Reliability Testing of Module to Empower Bully Handling of Wardens and Students in Boarding Secondary Schools in Malaysia

Fauziah Binti Mohd Saad, Asma Perveen, Mohammad Aziz Shah Bin Mohamed Arip, Hapsah Binti Md Yusof, Mohd Noor Bin Idris, Anuar Bin Che Abdullah

Reliability Testing of Module to Empower Bully Handling of Wardens and Students in Boarding Secondary Schools in Malaysia

Fauziah Binti Mohd Saad, Asma Perveen, Mohammad Aziz Shah Bin Mohamed Arip, Hapsah Binti Md Yusof, Mohd Noor Bin Idris, Anuar Bin Che Abdullah

Department of Psychology and Counseling, Faculty of Education and Human Development, Sultan Idris Education University, Malaysia

Abstract

This study was aimed to test the reliability of Module to Empower Bully Handling by using Cognitive Behavior Therapy *(MEBH-CBT).* This survey-designed study was using questionnaires to get the reliability of the module. MPMB is a module consists of 12 strategies and 23 self-activities. The survey used consists of 74 items to measure the value of reliabilities of activities in strategies in MEBH-CBT. A total of 87 wardens and students of boarding schools were selected as respondents in this study. Finding from this study found out that MEBH-CBT has a high reliability value of .970. While the reliability value of Strategy 1 The Introduction of Module to Empower Bully Handling is .897, Strategy 2 Objectives, Definition and Concept of the Module to Empower Bully Handling is .876, Strategy 3 Types, Factors and Implications of Bully is .907, Strategy 4 Discipline Management in School and the Roles of Everyone is .895, Strategy 5 Module of Empower Bully Handling Prevention is .848, Strategy 6 Module of Empower Bully Handling Development is .802, Strategy 7 Module of Empower Bully Handling Recovery is .853, Strategy 8 Application of Prevention, Development and Recovery Orientations is .936, while Strategy 9 General Rules Do Not Bully, Strategy 10 Bully Handling, Strategy 11 Tips to Handle Bully and Strategy 12 Report Box of Bully Victims or Observers all have the value of .883. Results revealed that the Module to empower bully handling by using cognitive behavior therapy is highly reliable. Study is significant to provide the management strategies to help related to bully behavior, which is critical issues in social behavior skills in Malaysian context.

Keywords: Reliability, Module to Empower Bully Handling (MEBH)

Introduction

Bully cases are not only happened to adults, but it already started from early stages of schooling, which is pre-school. Usually, bully involves a group of bullies and a victim. A few causes have been

identified that lead to this problem. Bully damages the victims' academic capabilities and social potentials. The worst thing can happen to the victims is they take their own lives after suffering severe depression. (Clarke at el 1997 & Joyner, 1999)

Majority of bullies have been reported to possess extreme emotional problems. Problems that arise in the family or work cause unimaginable stress to the bullies, plus with the lack of knowledge and skills on how to solve the problems and handle the stressors have made them lost control in their emotions. As a result, they start bullying other people as a mean to release all the stress. Some bullies admit that they feel happy and satisfied after bullying other people. (Malaysian Times, 2016)

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

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

Problem Statement

Bully is a misconduct behavior done by bullies to bully victims that will leave adverse effects to the victims physically and psychologically (Malek, 2004 & Bulach et al., 2003). According to a study done by Glover et al. (2000), bully destroys victims' self-esteem and this will cause various forms of disruption. Bully damages the victims' academic capabilities and social potentials. The worst thing can happen to the victims is they take their own lives after suffering severe depression. Everyone should look into this issue and play their roles because these students could be the leaders of tomorrow.

According to the Deputy Education Minister, Dato' P. Kamalanathan, 3000 bully cases are reported in 2015. He added that students' discipline and background aspects should be identified other than surrounding and peer influence factors (Bernama, Mac, 2016). In Manila, total bully cases reported last year are twice the number of cases happened in Singapore and Kuala Lumpur (Reader Digest, 2015)

Each and every individual is an asset to the country. The quest for individual development is one of national efforts. Furthermore, based on statistics, bullying phenomena in this country is still increasing even though there are various interventions both at school and community level

have been done to address this social problem of adolescents. Therefore, all parties should be prepared to come out with effective interventions to address this problem. Hence, a planned development is required. (Maurice, 2013)

Based on this requirement, the study aims to examine and develop Module to Empower Bully Handling of Wardens and Students in Boarding Secondary Schools as a bully prevention strategy. This module is built on a thorough library study. Furthermore, there is no study focusing on the construction of module to empower bully handling of wardens and students.

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

Literature Review

Mahfar (2014) did a study on the effectiveness of Rational Emotive Education Module to irrational beliefs and stress among boarding school students in Johor. This study aimed to build a rational emotive module with high validity and reliability values. It also been done to identify the module's effect of rational emotive education on students' irrational beliefs and stress. The research design for this study was true experimental where random group was selected to be in pre- and post-test. The subject of this study was 90 form one students from three different boarding schools in Johor. They were selected based on random group sampling before being divided randomly into large experimental group, small experimental group and control group. Only experimental groups had gone through treatments in the module for nine weeks while the control group did not receive any form of treatment. Then all the groups were asked to take belief system and stress survey after the treatments. Data collected were analyzed using descriptive and inference statistics. In descriptive analysis, frequency, percentage, mean and standard deviation were used to analysis information of demography, content validity and reliability of the module. While for the inference statistic, a t-test using two dependent samples and one-way ANOVA to test hypotheses. Findings showed that Rational Emotive Education Module has a high validity value of 0.92 and coefficient value of Alpha Cronbach for reliability is .930.

Besides that, in a study done by Ahmad (2011) on effects of group guidance based on Al-Ghazali approach to secondary school students' sexual misbehavior in Johor. This study aimed to evaluate the effectiveness of this treatment of students' sexual misbehavior. There were two independence variables tested such as sexual behavior misconduct and awareness of sexual behavior misconduct. Sub-constructs of sexual behavior misconduct aspect are touching, watching, obscene communication, showing *aurat* (intimate parts of body according to Islamic teaching) and dating to talk about sex. While for the awareness of sexual behavior misconduct includes Allah's Greatness, punishments of hell, self-reflection, social boundaries, sensory boundaries, *aurat*, choosing friends and responsibilities. This study used a mixed method research design, a combination of qualitative and quantitative. In quantitative method, an experiment was conducted while an interview, a documentation study and a thorough library

study were used in qualitative method. In the experiment, a total of 80 respondents were involved and divided into experimental group and control group. The subjects, form four students from two different secondary schools, were selected by using purposive sampling. Each group had same numbers of respondents, 40 students consisted of 20 male and 20 female students. The respondents in experimental group would follow group guidance sessions for consecutive eight weeks. Data for quantitative method were collected from sexual behavior misconduct based on Islam questionnaire and awareness of sexual behavior misconduct based on Islam questionnaire in pre- and post-test. The data were analyzed by using descriptive statistic to get mean, trend analysis and t-test with significant level of 0.05. After that, a case study was conducted by interviewing eight respondents from experimental group. Overall, group guidance based on Al-Ghazali approach was significantly proven to decrease the students' sexual behavior misconduct while increasing students' awareness compared to control group. This case study was backed up by the findings in quantitative method that showed changes in these eight students.

Based on the findings of previous studies, Module to Empower Bully Handling by using Cognitive Behavior Therapy also could help students. However, there were not many studies on effects of interventions involved teenagers done before this study. Researchers also found out that there was not any systematic study on bully handling module for secondary school students in Malaysia. Hence, this study served as descriptive pilot study. According to Sidek (2002), descriptive study design is able to give explanation about facts and characteristics of the population or field systematically, accurate and precise. Therefore, this study was very important to the researchers to get descriptive validity from appointed experts according to Russell (1974). This module also needs to have a good reliability value so that it can be used later.

Research Objectives
This study aimed to:

a. Measure the reliability of Module to Empower Bully Handling by using Cognitive Behavior Therapy.
b. Measure the reliability of Strategy 1 the Introduction of Module to Empower Bully Handling.
c. Measure the reliability of Strategy 2 Objectives, Definition and Concept of the Module to Empower Bully Handling.
d. Measure the reliability of Strategy 3 Types, Factors and Implications of Bully.
e. Measure the reliability of Strategy 4 Discipline Management in School and the Roles of Everyone.
f. Measure the reliability of Strategy 5 Module of Empower Bully Handling Prevention.
g. Measure the reliability of Strategy 6 Module of Empower Bully Handling Development.
h. Measure the reliability of Strategy 7 Module of Empower Bully Handling Recovery.
i. Measure the reliability of Strategy 8 Application of Prevention, Development and Recovery Orientations.
j. Measure the reliability of Strategy 9 General Rules Do Not Bully.
k. Measure the reliability of Strategy 10 Bully Handling.
l. Measure the reliability of Strategy 11 Tips to Handle Bully.

m. Measure the reliability of Strategy 12 Report Box of Bully Victims or Observers.

Research Method
This study was used survey to get descriptive analysis for measuring the module's reliability. A descriptive study design is able to give explanation about facts and characteristics of the population or field systematically, accurate and precise (Noah, 2002). While Majid (2005) said, purposes of descriptive analysis are to explain a phenomenon and explore a less or not reviewed field.

Research Design
A survey was conducted after 87 respondents consisted of warden and students of a boarding school received two days workshop using Module to Empower Bully Handling by using Cognitive Behavior Therapy. The questionnaire to measure the reliability of this module consists of 74 items that covers 23 activities and 12 strategies.

Research Subject
The subjects of this study were 87 respondents, consisted of warden and students from a boarding school in Kuantan, Pahang, selected after they received a two days workshop on Module to Empower Bully Handling by using Cognitive Behavior Therapy.

Research Tool
Tool for this study was a reliability questionnaire, consists of 74 items, built specifically to measure the reliability of Module to Empower Bully Handling by using Cognitive Behavior Therapy and its contents of 12 strategies and 23 activities. This questionnaire used Likert scale for respondents to give their ratings. According to Majid (2005), subjects or respondents are needed to rate all statements in questionnaire that usually have two extremes, for example very agree to very disagree. In this study, four-points Likert scale were used, which are Very Disagree (1), Disagree (2), Agree (3) and Very Agree (4).

Research Findings
Reliability analysis as follows;

Table 1
Reliability Coefficient Value of Module to Empower Bully Handling by using Cognitive Behavior Therapy (MEBH-CBT) (n=87)

Strategy	Activities	Reliability Coefficient Value	Result
Strategy 1	The Introduction of Module to Empower Bully Handling	.897	High
	Activity 1: Ice Breaking	.840	High
	Activity 2: The Introduction of MEBH	.874	High

	Activity 3: Bully Video Clips	.745	Moderate
Strategy 2	Objectives, Definition and Concept of the Module to Empower Bully Handling	.876	High
	Activity 1: Focus Point	.685	Moderate
	Activity 2: Soul Chain	.770	Moderate
	Activity 3: You Feel I Feel	.776	Moderate
Strategy 3	Types, Factors and Implications of Bully	.907	High
	Activity 1: Hempedu puncture	.886	High
	Activity 2: Numerous Sea	.821	High
	Activity 3: The World of My Body	.906	High
Strategy 4	Discipline Management in School and the Roles of Everyone	.895	High
	Activity 1: Fighters	.861	High
	Activity 2: *My Hero*	.861	High
Strategy 5	Module of Empower Bully Handling Prevention	.848	High
	Activity 1: Light of Glory	.814	High
	Activity 2: Door Faces	.688	Moderate
Strategy 6	Module of Empower Bully Handling Development	.802	High
	Activity 1: Chain of Hearts	.763	Moderate
	Activity 2: Lotus Night	.815	High
Strategy 7	Module of Empower Bully Handling Recovery	.853	High
	Activity 1: Moonlight	.723	Moderate
	Activity 2: Shinning Sun	.827	High
Strategy 8	Application of Prevention, Development and Recovery Orientations	.936	High
	Activity 1: *Glass Mirror*	.972	High
	Activity 2: *Wheel of life*	.781	Moderate

Strategy 9	Bully Handling and Tips	.883	High
	Activity 1: Glass mirror	.814	High
	Activity 2: Life Wheels	.872	High
Overall Reliability Coefficient Value		.970	High

Significant Level at 0.05

Table 1 shows this module reliability analysis using Alpha Cronbach with a high value of .970. Reliability value for Strategy 1 is .897, Strategy 2 is .876, Strategy 3 is .907, Strategy 4 is 895, Strategy 5 is .848, Strategy 6 is .802, Strategy 7 is .853, Strategy 8 is .936 and Strategy 9 is .883. According to Sekaran (1992), reliability value lower than 0.6 is considered low, weak and cannot be approved, while the value between .60 to 0.80 is moderate and can be approved, lastly the value from 0.80 and above is good, high and can be approved.

Activity 1 from Strategy 8 got the highest reliability value, .972, compared to other activities. And Activity 1 from Strategy 2 got the lowest reliability value compared to other activities, .685.

Results shows very significant reliability to adopt the Module to Empower Bully Handling by using Cognitive Behavior Therapy (MEBH-CBT). This module is highly effective and applicable to manage the bully behavior issues especially in adolescent.

Discussion

Bullying is such a prevalent problem with today's teens. There are estimates that approximately 20-25% of students age 12-18 are bullied. (Raychelle, 2015). Teenagers are more effected with bully problems in Malaysia. In present scenario this reliable module is very effective resources for the management of bully behaviour. Study results significantly highlighted the understanding, management, recovery and prevention strategies to handle bully behaviour. To promote effective skills in social relation in reference of cognitive behaviour therapy are highly valuable and recommended. Positive social behavior, support and effective learning through module is very suggested for healthy school learning. Schools counselors and students can learn strategies for the handling and prevention skills related to bully behavior.

Research Implications

From the study, it is proven that Module to Empower Bully Handling by using Cognitive Behavior Therapy (MEBH-CBT) has high values of validity and reliability. Because of this, practitioners, school counselors and other people can use this module in their efforts to overcome bully cases. Further studies that relate to bully can use this module as literature and guideline. Besides that, the reliability of this module tells us that this study can be run in different locations and subjects.

Suggestions

These are some suggestions from the study;

1. The findings show the reliability of this module is highly recommended experiments to be done in other population to evaluate the effectiveness of this module.
2. Number of subjects should be increased for next study.
3. Respondents of next studies could involve students and teachers/lecturers in daily schools and public or private higher education.
4. Module is recommended for the healthy development of social behavior skills in educational context.

Conclusion

Overall, this study succeeds to earn a high value of reliability for Module to Empower Bully Handling by using Cognitive Behavior Therapy (MEBH-CBT). The using of well-established theories and approaches with high validity and international and national standards makes this module a good module. Therefore, further studies are highly recommended to evaluate its reliability and effectiveness.

Acknowledgement

Corresponding Author

Dr. Asma Perveen, department of Psychology and Counseling, Faculty of Education and Human Development. Sultan Idris Education University. Email: asmaperveen@fppm.upsi.edu.my

References

Bernama. (2016): Keeping Children Safe from Online Threats http://www.kkmm.gov.my.

Bulach. C. J., Penland, W. R. (2003) Bullying Behavior: What is the Potential for Violence at Your School? Acadmic Journal article: Journal of Instruction Psychology.

Clarke, E. A., & Kiselica, M. S. (1997). A systemic counseling approach to the problem of bullying. Elementary School Guidance and Counseling, (31), 310-325.

Joyner, T. (8-29-1999). Bullies on the rise. The Atlanta Journal and Constitution, Section R-1, p.1.

Malaysian Times. (2016) Full investigation report on student falling off school building this week http://www.themalaysiantimes.com.my.

Maurice, J., Elias., and Joseph, E. Z. (2013) Bullying, Other Forms of Peer Harassment, and Victimization in the Schools: Issues for School Psychology Research and Practice" by, *Journal of Applied School Psychology*, 2013, *19*(2), pp. 1-6.

Konting, M. M. (2005). Educational Research Methods. Kual Lumpur: Librarian Hall of Language.

Raychelle, C. (2015). Teen Bullying: A CBT Approach to Addressing the Issue: psychology today. A recent issues in Education.

Russell, J. D. (1974). *Modular Instruction: A Guide to The Design, Selection, Utilization and Evaluation of Modular Materials*. New York: Publishing Company.

Sekaran, U. (1992). *Research methods for bussiness: a skill building approach*. New York

Noah, S. M. (2002). Research Design: Philosophy, Theory and Practical. Serdang: Universiti Putra Malaysia.