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The Effectiveness of IDEA-i Module Towards Coping Skills and Student's Best Performance (Behaviour Management Skill)

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Abstract **– The purpose of this quasi-experimental research is to look at the impact of IDEA-i module on coping skills and student's best performance. The study was conducted on 140 Form Four students. The students were divided into two groups: treatment group (n = 70) and control group (n = 70). The treatment group was given exposure on the use of IDEA-i module, while the control group received traditional methods. For the purpose of controlling the differences of variables, a pre-test was given prior to the treatment. After 12 weeks of treatment conducted, both groups were given a post-test. Three types of questionnaire were used to obtain research data in this study. The questionnaires used were Self - Regulation Inventory, Coping Skills Inventory and Behavioral Management Skills. The data were analyzed using SPSS-Windows version 20.0. To determine the difference between the control and treatment groups, the test data were analyzed using Multivariate Analysis of Variance (MANOVA). Based on the findings, conclusions and recommendations for further research are discussed.**

Keywords **– Self Regulation, Coping Skills, Student Best Performance, Behavioral Management Skills.**

I. INTRODUCTION

Amini et al. (2006) stated that human capital with quality is expected to produce high quality productivity. One of the SKPM (2010) stated principles is that the student's best performance in academic, co-curriculum and personality development field are indications of success of the school in producing high quality education. Supian et al. (2010) emphasized that the process of complementing and improving student's potential best performance needs to be done all the time in the school. If serious attention is not given on the quality of teaching and learning aspects, thus the problems of academic and moral failures among students would not be overcome and this will indirectly create social problems in the society.

Muhammad Azrien et al. (2009) stated that among the major challenges faced by educators are preparing methods to help students to become motivated, active and develop problem solving and decision making skill because motivation is an important aspect in education. Motivation is also a contributor to student's achievements. Knowledge on the concept, principle and theory of motivation is the basic element in psychology education. One of the strategies that can be applied by the students is self-regulation and coping skills. Understanding the concept of self-regulation is important to increase student's achievement.

Self-directed learning has been pointed out as a significant element to be encouraged in today's information based society (Siaw 1999). Self-directed learning contains philosophy required in education and is increasingly being mentioned in the education paradigm especially to get through a rapid and dynamic technological development. Self-directed learning become one of the agenda in present-day education in producing students who prefer to study continuously and be prepared to explore the world in the future. The skills would prepare students for a lifelong learning challenge. Students are required to have self-regulation, action strategy, and decision making skills. According to Gibbons, self-directed learning is a way to supplement students in the new world, of which students who are active in learning will continue to succeed.

Although self-directed learning is more popular in adult education, however Della Dora and Blanchard (in Brockett & Hiemstra, 1985) are confident that there are students in secondary school who can implement self-directed learning. Pontoon & Carr (2000) stated that a teacher's task will not be completed until they could encourage self-directed learning among students which eventually would increase the students' ability to engage in lifelong learning. Halimah Majid et al. (2013) explained that the education transformation outlined in Education Development Plan 2013-2025 also targeted to equip students with new skills for them to secure opportunities in the global level. This means that a younger generation which is knowledgeable, has critical and creative thinking, a balanced set of skills, able to communicate effectively and ethically must be produced.

II. STATEMENT OF PROBLEM

The aspiration of the Ministry of Education, Malaysia is to put into realization student's best performance in terms of curriculum, co-curriculum and personality (2012a KPM: 2012b). However the achievement status of it is being questioned. Currently most teenagers do things that they aware are wrong (Habibah Elias and Noran Fauziah, 2002). Lee's studies in Yahya Buntat and Saini Norainiza (2010) showed that students who break school discipline consisted of those who have no interest to learn, lack of motivation, lazy as well as pay less attention to the teaching of their teachers. Students are not aware that turning up to school is important and they are not bothered about the determined school discipline. McCarthy and Hoge (1985) explained that students with delinquent

behaviors have low self-esteem. Students who look down upon themselves often show rebellious behavior of not following the rules.

A study by Mohammad Azrien et al. (2009) found that self-regulation is very important to increase students' achievements. A student should be motivated to use strategies and think in line with actions made. In the context of education and academic achievements, a student is required to have correct views on the ability, skill and knowledge to complete learning tasks besides being required to place expectation in obtaining higher grades based on assignments given. Teachers should plan and set suitable teaching activities along with the objectives, atmosphere and teaching methods.

Studies carried out by previous researchers such as Boekaerts (1997), Pintrich (1994), Winne (1995), and Zimmerman (1989) focused on students' self-regulation and academic achievement among college and universtiy students. Meanwhile studies relating to student's best performance (personality or moral) conducted by researchers concentrated more on the moral concept comparatively (Ab Halim, 2000; Ab Halim & Zarin; Khadijah, 2003), a study on teachers' failure to play a high moral model to students (Wan Bakar 1991), a study on the needs of Islamic Moral Education (Asmawati 2000; 2005), a study on Islamic Education learning strategies and appreciation of moral values for secondary school students (Azhar, 2006) and a study on building the contents of moral curriculum for training teachers (Zaharah 2008).

As a conclusion, students get involved with delinquency behavior because of not having a good personality, academic achievement that is not excellent and no knowledge of coping skills and yet to master the behavior management skill. It is hard to put into realization the student's best performance with such delinquency behavior (Mohd Asran, 2011). Therefore, this study will prove that self-regulation can be enhanced with coping skills and student's best performance. Therefore, this study focuses on IDEA-i module effectiveness towards coping skills and student's best performance of secondary school students in Malaysia. This study is very important to be carried out as its implementation gives positive impact to teachers, parents and the Ministry of Education, Malaysia as well as the students generally, in shaping a more meaningful future. The aim of this study is to identify method that is suitable to help tackle issues of behavioral problems in students in terms of how they can be assisted to enhance their self-regulation skill, coping skills and further support the Ministry of Education's aspiration in producing students with good performance.

III. Research Objectives

Among the objectives aimed to be achieved in this study are:

a) Identify the differences of self-regulation between groups
b) Identify the differences of coping skills between groups
c) Identify the differences of student's best performance (behavior management skill) between groups.

IV. Operational Definitions

4.1 Self-Regulation

In this study self-regulation refers to youth self-regulation in terms of emotional resilience, active action, adaptation, perseverance and self-monitoring (Moilanon, K.L, 2007). Youth emotion resilience refers to how a youth controls his or her emotion during anger or when being emotionally challenged. Acting actively means youth who can be determined in managing tasks and able to tackle difficult situations. Adaptation means how youth act flexibly even in uncertain conditions. Perseverance is when youth can control themselves physically or emotionally from any interference in achieving their goals. Self-monitoring on the other hand means profound youth who evaluate their own actions. Therefore, the module that will to be built and used will contain basic concepts.

4.2 Coping Skills

In this study, coping skills refer to the term coping stategy (SDT) used to explain someone's way of acting in facing stressful situations. Hence inventory adapted from F.J Cano Garcia et al. (2007) contains eight SDT factors namely, (1) solving problems, (2) self critic, (3) expression of feelings or emotions, (4) hopeful mind, (5) social support, (6) restructuring mind, (7) preventing problems, and (8) self isolation or withdrawal.

4.3 Student's Best Performance

The main focus of student's best performance in this study is to acquire knowledge and develop the mastery of skill and show self development skill for the future. Skill assessed is behavior management skill (Zakri Abdullah, 2013). There is a three-dimension aspect in behavior management skill namely planning, monitoring and evaluation.

V. Conceptual Design

Conceptual framework of this study can be seen in Table 1. The main focus of this study is to look at the IDEA-i Module effect on coping skills and student's best performance. The hypothesis in this study is that there is no significant difference of self-regulation based on groups, there is no significant difference of coping skills based on groups and there is no significant difference of student based performance based on groups. Hence, the studies related to IDEA-i module effect on coping and student's best performance will be examined. It is hoped that the produced module will give big impacts to students, teachers and individuals who use the module. Major variables in the study include self-regulation variable, coping strategy and student's best performance.

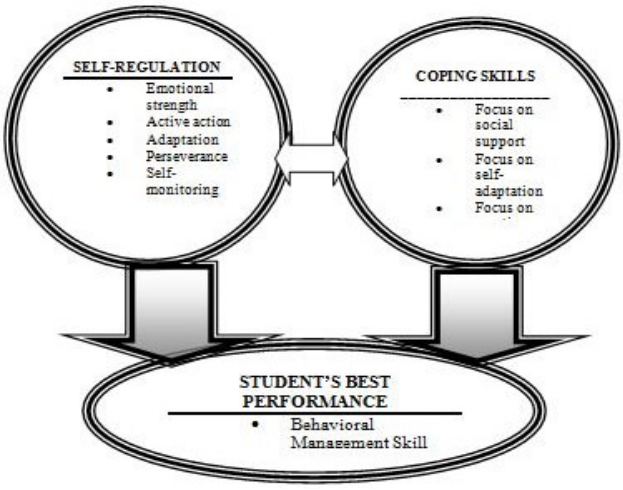

Fig. 1. Conceptual Design of IDEA-i Module effectiveness on Coping Skills and Student's Best Performance

VI. Methodology

6.1 Sample and Data Analysis Method

Research respondents consisted of a group of Form Four students. The sample comprised Form Four students who were from middle-class families and used existing class. Respondents consisted of 70 students in the treatment group and 70 students in the control group. Students possessed average level of achievement. Mohd Majid Konting (2000) mentioned that researcher is encouraged to use sample size exceeding of 30 respondents in an experimental group.

Since this research involved test on variables attached through pre and post research, hence the data of pre and post research were analyzed using the MANOVA statistics. Hair et al. (1997) stated that the MANOVA analysis is suitable to be used to analyse data from experimental and quasi experimental. The researcher used the MANOVA analysis to analyse data in this research. MANOVA analysis is seen to be more suitable because it has higher influence and strength to reduce existing bias before treatment is given.

Multivariate Analysis of Variance (MANOVA) is used to examine whether there is a difference between the control group and the treatment group. This statistical analysis analyses the difference in self-regulation score, coping skills and student's best performance towards the treatment group and control group. External variable is a variable that can influence the score of dependent variable (Pallant, 2001; Gay 2000). Since this study involved tests on variables tied by pre and post studies, hence the data open study and post study were analyzed using the MANOVA statistics. Hair et al. (1997) stated that the MANOVA analysis is an analysis suitable to evaluate experimental and kuasi experimental research data. In this study the researcher analyses data using the MANOVA analysis. MANOVA analysis is more suitable because it have higher power and the strength to reduce bias that exists before the treatment is given.

6.2 Instruments

Table 1 shows the instruments used in this study. There are 3 questionnaires used namely self-regulation questionnaire, coping skills questionnaire and student's best performance questionnaire (behavior management skill). The number of items has also been stated in Table 1.

Table 1: Research Instrument

Questionnaire	Item
Self-regulation	18
Coping Skill	40
Management Skill	18

VI. IDEA-i Module

In this study, the researcher developed a module based on the module development procedure suggested by Russell (1994). IDEA-i means, i- **I**dentify the problem, D-**D**evelop alternatives, E- **E**xecute a solution, **A**-Assess the results. Inspiration means new ideas produced after the implementation activity in the IDEA-i Module. Each student in the treatment group had to complete activities in the IDEA-i Module using the IDEA-i method. There are ten activities inthe IDEA-i module. The IDEA-i module was built based on the self-regulation construct suggested by Moilanen K. L. (2007). The constructs are emotional resilience, active action, adaptation, perseverance and self monitoring. The validity of IDEA-i Module exceeded 80%. Tuckman and Waheed (1998) in Sidek Mohd Noah & Jamaluddin Ahmad (2005) explained that the mastery level and achievement of 70% are considered to have mastered or reached high level of achievement. This point of view is also supported by Abu Bakar Nordin (1995). IDEA-i module reliability is 0.95. This shows that the reliability coefficient of IDEA-i Module is very high and can be well accepted in accordance with Hopkins's (1998) opinion.

VIII. Research Findings and Discussion

8.1 Reliability of Research Instrument

A high reliability test will produce a decision that is almost the same when the same test is managed at a different time (Mohammad Majid Konting, 2000). A test can be trusted if the test can measure something that is to be measured consistently. Through pilot study too, suitability and item accuracy, language, student's understanding on question and format used can be identified (Mohd Majid 2000; Wiersma 2000). In this study, the researcher conducted a pilot test on 30 students. Cronbach alpha value can be seen in Table 2. Anastasi (1997) stated that certain research tool is considered good if the reliability value is in the range of 0.8 to 0.9. According to Mohd Najib (1999), value 0.8 and above have high reliability.

Table 2: Alpha Cronbach Research Instrument Value

Questionnaire	Alpha Cronbach Value
Self-regulation	0.822
Coping Skills	0.926
Behavioral Management Skill	0.877

8.2 Post Test Analyses

8.2.1 Is there student self-regulation difference between groups?

Box's M Test Result showed that the data fulfilled covariance equality condition of the MANOVA test (Chua, 2011). M Box's Test Result in Table 4, shows an insignificant result, [p=0.000, p< 0.001]. According to Pallant (2011), MANOVA analysis can still be continued by looking at Levenes's, Test p> .05.

Table 3 : Student's Self-Regulation Box's M Test Results

Box' M	F	df1	df2	Sig
54.889	3.517	15	76677.158	0.000

*Significant at p> .001 level.

Levene's Test of Equality of Error Variance tested whether variance between categories in dependent variables would lean across categories in independent variables and found it to be the same. Test results in Table 4 show that five dependent variables are significant at p> .05. The variables are emotional resilience (p = 0.180, p> .05), active action (p=0.245, p> .05), adaptation (p= 0.095, p> .05), perseverance (p=0.135, p> .05) and self-monitoring (p=0.220, p> .05). Due to this analysis MANOVA can be continued.

Table 4: Levene's Test Results for Self-regulation

Self-Regulation	sig.
Emotional Resilience	0.180
Active Action	0.245
Adaptation	0.095
Perseverance	0.135
Self-monitoring	0.220

* significant at p> .05 level

Table 5 shows that [F(1,138 = 0.673] p< .05. Hence self-regulation is at a significant level. MANOVA analysis can be continued.

Table 5: Wilks' Lambda Results for Student's Self regulation

Variable	Wilks' lambda	df1	df2	sig
Self-regulation	0.673	1	138	0.000

* Significant at p< .05 level

Overall, based on the results of the MANOVA analysis, the researcher rejected null hypothesis and reported that there is a significant difference between groups. MANOVA analysis in Table 6 shows that overall there is a significant difference of self-regulation between treatment group and control group. The significant dimensions are emotional resilience [F(1,138) =5.944, p< .05] active action [F(1,138) =31.088, p< .05], adaptation [F(1,138) =28.606, p< .05], perseverance [F(1,138) =13.975, p< .05], and self-monitoring [F(1,138) =16.786, p< .05].

Table 6: MANOVA Analysis Results on Self-regulation

Self-regulation	Group	N	Mean	Sig
Emotional resil	Treatment	70	3.437	0.016
	Control	70	3.166	0.666
Active Action	Treatment	70	4.038	0.000
	Control	70	3.405	0.715
Adaptation	Treatment	70	3.995	0.000
	Control	70	3.410	0.718
Perseverance	Treatment	70	3.771	0.000
	Control	70	3.233	0.614
Self-monitoring	Treatment	70	3.648	0.000
	Control	70	3.233	0.633

* Significant at p< .05 level

The analysis of MANOVA test on self-regulation dimension showed that there are significant differences in terms of emotional resilience [F(1,138) =5.944, p< .05] active action [F(1,138) =31.088, p< .05], adaptation [F(1,138) =28.606, p< .05], perseverance [F(1,138) =13.975, p< .05], and self-monitoring [F(1,138) =16.786, p< .05]. This decision shows that there is a significant difference of self-regulation between groups. By referring to the mean value for every dependent variable between control group and treatment group based on emotional resilience dimension (mean score: control= 3.17; treatment: 3.44), active action (mean score: control= 3.41; treatment: 4.04), adaptation (mean score: control= 3.41; treatment: 4.00), perseverance (mean score: control= 3.23; treatment: 3.78), and self-monitoring (mean score: control= 3.23; treatment: 3.65), this study clearly proved that the group who used IDEA-i Modul has a high self-regulation level.

8.2.2 Is There a Difference in Coping Skills Between Groups?

Box's M Test Result showed that the data fulfilled covariance equality condition of the MANOVA test (Chua, 2011). Box's M Test Result in Table 7 shows a significant result [p=0.007, p> 0.001]. Hence the MANOVA analysis can be continued.

Table 7: Box's M Test Results for Coping Skills

Box' M	F	df1	df2	sig
64.363	1.678	36	64080.275	0.007

* Significant at p> .001 level

Levene's Test of Equality of Error Variance tested whether variance between categories in dependent variables would lean across categories in independent variables which will be found to be the same. Table 8 shows the test results showed that eight dimensions is significant at p > .05. The dimensions are problem solving (p=0.879, p> .05), self-criticism (p=0.313, p> .05), expressing (p= 0.634, p> .05), hopeful mind (p=0.994, p> .05). Social Support (p=0.495, p> .05), structure thinking (p= 0.694, p> .05), prevent problems (p=0.247, p> .05) and

isolate-self (p=0.247, p> .05) Hence, the MANOVA analysis can be continued.

Table 8: Levene's Test Results for Coping SkillS

Variables	F	df1	df2	sig
Problem Solving	0.023	1	138	0.879
Self-criticism	1.026	1	138	0.313
Expressing	0.228	1	138	0.634
Hopeful mind	0.000	1	138	0.994
Social Support	0.469	1	138	0.495
Structure Thinking	0.15	1	138	0.694
Prevent Problems	0.565	1	138	0.247
Isolate Self	1.353	1	138	0.247

* Significant at p> .05 level

Table 9 shows that the formula - [F(1,138 = 0.924] p< .05. Hence, coping skills are at its significant level. MANOVA analysis can be continued.

Table 9: Wilks' Lambda Results on Coping Skill

Variable	Wilks' lambda	df1	df2	sig
Self-regulation	0.924	1	138	0.000

* Significant at P< .05 level

Overall, based on MANOVA analysis results, the researcher rejected null hypothesis and reported that there is a significant difference of coping skill between groups. MANOVA analysis in Table 10, shows that overall, there is a significant difference of coping skill between control group and treatment group. Significant dimension is problem solving [F(1,138) = 5.381, p< .05] self-criticism [F(1,138) =0.045, p< .05], expressing [F(1,138) =1.416, p< .05], hopeful mind [F(1,138) =5.859, p< .05], social support [F(1,138) = 5.284, p< .05] restructuring thinking [F(1,138) =4.492, p< .05], prevent problems [F(1,138) =0.695, p< .05] and isolate-self [F(1,138) =0.433, p< .05].

Table 10: MANOVA Analysis Test on Coping Skills

Coping Skill	Group	N	Min	Sig
Problem Solving	Treatment	70	3.500	0.038
	Control	70	3.154	0.874
Self-criticism	Treatment	70	2.803	0.000
	Control	70	2.780	0.661
Expressing	Treatment	70	2.946	0.010
	Control	70	2.817	0.681
Hopeful Mind	Treatment	70	3.109	0.041
	Control	70	2.851	0.630
Social Support	Treatment	70	3.451	0.037
	Control	70	3.089	0.913
Restructuring Thinking	Treatment	70	3.503	0.034
	Control	70	3.163	0.903
Prevent Problems	Treatment	70	2.914	0.005
	Control	70	2.825	0.583
Isolate self	Treatment	70	3.140	0.003
	Control	70	3.057	0.702

* Significant at p< .05 level

MANOVA test analysis carried out on coping skills dimension showed significant difference in terms of problem solving [F(1,138) = 5.381, p< .05] self-criticism [F(1,138) =0.045, p< .05], expressing [F(1,138) =1.416, p< .05], hopeful mind [F(1,138) =5.859, p< .05], social support [F(1,138) = 5.284, p< .05] restructuring thinking [F(1,138) =4.492, p < .05], prevent problems [F(1,138) =0.695, p< .05] and isolate self [F(1,138) =0.433, p< .05]. This result shows that there is a significant difference of coping skills between groups. By referring to mean value for every dependent variable between control group and treatment group based on problem solving dimension (mean score: control= 3.15; treatment: 3.50), self-criticism (mean score: control= 2.78; treatment: 2.81), expressing (mean score: control= 2.81; treatment: 2.95), hopeful mind (mean score: control= 2.85; treatment: 3.11), social support (mean score: control= 3.08; treatment: 3.45), restructuring thinking (mean score: control= 3.16; treatment: 3.50), prevent problems (mean score: control= 2.83; treatment: 2.91) and isolates self (mean score: control= 3.05; treatment: 3.14), this study clearly proved that the group who used IDEA-i Module has shown increase in terms of coping skills.

8.2.3 Is There Difference in Student's Best Performance Between Groups?

i) Behavioral Management Skill

M Box's Test Result to show that data fulfilled covariance equality condition of MANOVA test (Chua, 2011). M Box's Test Result in Table 11 shows a significant decision with [p=0.131, p> 0.001]. Hence the MANOVA analysis can be continued.

Table 11: Box's M Test Results of Student's Best Performance (Behavioral Management Skill)

Box's M	F	df1	df2	sig
10.086	1.641	6	137979.170	0.131

* Significant at p> .001 level

Levene's Test of Equality of Error Variance tested whether variance between categories in dependent variables across categories in independent variables is the same. Test results in Table 12, show that three-dimensional behavior management skill is significant at p> .05. Those dimensions are planning (p= 0.700, p> .05), monitoring (p=0.653, p> .05) and evaluation (p= 0.627, p > .05). Therefore MANOVA analysis can be continued.

Table 12: Levene's Student's Best Performance Test Results (Behavioral Management Skill)

Variable	F	df1	df2	sig
Planning	1.150	1	138	0.700
Monitoring	0.203	1	138	0.653
Evaluation	0.238	1	138	0.627

* Significant at p> .05 level.

Table 13 shows that [F(1,138 = 0.764] p< .05 behavior management skill is at significant level. Analysis of MANOVA can be continued.

Table 13: *Wilks' Lambda* Test Results on Student's Best Performance (Behavioral Management Skill)

Variable	*Wilks' lambda*	sig
Behavioral Management Skill	0.764	0.000

* Significant at p< .05 level

MANOVA analysis in Table 14 shows that overall; there is a significant difference in student's best performance (behavior management skill) between the control group and treatment group. Significant dimension is planning [F(1,138)= 15.967, p< .05] monitoring [F(1,138) =27.884, p < .05], and evaluation [F(1,138) = 42,186, p< .05].

Table 14: Student Best Performance MANOVA Analysis (Behavioral Management Skill)

Behavioral Management Skill	Group	N	Min	Sig
Planning	Treatment	70	4.101	0.000
	Control	70	3.760	0.513
Monitoring	Treatment	70	4.101	0.000
	Control	70	3.620	0.555
Evaluation	Treatment	70	4.261	0.000
	Control	70	3.157	0.639

* Significant at p< .05 level

Overall, based on the MANOVA analysis results, the researcher rejected null hypothesis and reported that there is a significant difference of student's best performance (behavior management skill) between groups. The analysis of MANOVA test carried out showed that there is significant difference in terms of planning [F (1,138) = 15.967, p< .05], monitoring [F(1,138) =27.884, p< .05] and evaluation [F(1,138)= 42,186, p< .05]. This result shows that there is a significant difference of student's best performance (behavior management skill) between groups. By referring to the mean value for every dependent variable between control group and treatment group based on planning dimension (mean score: control= 3.76; treatment: 4.10), monitoring (mean score: control= 3.62; treatment: 4.10) and evaluation (mean score: control= 3.16; treatment: 4.26. This study clearly proved that the usage of IDEA-i Modul can improve student's best performance (behavior management skill).

IX. Conclusion

The findings of this study showed that there is a significant difference of self-regulation, coping skill and student's best performance (behavior management skill) between treatment group and control group. Students with a high self-regulation will have high coping skills and high student's best performance. The results from this study are also pertaining to the IDEA-i module which contains ten activities to be used by secondary students in Malaysia. The implication of this study is that students always use IDEA-i method when they face problems and solve problems creatively. The proposal for follow-up studies is on studies related to student's best performance in different aspects such as leadership skill, as in 5 students' aspirations included in Malaysian Education Development Plan 2013-2025.

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