conducted to identify what teachers need in stress prevention.

To meet this purpose, there are several aspects of the target group identified to ensure that the modules produced can be used. Rashidah (2013) said that the analysis phase is the first phase of the study aimed at identifying several aspects related to the target group. The target group is able to provide useful information to develop modules that can meet the needs of users. During the module design and development process, the findings of the needs analysis are evaluated and used to develop teaching and learning activities. In this study, a needs analysis was done after the problems were identified and information on the details and specifications of the modules was obtained from the teachers. According to Richey and Klein (2007) needs analysis is to determine product specifications. So, needs analysis study is important in determining how appropriate products are produced for teachers so that existing problems can be solved for the sake of more effective teaching. Findings and recommendations in the analysis phase are used in the module design and development phase (DeWitt, 2010). The analysis phase provides important information for use in the next module design and development phase (Gagne et al., 2005). Information resulting from needs analysis is used to determine the optimal content of instructional materials and teaching delivery methods (Richey & Klein, 2007).



3. Statement of Problem

Nowadays, stress at work has become one of the serious problems faced by teacher (Virtanen-Greis et.al, 2020). Stress is a major factor that disrupts mental, emotional and physical well-being and health among teachers, (Mazlan Aris, 2013, Popov And Popov, 2015, Jan Richards, 2012, Paul G. Fitchett, Christopher J. McCarthy, Richard G. Lambert, and Lauren Boyle, 2018) so much so that it brings effects which is negative towards a student and causes teaching in the classroom to be less effective thus interfering with student comprehension and interfering with the achievement of good marks (Huisman, 2009, Klassen and Chiu, 2011, Ignat & Clipa, 2012; Warren & Dowden, 2012, Michael E. Bernard, 2016, Aldrup et al., 2017, Sparks, 2017, Cozolino, 2017, López, Bolaño, Mariño & Pol, 2010, Poormahmood, Moayed, and Alizadeh, 2017, Sandilos et al., 2018). The most dominant stress factor is the workload factor faced by teachers (Azlina & Sew Lee, 2008, Nurul Shafinaz, 2013, Baharin and Mariam, 2013, Aldrup et al., 2017) whether in secondary school or in primary school because of various tasks and responsibilities which teachers have to do such as attending meetings, co-curricular activity training, file or document management and many more. Stress at work happens when an individual's mental and physical well-being is negatively affected by their reaction to, or imbalance in relation to, the demands or conditions of their work environment, which is possible influenced by some internal or external causes (Beddu Salam, 2014). Student discipline factors also cause teachers stress (Nurul Shafinaz, 2013, Baharin and Mariam, 2013, Paul G. Fitchett, Christopher J. McCarthy, Richard G. Lambert, and Lauren Boyle, 2018) as students also experience changes in terms of adolescent development, influenced by environment and peers, various backgrounds and so on that require the role of teachers in shaping their character, personality, and morals (Chin Mei Keong, 2015). Research by Norshasha Sorfina et al (2023) found that some of teachers in Perak experiencing burnout at a high level in every dimension. This implies that there are some teachers who feel exhausted physically and emotionally, indifferent, or apathetic response to their professional obligations, and feelings of failure and incompetence.

With the above issues it can be seen that many parties help to reduce or treat teacher stress with the use of modules or related materials. However, the modules or materials produced are less focused on stress prevention itself. Most of them focus on the causes or ways to cope with stress. Therefore, this study is expected to be able to contribute towards improving the quality in the formation or construction of stress prevention modules in Malaysia or globally for those who experience stress in their daily lives, especially to educators.

4. Research Objective

This study was conducted based on the needs of researchers to obtain data to produce modules stress prevention among teachers. Needs analysis is performed to identify module needs before the module is developed and evaluated in the next phase (Saedah et al., 2013). So, the objective of the needs analysis study is done to obtain data on the module requirements and module specifications to be developed.

The study of module design and development focuses on the process of product development which involves several phases, and each phase uses a different methodology for the purpose of data collection (Saedah et al., 2013). To obtain data that can be used to produce modules that can meet the needs of teachers, the objectives of the study for the needs analysis phase are as follows:

- (1) to identify personal views on stress prevention programs in schools and
- (2) to identify feedback on stress prevention programs or activities that have been and are being carried out in schools among school teachers.

Based on the objectives of the study, this research was also done to get answers to the questions the following: What is needed to produce a stress prevention module that is suitable for use by teachers?

5. Methodology

The results of the study were obtained by using the 'Statistical Package for Social Science' (SPSS) version 2.0 which is a data processing software used by computer. Data analysis unearthed two major themes, namely: (1) personal views on stress prevention programs in schools (2) feedback on stress prevention



programs or activities that have been and are being carried out in schools among school teachers. This study uses a survey of 50 teachers consisting of the administration (school principals, headmasters, senior administrative assistant teachers and guidance and counselling teachers) of the Ministry of Education Malaysia (MOE) from different schools. The sample selection technique is done purposefully by selecting respondents from homogeneous groups but able to provide diverse information. Study respondents were selected based on the criteria of teachers who manage and implement the program in schools. Questionnaires were distributed using google form and given a period to answer within a week.

Findings

Respondent Background

Table 1.1 shows the demographic distribution of the respondents. A total of 50 people were involved in the

success of this study. Demographic data used such as school type, state and position are presented in tabular form based on the number and percentage of respondents. The results showed that 32.0% (16 people) were from Primary Schools, while another 68.0% (34 people) were from Secondary Schools. Furthermore, in terms of profile by state, the findings show that the majority of respondents are from the state of Johor (66.0%), followed by Selangor and Kelantan (8.0%). Next is Kedah (6.0%), Perak (4.0%) and 2.0% each for the states of Melaka, Federal Territory, Penang and Sarawak. Finally, for the profile of respondents by position showed a total of 20 people (40.0%) held the position of Principal / Headmaster, a total of 12 people (24.0%) held the position of Senior Administrative Assistant, and a total of 18 people (36.0%) held the position of Guidance & Counselling Teacher.

Table 1.1 Demographic Distribution of Respondents

	Number	Percent
Type of school		
Primary school	16	32.0
Secondary school	34	68.0
State		
Johor	33	66.0
Selangor	4	8.0
Kelantan	4	8.0
Melaka	1	2.0
Perak	2	4.0
Kedah	3	6.0
Wilayah Persekutuan	1	2.0
Pulau Pinang	1	2.0
Sarawak	1	2.0
Position		
Principal / Headmaster	20	40.0
Senior Administrative Assistant	12	24.0
Teacher Guidance & Counselling	18	36.0

Instrument Reliability

Cronbach's alpha reliability results for personal views on stress prevention programs in schools and feedback

on stress prevention programs or activities that have been and are being conducted in schools among school teachers are shown in Table 1.2.



Table 1.2 Instrument Reliability

Variable	Cronbach's Alpha	Number of Items
Personal views on stress prevention programs in schools	0.772	10
Feedback on stress prevention programs or activities that have been and are being carried out in schools	0.818	8
Overall	0.827	18

Table 1.2 above shows the reliability of personal views on stress prevention programs in schools and feedback on stress prevention programs or activities that have been and are being carried out in schools among school teachers are 0.772 (10 items) and 0.818 (8 items), respectively. While the Cronbach's alpha for the whole instrument was 0.827 (18 items). Thus, the Cronbach's alpha table above shows that the instruments used have high reliability and are acceptable.

Personal Views on Stress Prevention Programs in Schools

Table 1.3 shows the mean and standard deviation scores for each item of personal views on stress prevention programs in schools. The results showed that the mean of personal opinion items on stress prevention programs in schools was between 6.58 to 9.16. This can be summarized that item A1 which is "Stress prevention planning at the school level is important." recorded the highest mean (mean = 9.16, SP = 0.955), followed by item A2 which is "Willingness to prevent stress can affect the well-being of teachers." (mean = 9.10, SP = 0.995), item A3 which is "Guidance on stress

management in a structured manner is very important to improve teachers' stress prevention preparedness." (mean = 9.08, SP = 0.922), item A10 which is "Structured stress prevention program can improve stress prevention skills." (mean = 8.88, SP = 0.982), item A9 which is "Stress prevention program should be implemented based on the current needs of teachers." (mean = 8.70, SP = 1.298), item A8 which is "Teachers need professional training in terms of stress prevention planning during the service period in school." (mean = 8.58, SP = 1.486), item A7 which is "Teachers choose to be involved in stress prevention programs if given the option to do so." (mean = 7.52, SP = 1.717), item A4 which is "Teachers lack awareness of systematic stress prevention." (mean = 7.34, SP = 1.902) and item A5 which is "Teachers are less concerned about stress prevention." (min = 6.90, SP = 2.082). Meanwhile item A6, "Teachers are less involved with stress prevention programs while at school." also recorded the lowest mean (mean = 6.58, SP = 2.167), overall showing a personal opinion score on stress prevention programs in schools among school teachers was recorded a mean of 8.18 and a standard deviation of 0.872.

Table 1.3 Personal Views on Stress Prevention Programs in Schools

No	Statement	Min	SP
A1	Stress prevention planning at the school level is important.	9.16	.955
A2	Willingness to prevent stress can affect teachers' personal well-being	9.10	.995
A3	Guidance on structured stress management is very important to increase teachers' stress prevention readiness.	9.08	.922
A4	Teachers lack awareness of systematic stress prevention.	7.34	1.902
A5	Teachers are less concerned about stress prevention.	6.90	2.082
A6	Teachers are less involved with stress prevention programs while in school.	6.58	2.167
A7	Teachers choose to get involved with a stress prevention program if given the option to do so.	7.52	1.717
A8	Teachers need professional training from the aspect of stress prevention planning during the period of service in school.	8.58	1.486
A9	Stress prevention programs should be implemented based on the current needs of teachers.	8.70	1.298



A10	A structured stress prevention program can improve stress prevention skills.	8.88	.982
	Overall	8.18	.872

Feedback on a Stress Prevention Program or Activity has been and is Being Carried out in Schools

This section describes some elements of feedback on stress prevention programs or activities that have been

and are being carried out in schools. Table 1.4 displays the names of programs or activities related to stress prevention organized or conducted in schools. A total of 47 teachers have stated the name of the program or activity, among them are:

Table 1.4 Name of program or activity related to stress prevention organized or conducted in the school

No	Name of program or activity
1	Healthy Minds
2	Emotional management
3	Yasin readings and heart -to -heart discussions
4	Stress talks bring anxiety
5	In -Service Training
6	Stress Management Program by JPNK
7	Prevent stress
8	Quranic culture
9	Stress management
10	Smas Healthy Mind
11	Tadabbur Tazakkur Al Quran
12	Stress Management Program
13	Stress management among teachers
14	Promotion of a healthy mind
15	Peace of Mind Program
16	Stress management workshop program
17	Deep breathing technique
18	Self -awareness program
19	GREAT Teacher & Staff Stress Management Workshop
20	Healthy Minds
21	Healthy Mind Program
22	Healthy Minds
23	Stress management
24	Teacher and staff stress management
25	Stress Management Workshop
26	Stress management By PPD Counsellor
27	Discussion with teachers, Assignment planning and Stress management explanation
28	Healthy Minds Program
29	Comprehensive Stress Management
30	Towards a Healthy Mind
31	Cakna Mind and Spiritual, Cakna Line
32	Dissemination of information addresses stress
33	Healthy Minds Program, Emotional Management Talks
34	Stress Management through an Islamic Approach



35	Facing Psychological Well -Being
36	Healthy Minds
37	Healthy mind
38	Relaxation. Art therapy. Sequence
39	Motivational Talks, Recognizing Self Potential
40	Talks,
41	Potluck, birthday celebration
42	Weekly yassin readings, massage therapy, stress talks, e birthday cards
43	Brain gym
44	Stress management
45	3A JPN teacher psychological well -being awareness program, friends club activities
46	Teamwork, mentor teachers, excellent work culture
47	Teachers' Stress Management Program (lecture)

Furthermore, Table 1.5 shows that a total of 14 people (28.0%) stated that there are programs or activities related to modular stress prevention conducted in schools, while a total of 36 people (72.0%) stated the

opposite, that is, there are no programs or activities related to modular stress prevention. conducted in schools.

Table 1.5 Programs or activities related to stress prevention in the form of *modular *conducted in schools

	Number	Percent
Yes	14	28.0
No	36	72.0

The following are the names of programs or activities related to stress prevention in the form of *modular *conducted in schools. Among them are:

Table 1.6 Name of modular program

No	The name of the program is modular
1	Healthy Minds
2	No stress on an excellent teacher
3	Mentor mantee program
4	Good stress management increases teacher efficiency
5	3k mental well -being
6	Healthy mind
7	Healthy minds of excellent citizens
8	Healthy Minds
9	Stress management
10	Healthy Mind Module
11	Psychosocial and Mental Well -Being /LADAP
12	Programs increase stress awareness
13	Psychological wellness awareness program

Table 1.7 shows that the mean of feedback items on stress prevention programs or activities that have been and are being carried out in schools is between 5.28 to 8.54. Based on the results of the study in Table 1.7, it is

found that item B9 which is "Program or stress prevention activities built should take into account the content of modules appropriate to the intervention implemented." recorded the highest mean (mean = 8.54,



SP = 1.265), followed by item B10 which is "The content of the stress prevention module should be built based on the theory and standard model of stress prevention." (mean = 8.48, SP = 1.607), item B8 which is "Stress prevention programs or activities carried out must take into account and meet the current needs of teachers." (mean = 8.28, SP = 1.294), item B5 which is "Level of stress prevention readiness for teachers who have participated in programs or activities related to stress prevention." (mean = 7.50, SP = 1.568), item B4 which is the effect of programs or activities related to stress prevention that have been organized on the teachers involved "(mean = 7.44, SP = 1.554), item B3 which is the level of involvement of teachers who

follow the program or activity related to stress prevention organized in schools." (mean = 7.38, SP = 1.640) and item B7 which is "Existing stress prevention programs or activities can help teachers' readiness for stress." (min = 7.22, SP = 1.670). Meanwhile, item B6 which is "Level of stress prevention readiness of teachers who do not follow programs or activities related to stress prevention" recorded the lowest mean (mean = 5.28, SP = 1.499). Overall, the feedback score on stress prevention programs or activities that have been and are being carried out in schools among school teachers recorded a mean of 7.52 and a standard deviation of 1.008.

Table 1.7 Feedback on Stress Prevention Programs or Activities That Have Been and Are Being Carried Out in Schools

Bil	Statement	Min	SP
B3	The level of involvement of teachers who participate in programs or activities related to stress prevention organized in schools	7.38	1.640
B4	The effect of stress prevention -related programs or activities that have been organized on the teachers involved	7.44	1.554
B5	Level of stress prevention readiness for teachers who have participated in programs or activities related to stress prevention	7.50	1.568
B6	The level of stress prevention preparedness of teachers who do not participate in programs or activities related to stress prevention	5.28	1.499
B7	Existing stress prevention programs or activities can help teachers prepare for stress	7.22	1.670
B8	Stress prevention programs or activities conducted need to take into account and meet the current needs of teachers.	8.28	1.294
B9	Stress prevention programs or activities constructed should take into account the content of modules appropriate to the intervention being implemented.	8.54	1.265
B10	The content of the stress prevention module should be built based on standard stress prevention theories and models.	8.48	1.607
	Overall	7.52	1.008

The findings in Table 1.8 found that the majority of respondents, namely 84.0% (42 people) stated that programs or activities related to stress prevention in schools need to be improved to further increase the

level of preparedness of teachers to stress, while another 16.0% (8 people) stated that there is no need to improve programs or activities related to stress prevention in school.

Table 1.8 Programs or activities related to stress prevention in schools need to be improved to further increase the level of preparedness of teachers to stress

	Number	Percent
Yes	42	84.0
No	8	16.0



Table 1.9 displays suggestions for improvement to further increase the level of teachers' preparedness for stress. Among them are:

Table 1.9 Suggestions for improvement to further increase the level of preparedness of teachers to stress

No	Suggestions
1	Once a month should be held for teachers
2	Teacher involvement
3	Focus on teachers with problems
4	There is a "time line" for its implementation
5	According to the needs and readiness of teachers
6	Diversify programs according to the type of stress
7	Emphasis on the level of need for teachers to be willing to receive knowledge about the level of stress management
8	There should be data or information on teacher stress levels. Run focused programs based on teacher needs.
9	Data is always up to date
10	Made periodically and according to the situation
11	KPM compulsory program 6 times a year
12	Ways of self -management
13	Increase teacher involvement
14	Training for Guidance and Counselling Unit teachers needs to be enhanced. Organizational Counsellors in PPDs should play a more active role.
15	Made into an annual routine program
16	Needs to be tailored to the needs of the teacher/school
17	By providing study materials and forms
18	Administrators need to better understand the needs of teachers and be more open to discuss with teachers without neglecting the importance of the task and the needs of the actual work
19	More interesting
20	Elements of therapeutic music
21	The program is held in a structured manner
22	reduce program burden & increase teacher stress
23	Stress Management among teachers
24	Once a month because the teacher is instructive because the teacher is not unaware, they are facing stress
25	Programs address stress among teachers
26	Modular training. Screening 2 times a year
27	Implemented consistently, screening 3 times a year
28	Increase the number of stress prevention program sessions in schools
29	There are individual counselling sessions.
30	Provision of appropriate modules, not burdensome
31	Teachers' stress levels need to be recorded
32	Take into account the quality and quantity of teacher work
33	Stress prevention programs need to be further improved towards strengthening the strength of faith

Next, Table 1.10 displays the views or comments related to teachers' readiness to stress in school. Among them are:



Table 1.10 Views or comments on teachers' preparedness for stress in school.

No	Views or comments
1	Most teachers have been able to deal with stress by discussing and expressing feelings with colleagues and administrators who are very insightful and helpful.
2	Our teacher is not stressed
3	Teachers are less interested in such programs.
4	Should always be taken into account by the administrator
5	The relationship between administrators and teachers needs to be good to overcome the problem of teachers' readiness for stress
6	Effective stress management can help teachers focus more on tasks and work happier
7	Not all teachers accept this method of stress management implementation because they are worried about themselves being considered stressed and belonging to a problematic group
8	More beneficial
9	Turning stress into a challenge is not a problem
10	Many teachers know how to deal with stress but do not practice it
11	Lack of response consider one that is not serious
12	Must create awareness that stress is not a weakness.
13	Teachers born in the 70s and early 80s are more willing to deal with stress than those born in the 90s.
14	Most teachers are always positive minded
15	Time constraints that are too focused on student academic programs
16	There are teachers who are not ready to follow this program
17	Teachers still need to be given stress management training with more as in pdpr, long -distance pair of teacher and student discipline problems
18	If administrators and teachers have a good relationship, stress management problems will be well managed. Administrators need to understand the need for teachers and teachers to respect administrators so that everyone can carry out tasks in a harmonious and fun atmosphere.
19	Only some teachers are involved
20	Be good at adapting to the situation
21	Very encouraging
22	Teachers can manage emotions well at home
23	All tasks must be completed without much question. yes or no
24	Teachers are always ready
25	Less satisfying than willingness
26	All teachers are willing to participate in the program
27	Teachers consider it a trivial matter.
28	Teachers will always be prepared to follow a stress prevention preparedness program
29	Cluster teacher stress with workload, family, economy, health. Each cluster has a specific preparedness and prevention module
30	Schools are less prepared to deal with stress issues because in the workplace because they consider it a personal issue

Finally, the findings in Table 1.11 found that the majority of respondents, namely 84.0% (42 people) stated the need to build stress prevention modules in

schools, while another 16.0% (8 people) stated no need to build stress prevention modules for teachers in schools.



Table 1.11 needs for the construction of stress prevention modules for teachers

	Number	Percent
Yes	42	84.0
No	8	16.0

6. Conclusion

This chapter has described the findings of the data analysis of the study descriptively to achieve the objectives and purpose of this study as a whole. The needs analysis study requires the researcher to collect information about the context and situation of the study from teachers who are also target users of the module. In the context of this study, the researcher collects information about teachers' existing practices and teachers' needs so that the information obtained can help the researcher produce modules that are able to solve teachers' existing problems. The results of the needs analysis found that stress prevention modules should be developed to help teachers prepare to deal with stress better. The findings of the study show that most teachers agree with the importance of building modules that have stress prevention activities. However, teachers were found to rarely do so in schools.

In addition, the findings also show that teachers need resources and training materials in the form of modules that detail how to prevent stress. This training guide should contain scales or levels. In short, the modules developed should take into account recommendations and specifications such as readily available, explain how the training is implemented and explain how the activities are performed. Needs analysis studies are important in obtaining information on the content and specifications of the modules to be developed. The results of the analysis show that stress prevention modules should be developed and guided by theory. Module development should take into account the problems of teachers and the existing needs of teachers so that the modules produced are suitable for use by teachers. According to Gagne et al. (2005), in the analysis phase several causes of problems and problem solving related to self -problems were identified. So, once the needs analysis process is completed, the researcher should be able to determine the exercises that can help prepare oneself before stress and suggest strategies based on empirical data so that the

preparatory exercises can be done well (Branch, 2009). The findings of this needs analysis will be used by the researcher as a guide to design and develop the module in the next phase of module development. The findings of the study show that "Stress prevention planning at the school level is important." recorded the highest mean in respondents' personal views on stress prevention programs in schools. The findings of the needs analysis indicate that stress prevention modules have the potential to be developed for use by teachers.

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