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Construction, Validity and Reliability Client Needs Inventory Based on Choice Theory and Reality Therapy (CTRT)

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Abstract

The purpose of this study is to measure the coefficient value validity of the content and the coefficient reliability of the Client Inventory Needs. The Construction of Client Needs Inventory is based on the Choice Theory and Reality Therapy (CTRT) and was linked to the basic needs of university students. The five basic needs of the CTRT are sub-scales in the Client Needs Inventory which are survival sub scale, love sub scale, power sub scale, freedom sub scale and happiness sub scale. A total of seven expertise were involved in testing the coefficient of validity of the content using the set of Client Needs Inventory format from expert validity questionnaire. The coefficient value of content validity for the entire inventory was 87.1%, and values between 82.8% and 93% were obtained for each sub scale. An actual format questionnaire for Client Inventory which also contains 35 questions were used to test the value of reliability. A total of 40 University Selangor students (Unisel) were involved as the samples of reliability testing Client Needs Inventory. Based on the analysis data, it was found that only 30 items out of 35 were significant and appropriate. Thus, the overall reliability value of the 30 items was alpha .875, and the value of coefficient reliability for each sub scale ranged from .687 to .829 alpha Cronbach. Therefore, the Client Needs Inventory has validity and good reliability and can be managed by the counsellor in conducting counselling sessions to the university students. Thus, the future researchers are encouraged to delve deeper into each item and use other validity and reliability methods for better quality.

Keywords: Construction, Validity, reliability, Client Needs Inventory.

Introduction

William Glasser states in the Choice Theory and Reality Therapy (in Jones-Smith, 2016), that human beings are born with five basic needs namely the need for survival, the need for love and belonging, the need for power, the need for freedom and the need for fun. Those needs are influencing human behavior or actions taken by an individual. Thus, problematic behavior is also an option chosen by an individual due to inability to be satisfied in meeting those needs.

While Deci & Ryan (quoted from Uzman, 2014), stated that every human being is born with three needs, namely the need for autonomy, the need for competence and the need for relevance which is explained in the Theory of Psychological Needs. Such needs are more of a psychological need and are linked between one's need and another to ensure psychological well-being and healthy psychological growth. Meanwhile, a model created by Abraham Maslow, the Maslow Hierarchy of Needs, is a synonymous model in discussing the basic needs

of individuals. The model introduces a pyramid that has five levels of needs namely the level of physiological needs, security needs, love needs, self-esteem needs and top rank is the need for self-perfection (Schermerhorn, 2012).

In other words, it can be explained that basic human needs include physiological needs and psychological needs. Choice Theory and Reality Therapy (CTRT) is a theory that describes both of these needs in an approach, and can be further narrowed down into five needs. These five needs are required to be met by each individual so that they can function effectively in his daily life.

Background

The Client Needs Inventory was constructed as a psychological test to make assessment of an individual's basic needs based on Choice Theory and Reality Therapy. Zunker (in Sidek, 2005), stated that the use of this psychological test by counselors is to obtain the client's personal data accurately. The Client Needs Inventory is categorized as an instrument which identifies client problems such as the *Mooney problem Check List* (MPCL). MPCL is a psychological test which is popular among Counselors in this country, given its relatively simple administration despite containing up to 330 items. In reality, the use of problem identification test instrument can help Counselors in the counseling process especially during the exploring and problem identification stages.

Sipon & Hapsah (2008), mentioned that there are three phases in conducting counseling sessions, namely the phase before the counseling process, phase two, namely during the counseling process and phase three, namely after the counseling process. In phase one, before the counseling process, the Counselor needs to perform a pre-preparation stage, where the Counselor needs to review the client's background and collect all personal information systematically. At this stage, the Client Needs Inventory can be administered to collect client information that can be linked to client problems.

Additionally, the Client Needs Inventory can also be administered in the second phase which will involve an exploratory stage. At this stage, a strong relationship between the Counselor and Client has been achieved, where the Client has started to be honest and forthright in the issues faced. Client Needs Inventory administration can help Counselors better understand the problems faced by clients. Thus, the process of exploration will be easier and more effective.

Moreover, the construction of this 35-item Client Needs Inventory is specifically administered to university students, which can be used at the pre-session stage or the exploratory stage in the counseling process by applying CTRT. The administration of this inventory will help Counselors to explore client needs among students. In addition, the importance of the pre-session stage can be handled easily and concisely. Therefore, through this study, it is possible that the construction of this psychological test will help counselors to conduct counseling sessions more easily.

Literature

A study related to basic psychological needs was conducted by Li et al (2019) involving four countries namely Singapore, Hong Kong, Australia and Guangzhou, China. This study entitled

Basic Psychological Needs Satisfaction and Frustration, Stress, and Sports Injury Among University Athletes: A Four-Wave Prospective Survey examined the relationship between satisfaction and frustration in basic psychological needs, stress response and sports injuries. Basic Psychological Needs Theory (BPNT) and Model of Stress and Athlete Injury were used as references for this study. The findings of the study found that satisfaction and frustration with basic psychological needs did not result in sports injuries. However, basic psychological needs are indirectly affected by stress when sport injuries occur towards athletes. Thus, many possibilities can be linked regarding to this matter, where basic psychological needs can be linked to stress and further studies can be done in depth.

Van Hooff et al (2018), have also analyzed a study regarding the basic psychological needs entitled Basic Psychological Need Satisfaction, Recovery State, and Recovery Timing. The study (United States of America) was constructed and aimed at providing an understanding of recovery from the effects of workload. The findings of the study found that satisfaction of basic psychological needs during the non -working day had relationship with increased recovery from the effects of workload. Moreover, this study has proven that satisfaction of basic psychological needs occurs during non -working days on weekends as opposed to non -working on normal days and this influences the recovery state of workload effect.

Meanwhile, Siti Roziana & Jaslinda (2017) had conducted a study entitled Basic Psychological Needs and Job Satisfaction Among Prison Officers. The purpose of the study was to identify the level of job satisfaction among KA19 Prison Officers and its relationship with basic psychological needs. The study stated that the basic psychological needs required at the workplace was related to safety needs and self -esteem needs in Maslow's Theory of Needs. The research tools used were the *Basic Psychological Needs Scale* (BPNS) and the *Minnesota Satisfaction Questionnaire* (MSQ). Through this study, the researchers found that the higher the basic psychological needs in the workplace, the higher their job satisfaction, and vice versa. Thus, this study has proven that there is a significant relationship between basic psychological needs at workplace with job satisfaction among KA19 Female Prison Officers. Thus, it can be explained that the basic needs of psychology are important to be fulfilled by an individual to ensure a positive perspective regarding other aspects of life.

Looking at other studies on CTRT, a study was conducted by Towers (2015) entitled *Incorporation Choice Theory Reality Therapy and The FOGG Behavior Model to Empower African-American Women to Engage in Physical Activity and Adopt a Healthy Diet to Improve Their Overall Physical Health*. Researchers used CTRT to understand samples of obese African women in order to create awareness regarding the *quality of the world* and meet the five basic human needs. Through the study, an intervention suitable for African women in health care namely interventions called FAN, L.A.D.I.E.S, Physical-e-fit, and Eve's Apple Nutrition Program had been successfully discovered. The study also found that CTRT helps in the intervention in terms of identifying the wants and needs of individuals as well as enabling the construction of appropriate plans for each individual.

In addition, a study from Sweden conducted by Tafvelin & Stenling (2018), examined the construction and validity regarding satisfaction of needs and support needs among employees in a study; Development and Initial Validation of the Need Satisfaction and Need

Support at Work Scale: A Validity-Focused Approach. After undergoing five phases of implementation based on the self-determination theory, the study successfully produced a valid psychological test used for employees which is the Need Satisfaction at Work Scale (Nsa-WS) where it contained 13 items. Another test is the Need Support at Work Scale (Nsu-WS) which contains 12 items. The internal consistency values of the two tests ranged from .77 to .91 for the three Nsa-WS subscales. For Nsu-WS, it achieved internal consistency values between .82 to .92 for all three subscales.

In a further study; Reality Therapy Approach in Exploring Adaptation Issues in Organizations by Sanawiah & Ku Suhaila (2018), identified the perceptions and behaviors of clients in the issue of adjustment at workplace and assist in making plans based on CTRT. The sample of the study involved a newly appointed Police Investigating Officer from the Royal Malaysian Police (PDRM) Kuala Lumpur branch. Moreover, the researcher conducted seven counseling sessions from the relationship building process, to termination and follow -up. Through the process of counseling using reality therapy, the client has had adjustments to the working environment, better understanding of his or her duties and also career planning. Due to the matter, it can be proven that the use of CTRT in counseling sessions can have a significant impact on Counselors and clients.

According to Idris & Shaari (2017), in their study of Construction, Validity and Reliability of Choice Theory Reality Therapy Guidance Module, the purpose of the study was to construct a Reality Therapy Choice Theory Guidance Module, determining the content validity and reliability of the module by involving 2 phases of construction. A module content evaluation form is used to obtain the validity value of the module, in addition to the use of *Assessment of Behavioral Disaffection* to measure the reliability of the module. Thus, the study successfully constructed a CTRT -based guidance module aimed at reducing negative behavior in the classroom by emphasizing the concept of WDEP in CTRT. The module obtained a validity value of .80, and a reliability coefficient value of .90. Hence, through such evidence, it can be stated that the theory of reality therapy is a theory and intervention that can aid in various issues of counseling and psychology.

Besides that, Wong et al (2015) have conducted a study entitled Validity and Reliability of Needs Questionnaire Based on Choice Theory in Malaysia. This study, which is also based on CTRT, is to develop a questionnaire that is appropriate to the culture of the Asian community by involving three phases of implementation. At the end of the process, a questionnaire was successfully constructed containing 47 items with five subscales namely survival, love & belonging, power, freedom and fun. The construction of the inventory has obtained a high validity value of 91%, while the value of the reliability coefficient is .871. Thus, the study is also the main reference for the construction of this Client Needs Inventory.

Based on previous studies, it is found that most studies on basic human needs were related to basic psychological needs based on self-determination theory and Maslow's theory of needs. CTRT -related studies are more useful in terms of interventions for guidance and counseling sessions. In addition, it was found that the use of CTRT is not only for mental health interventions, but also used in the treatment of physical health such as obesity. Various methods of analysis are also used in the study of the construction, validity and reliability of a module or test tool. Thus, these studies can be used as a guide and reference in the study of

the construction, validity and reliability of the Client Needs Inventory Based on the Theory of Reality Therapy Choice (CRTT).

Theoretical Basis of Inventory Construction

Choice Theory and Reality Therapy form the basis for the construction of the Client Needs Inventory, where this theory assumes that every human being has basic needs in his life. William Glasser (in Jones-Smith, 2016), stated that human beings are born with five basic needs of survival, love and belonging, power, freedom and fun. Human behavior is influenced by those needs and problematic behavior happens due to an individual not being able to satisfy those needs. The construction of this Client Needs Inventory refers to these five needs in relation to the needs of university students. This theory is also a method in counseling sessions to help clients to face and solve problems regarding issues related to life (Jones-Smith, 2016). Due to that matter, the requirements are to be sub-scaled in the construction of this inventory as follows:

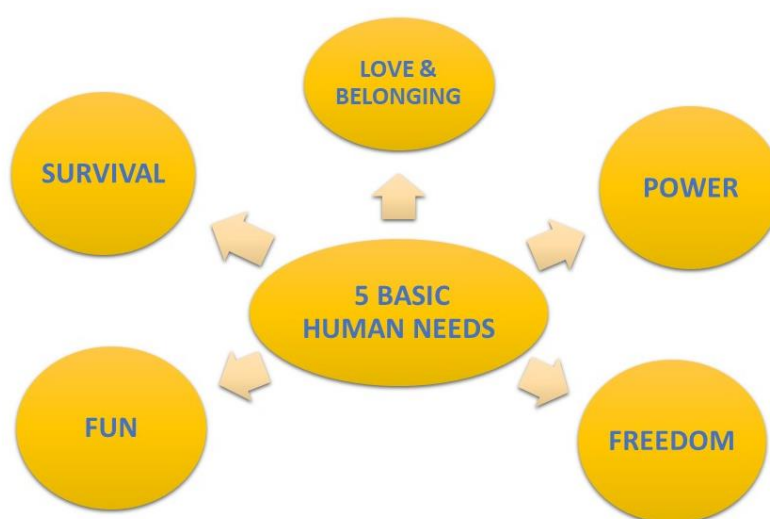


Figure 1: Basic human needs by William Glasser

The description of the sub-scale is as follows

a. Survival

These needs involve the need for food and drink, sleep, shelter or home and good health as well as prevention from any disease (Jones-Smith, 2016). Survival needs are linked to how a student can independently manage his or her life on campus. In addition to getting the need to eat, drink and a safe place to live, a student also needs a healthy life such as adequate sleep and free from any disease. A student also requires a good socio-economic family status to earn a living as well as daily expenses and study.

b. Love and belonging

Glasser (ed. Corey (2009), stated that the need for love and belonging are the main needs in an individual's life as well as being the most difficult needs to be met because it requires the involvement of other individuals. These needs can be achieved through love and mutual affection for others and family members. Through the Client Needs Inventory, as a student; this need is seen as an interpersonal relationship need, where a student also needs a sense of being loved and cared for by others including mother, father, family and friends. A student

needs the acceptance of others towards himself and the ability to work in significant groups such as classmates and family.

c. Power

The need for power involves individual achievement. According to Jones-Smith (2016), this need can be acquired through individual achievement by gaining a certain success, recognition and appreciation from others through his success. As a student, they also need to gain self-esteem and respect from family, friends and the surrounding community. In addition, a student also needs to achieve the goals made and realize the dreams in his life. Thus, to realize these dreams and ambitions, a student must have self-confidence and the ability to lead other people, while being able to engage in various activities on campus.

d. Freedom

Every individual needs a sense of freedom in determining his or her life and make choices in daily life (Jones-Smith, 2016). Hence, researchers believe that this need can be linked to situations where students need the sense of freedom to make choices in their daily lives. This will involve the need for students to be able to live independently without having to depend on others at all times. In addition, a student also needs the ability to make their own decisions. In short, a student needs to be able to adapt himself to various situations faced in order to achieve an effective life.

e. Fun

This need refers to the desire for pleasure and entertainment. Every individual desires to have fun with laughter and involvement in a favorite activity (Jones-Smith, 2016) The need for fun for university students can also be linked to the need for students to feel fun and happy at home, on campus or in the community. The satisfaction of joy is achieved by a student when they feel happy doing the things they are doing now as well as having fun being in the situation, place and group they are joining at the moment. In short, a student needs to feel happy with his life at this time.

In whole, each individual has his or her own view of those needs in different ways to meet each need. Each individual has a Quality world that is something desired, perceptions and descriptions of psychological needs that have to be met. Each individual also has a perceived world that is something acquired by the individual or the life faced by an individual (Jones-Smith, 2016). According to Ahmad Jazimin et al (2016), individuals will experience conflict when the quality world is not connected with their perceived world. The relationship between the two will affect the overall behavior of the individual and this is referred as total behavior, which will also affect the individual in terms of being a successful identity or a failure identity.

Purpose of The Study

This study was conducted in order to

- a. Construct an Inventory of Client Needs based on Reality Therapy Choice Theory (CTRT).
- b. Obtain the value of the content validity coefficient of the Client Needs Inventory based on the CTRT.

- c. Obtain the value of the content validity coefficient of each subscale for the Client Needs Inventory based on the CTRT.
- d. Obtain the value of the reliability coefficient of the Client Needs Inventory based on the CTRT.
- e. Obtain the value of the reliability coefficient of each subscale for the Client Needs Inventory based on the CTRT.

Administration, Scoring and Interpretation of Client Needs Inventory

The Client Needs Inventory is an instrument to measure individual satisfaction concerning tertiary students in meeting five basic needs based in CTRT, namely the need for survival, the need for love and belonging, the need for power, the need for freedom and the need for fun. This inventory contained 35 items with 5 subscales, of which each subscale contained 7 items. Answer blanks are provided together with the inventory question paper. A 4 -point likert scale was used in this inventory namely, strongly disagree (1), disagree (2), agree (3) and strongly agree (4). Thus, the respondent or client will answer according to the scale by marking (/) in the answer blanks provided, which is on the right side of the instrument paper.

Client Needs Inventory scoring is divided into three, namely unsatisfied of basic needs, moderate to fulfill of basic needs and satisfaction in basic needs. The highest scores for each subscale were 28 and 7 for the lowest scores. Therefore, the interpretation of the score is based on the three levels, where the total score is less than 14, will be considered unsatisfied, scores 15 to 21 are considered moderate, while a score of 22 to 28 of a respondent or clients is considered to have obtained satisfaction with those needs. Table 2 explains about the original inventory scoring which contained 35 items with 7 items for each subscale.

Table 2
Client Needs Inventory Scoring

Score	The level of satisfaction of basic needs
7 – 14	Unsatisfied to fulfill basic needs
15 – 21	Moderate to fulfill basic needs
22 – 28	Satisfaction to fulfill basic needs

Methodology

This paper uses a descriptive study to assess the validity and reliability of the Client Needs Inventory. There are three phases of implementation in this study as described below:

Phase 1: Construction of Client Needs Inventory

The study started by reviewing previous studies, examining the Reality Therapy Choice Theory founded by William Glasser and relating it to the basic needs of undergraduate university students. A total of 35 items with five sub-scales where 7 items on each sub-scale were constructed initially. All items were constructed using positive sentences and short sentences. Dillman et al (2009) stated, sentence writing in the questionnaire should consists of a few words and are easy to understood. Thus, the five basic needs in CTRT namely survival, love,

power, freedom and fun have been adapted to the basic needs of university students from the psychological as well as physiological aspects. As such, the five requirements become subscales in the construction of this Client Needs Inventory.

Phase 2: Obtaining Content Validity

In the second phase study, an expert validity format questionnaire was used to obtain expert validity. The questionnaire has 35 items with 5 subscales using a 10 -point Likert scale, from the level of strongly disagree, moderately agree to strongly agree. Face validity was first obtained before content validity, where a language assessment was made by a linguist to obtain the face validity. The process of assessing the validity of the content involved seven experts in the field of counseling and psychology including lecturers and registered Counselors. Expert validity was analyzed by the method of summing the scores obtained and dividing by the total actual scores. Validity measurement is a process of checking the regularity of data using specific procedures (Creswell, 2009). Therefore, the higher the validity value obtained, the higher the accuracy of the data studied.

Phase 3: Analysis of Reliability

The Client Needs Inventory was compiled into an actual inventory format to be administered to respondents using a 4 -point likert scale. At this phase, the Client Needs Inventory remains organized according to 5 subscales with 7 items for each subscale. Subsequently, the inventory was distributed to 60 students who attended counseling sessions and participated in activities organized by Unisel Counseling & Training Unit. However, only 40 questionnaires were selected for the measurement of reliability values. Data was analyzed using Statistical Package of Social Sciences (SPSS) version 20. Through the process, it was found that there are some items that are weak and need to be removed based on If item deleted, namely item 3, item 9, item 21 and item 22. Moreover, at the end of the session, the Client Needs Inventory received good reliability values by containing 30 items and is ready to be used and administered by the Counselor to the university students.

Subject and Research Area

This study involved two groups of samples, namely a group of experts consisting of four academic experts and 3 field experts to evaluate the Inventory of Client Needs in order to obtain the value coefficient of validity. The second sample is a group of university students consisting of 40 students (male and female), aged between 18 to 25 years and actively involved in programs at faculty and university level (Unisel). The involvement of this group sample is carried out in order to obtain the value of reliability coefficient in the Client Needs Inventory.

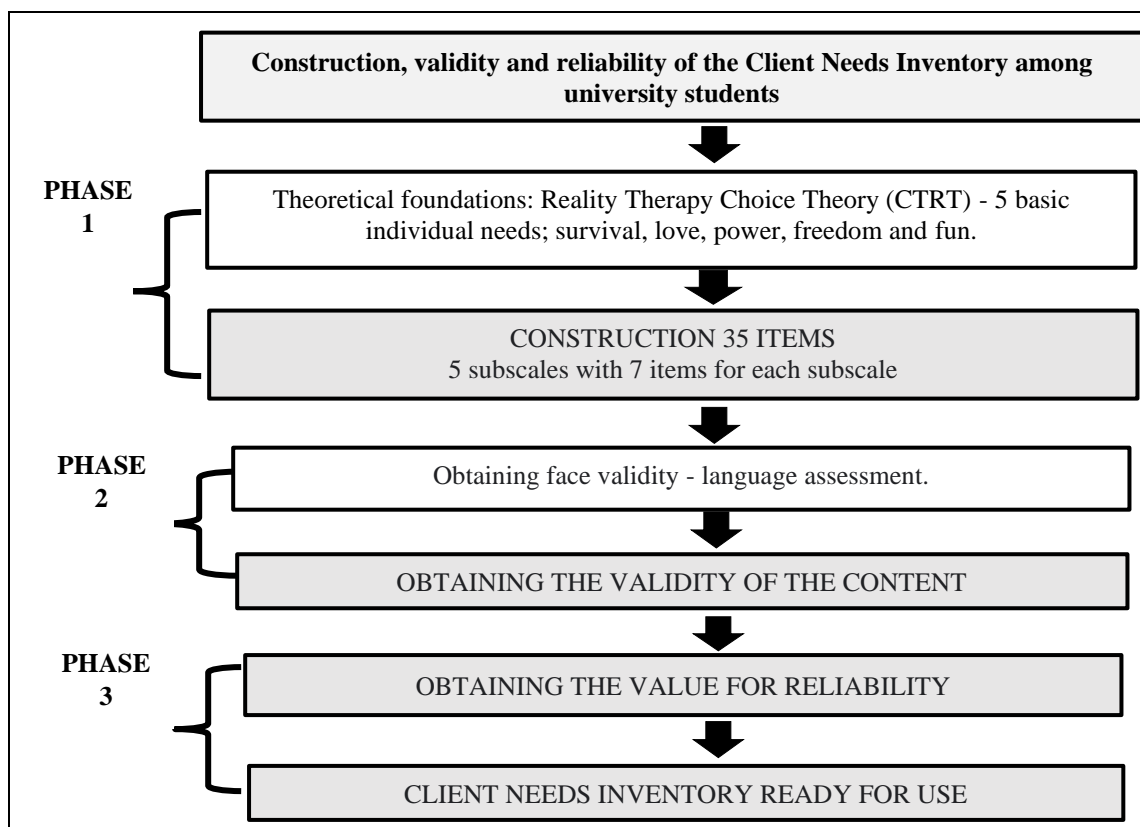


Figure 3: Construction process, validity and reliability testing
Client Needs Inventory

Source: Adapted from Aziz (2018)

Findings

Findings of phase 1: Construction of scales, subscales and Inventory items of Client requirements

The construction of the Client Needs Inventory is the result of a review and research of literature in and outside the country as well as referring to various books. In addition, the construction of this inventory is the result of a preliminary review of basic needs among university students based on statistical reports on counseling issues in the Counseling Unit, Unisel. Theoretically, the construction of this inventory scale and subscale is guided by the Reality Therapy Choice Theory (CTRT). Thus, the five basic needs of individuals based on CTRT are subscaled, namely, subscale for survival needs, subscale for needs of love, subscale for the need of power, subscale for the need of freedom and subscales for needs of fun. Hence, a total of 35 items were constructed with 5 subscales, of which a total of 7 items for each subscale.

Findings of phase 2: Validity of the contents for the Client Needs Inventory

Through the evaluation and feedback from the seven experts involved, the result is a decision on the validity of the content with consideration of all the recommendations from the experts. Figure 4.1 shows the findings of the evaluation on the validity of the contents of the Client Needs Inventory. The figures in the findings of the data analysis show that the validity value for the content of the Client Needs Inventory as a whole is 87.1%, while the subscale value obtained is between 82.8% to 93.0%. This means that the Inventory of Client needs has high content validity, and the items in it are successful in achieving the main objective of the

content validity. Thus, ensures the items constructed to represent the field that it is measured (Sidek, 2005).

Table 4

Evaluation of the validity on the entire content of the Client Needs Inventory (N = 7)

Sub Scale	Item	Cumulative Value (%)	Expert View
Sub Scale 1: Survival	7	82.8	Accepted
Sub Scale 2: Love	7	86.3	Accepted
Sub Scale 3: Power	7	87.1	Accepted
Sub Scale 4: Freedom	7	86.3	Accepted
Sub Scale 5: Fun	7	93.0	Accepted
Overall validity of the Client Needs Inventory	35	87.1	Accepted

Findings of phase 3: Client Needs Inventory reliability value

Analysis of the data collected using the alpha model in the Statistical Package for Social Sciences (SPSS) version 20 program, showed that the value for the reliability coefficient of the Client Needs Inventory as a whole was cronbach alpha .875. Each subscale obtained a reliability coefficient value between .828 to .930. The findings were obtained by the occurrence of disposing five inappropriate items. 1 item was removed for each subscale, making it 7 items to 6 items only. Sidek (2005), argues that the value of the reliability coefficient adopted is .50 to .90. Thus, the findings of the reliability coefficient value of the Client Needs Inventory as a whole are good and suitable to be used. Table 5 provides a description regarding the value of the Client Needs Inventory coefficients obtained as a whole.

Table 5

Client Needs Inventory reliability coefficient value (N = 40)

Sub Scale	Item	Reliability coefficient Cronbach alpha	Interpretation
Sub Scale 1: Survival	6	.746	Modest
Sub Scale 2: Love	6	.708	Modest
Sub Scale 3: Power	6	.724	Modest
Sub Scale 4: Freedom	6	.687	Modest
Sub Scale 5: Fun	6	.829	Good
Overall validity of the Client Needs Inventory	30	.875	Good

Significant at values > 0.05

After the data had been analyzed, the values of the reliability coefficients for the six quality items of the survival subscale ranged from .533 to .903. Meanwhile, the values of the reliability coefficients for the six quality items of the love subscale ranged from .545 to .748. The findings of the reliability coefficient value of the six quality items of the power subscale were between .507 to .733. For the independence subscale, the value of the reliability coefficient for the six quality items ranged from .577 to .784. Whereas, the value of the quality item reliability coefficient for the fun subscale was a Cronbach alpha value between .502 to .616.

Table 6 shows the reliability coefficient values for 30 quality items of the Client Needs Inventory, with the division of items 1 to 7 for the survival subscale, items 8 to 14 are for the love subscale, items 15 to 20 are for the power subscale, items 23 to 28 are for the freedom subscale and items 29 to 34 are items for the fun subscale.

Table 6

The value for the reliability coefficient of quality items in the Client Needs Inventory: Survival subscale

Item	Item statement	Reliability coefficient <i>Cronbach alpha</i>	Interpretation
1	I eat at least three times per day	.815	Good
2	I practice healthy sleeping routines on a daily basis.	.903	Excellent
4	I live in a secure area.	.549	Accepted
5	I have enough money for daily expenses.	.730	Modest
6	I have no problems in paying tuition fees.	.672	Modest
7	I have a good level of health	.533	Doubted
8	I will avoid things that are self-destructive.	.545	Accepted
10	I keep in touch with my family via handphone.	.640	Modest
11	I have good friends who are always together in any situation.	.632	Modest
12	Friends will invite me to review lessons learnt.	.591	Accepted
13	I felt my presence was noticed throughout my time in campus	.768	Modest
14	I do not feel lonely in campus	.608	Modest
15	I obtained the the academic achievement as expected.	.656	Modest

16	I will be appreciated for the achievements I have made.	.733	Modest
17	I am able to master every lesson learnt.	.572	Accepted
18	I can become a good group leader.	.607	Modest
19	I feel confident in carrying out presentations in class.	.662	Modest
20	I will succeed in my education with hardwork.	.504	Accepted
23	I can manage myself in the hostel very well.	.577	Accepted
24	I am able to complete semester registrations without the help of my freinds.	.564	Accepted
25	As a student, I am able to manage my financial very well	.733	Modest
26	If my friend is busy, I will normally go to the cafeteria without needing him/her to accompany me.	.768	Modest
27	During semester breaks, I normally go back home on my own without bothering my family.	.784	Modest
28	I have my one way of learning that I practice in my study.	.591	Accepted
29	I am happy being a student at this university.	.516	Accepted
30	I am happy in attending the course at unversity.	.554	Accepted
31	I enjoy the learning in lectures..	.616	Modest
32	I am happy with my relationship among my friends.	.504	Accepted
33	I enjoy joining various activities in campus	.502	Accepted
34	I enjoy staying with my friends in this campus	.526	Accepted

Significant at values > 0.05

Overall, the Client Needs Inventory managed to acquire good reliability. The five subscales of the Client Needs Inventory were also found to have good and acceptable reliability coefficient values.

Discussion and Recommendation

Basically, the construction of this inventory is an innovation to ease student counselors at the university to conduct counseling sessions in a shorter period of time. Through screening or testing on the client's basic needs at the beginning of the session, it will be easier for the Counselor to identify the client's problems at an early stage. This is in line with the concept of CTRT theory (the theoretical basis for this inventory) which is believed that a conflict or problem occurs to an individual because the basic needs are not met effectively. These basic needs are also the theoretical basis by Sing & Jazimin (2015), who built the Basic Needs Questionnaire among school students.

This inventory was constructed in order to measure the level of satisfaction with the 5 basic needs of individuals as university students. Like the study by Tafvelin & Stenling (2018), she constructed an instrument to measure satisfaction with needs and support needs among employees namely the Need Satisfaction at Work Scale (Nsa-WS). Thus, there have been several psychological tests on individual needs in the past, but what differentiates is the theoretical basis and the number of items.

It was found that only one previous study constructed an inventory of basic needs based on CTRT specific to school students. The construction of this Client Needs Inventory is specifically for university students. Therefore, it is recommended for other researchers to build an inventory of basic needs specific to other target groups, for example employees or to the general public according to age, namely children, adolescents, adults and the elderly. In addition, other researchers can also study the need for joy, power and freedom in the very widespread use of social media in this era.

The researcher suggests that future researchers will be able to use the Client Needs Inventory to investigate the relationship of satisfaction with basic needs of student's academic achievement, stress, depression and disciplinary problems among students. This study is only a descriptive study and can be developed by future researchers to conduct inferential studies. In addition, future researchers are also advised to use other methods in developing this study such as factor analysis, in order to ensure that the factors used are appropriate towards the items that represent them.

Conclusion

As the conclusion of the study, a psychological test on the basic needs of the individual that also serves as a checklist for information and problems of the client was successfully constructed with good validity and reliability. The Client Needs Inventory developed is specific to university students and will be used by student Counselors at the university. In addition, the Client Needs Inventory can be used at the pre-session stage or even the exploratory stage in the counseling process, depending on the suitability of each Counselor. Hence, the Client Needs Inventory can help the CTRT Counselor or Therapist to understand, explore and plan treatment for clients who have issues more easily.

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