



Development, Content Validity, and Reliability of the REBT-Based TEKAD Module for Stress, Coping Strategies, and Resilience among Teachers

Zaidi Abu Hassan ^{a,*}, Ku Suhaila Ku Johari ^a, Salleh Amat ^a

^a Faculty of Education, Universiti Kebangsaan, Malaysia

* Corresponding author Email: kusuhaila@ukm.edu.my

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Abstract: This study aimed to develop a Rational Emotive Behavior Therapy (REBT)-Based Stress Management Module (TEKAD Module) to reduce occupational stress and enhance teachers' coping strategies and psychological resilience. In addition, the study sought to evaluate the module's content validity and reliability prior to its implementation as an intervention. The module was developed based on the Sidek Module Development Model (SMDM) and the principles of Rational Emotive Behavior Therapy (REBT). Five professional experts were appointed to evaluate the module's content validity. The TEKAD Module comprises five core components: (1) Self-Introduction, (2) Understanding Stress, (3) Understanding REBT, (4) Coping Strategies, and (5) Psychological Resilience. The findings indicated that the module achieved a content validity index of 0.81, demonstrating satisfactory content validity. Furthermore, the module's overall reliability, assessed using Cronbach's alpha, was 0.756, indicating acceptable internal consistency. These findings suggest that the TEKAD Module is a valid and reliable intervention that can be implemented within counseling services to help teachers manage occupational stress and enhance adaptive coping strategies and psychological resilience.

Keywords: Module Development, Rational Emotive Behavior Therapy (REBT), Stress Management Module, Occupational Stress, Coping Strategies, Psychological Resilience, Teachers.

1. Introduction

The teaching profession is widely recognized as one of the most vulnerable occupations to occupational stress due to the increasing demands and challenges of contemporary educational systems. These challenges include frequent changes in national curriculum policies and assessment and evaluation systems, rapid advances in information technology, excessive workloads, challenging student behavior, time constraints, and various organizational issues within schools. Previous studies by Dawn (2015), Mathew (2011), Chaplain (2008), and Kyriacou (2001) consistently reported that teaching is a highly stressful profession, with prolonged exposure to occupational stress adversely affecting teachers' physical health, psychological well-being, and overall quality of life.

In Malaysia, excessive workload and systemic inefficiencies have been identified as major contributors to severe occupational stress among teachers (Zarin *et al.*, 2022). In addition to their teaching responsibilities, teachers are increasingly burdened with administrative tasks, requiring them to work extended hours with insufficient opportunities for rest and recovery. These challenges are further exacerbated by inefficient administrative systems for recording attendance and student performance, which often compel teachers to work late into the evening. Consequently, prolonged occupational stress has contributed to early retirement, deteriorating mental health, and an increasing demand for counseling services among teachers to help them manage work-related stress (Ibrahim *et al.*, 2020). Furthermore, Atashpanjeh *et al.* (2020) reported that elevated levels of occupational stress and job dissatisfaction reduce teachers' motivation and work engagement, ultimately affecting the quality of teaching and student learning outcomes.



Addressing teachers' mental health is therefore essential not only for educators' well-being but also for maintaining the quality of education provided to students. Efforts to promote teachers' psychological well-being should be prioritized globally through comprehensive strategies to reduce occupational stress, improve access to mental health services, and foster supportive, healthy work environments (Baker *et al.*, 2021; Capone & Petrillo, 2020). The issue extends beyond Malaysia, as studies have reported a high prevalence of mental health problems among school teachers in Nigeria, largely attributable to unfavorable working conditions (LaBelle, 2023; Ugwuanyi, 2023).

To address these challenges, Cvenkel (2021) recommended implementing structured mental health programs, promoting a healthy work-life balance, improving access to mental health resources, and implementing systemic reforms related to teacher remuneration and workload. Similarly, Biernat *et al.* (2022) advocated the implementation of mental health interventions and well-being enhancement programs for school administrators and higher education institutions. These recommendations are consistent with emerging research examining the effectiveness of Rational Emotive Behavior Therapy (REBT) in enhancing teachers' capacity to manage occupational stress. Collectively, these findings highlight the urgent need for evidence-based interventions to help teachers manage occupational stress more systematically, comprehensively, and sustainably.

2. Literature Review

The primary objective of Rational Emotive Behavior Therapy (REBT) is to help individuals reduce dysfunctional beliefs while promoting more rational patterns of thinking. According to Jones and Turner (2023), the central focus of REBT is the examination of how rational and irrational beliefs affect individuals' emotions and behaviors. Rational thinking is characterized by empathy, flexibility, moderation, and consistency with reality, whereas irrational thinking tends to be rigid, extreme, and inconsistent with reality (Jones & Turner, 2023).

REBT also places considerable emphasis on individuals' present experiences by explaining how irrational thoughts and maladaptive beliefs contribute to emotional distress and how dysfunctional behaviors may lead to undesirable life outcomes (Junaedi *et al.*, 2022). Once these dysfunctional cognitive and behavioral patterns have been identified, they can be modified into more constructive and adaptive responses, enabling individuals to establish healthier and more meaningful relationships in both their personal and professional lives (Junaedi *et al.*, 2022). Consequently, REBT involves identifying self-defeating thought patterns, disputing irrational beliefs, and replacing them with more rational, logical, and realistic beliefs (Junaedi *et al.*, 2022).

Previous studies have further suggested that a fundamental principle of REBT is the prompt resolution of distressing situations to minimize their adverse effects on individuals' psychological well-being (Sari *et al.*, 2022). A growing body of empirical evidence has demonstrated the effectiveness of REBT in addressing a wide range of mental health concerns, including stress, depression, and burnout among teachers and students.

Onwumere *et al.* (2025) examined the effectiveness of Rational Emotive Behavior Therapy (REBT) in managing occupational stress among science and agricultural education lecturers in Nigerian universities. Participants in the treatment group received a 10-week REBT intervention, and the findings revealed a significant reduction in occupational stress following the program, demonstrating the effectiveness of REBT in improving work-related stress management among university lecturers.

Similarly, Sulaiman (2023) investigated the effectiveness of an REBT-based group counseling intervention module in reducing stress among nurses at the Women and Children's Hospital in Kota Kinabalu, Malaysia. The findings demonstrated a significant reduction in stress among nurses who participated in the intervention program, whereas the control group showed no significant improvement.

Ugwuanyi (2023), in a study titled "Managing Mental Health Problems among Primary School Teachers Using Rational Emotive Behavior Therapy (REBT)," investigated the effectiveness of a 12-week REBT intervention among primary school teachers in Nigeria. The experimental group participated in the REBT program, while the control group received routine individual counseling over the same period. The findings indicated that teachers in the experimental group experienced a significant reduction in occupational stress following the intervention, whereas no significant changes were observed in the control group.



Eze (2023) evaluated the effectiveness of an online Cognitive Behavioral Intervention (o-CBI) in reducing occupational stress among English as a Second Language (ESL) teachers. The study involved 89 ESL teachers with at least one year of teaching experience who were assigned to either an intervention group or a control group. During the nine-week intervention, participants in the intervention group completed nine online cognitive-behavioral sessions. The findings demonstrated a significant reduction in Teacher Stress Inventory (TSI) scores at the post-test and both follow-up assessments among participants who received the intervention, whereas the control group exhibited no significant changes across all measurement occasions.

Iremeka (2021) investigated the effectiveness of Group Rational Emotive Behavior Therapy (Group REBT) in managing occupational stress among skilled construction workers in Nigeria. Overall, the findings demonstrated that Group REBT effectively reduced both occupational stress and work-related irrational beliefs among skilled construction workers.

Similarly, Okeke *et al.* (2021) reported that teachers who participated in Rational-Emotive Occupational Health Coaching (REOHC) experienced significant reductions in stress symptoms following the intervention. Likewise, Koledoye *et al.* (2022) found that adult learners who received Rational Emotive Cognitive Behavioral Coaching (RECBC) exhibited significantly lower stress levels than those who did not receive the intervention.

Overall, the existing literature provides robust empirical evidence supporting the effectiveness of REBT-based interventions across diverse educational and occupational settings. Collectively, these studies consistently demonstrate that REBT effectively reduces stress, challenges irrational beliefs, promotes adaptive coping strategies, and enhances psychological well-being. These findings provide a strong theoretical and empirical foundation for adopting REBT as the conceptual framework underpinning the development of the REBT-Based Stress Management Module (TEKAD Module). Accordingly, the present study builds upon this body of evidence by developing and evaluating an REBT-based stress management module designed to enhance coping strategies and psychological resilience among teachers.

2.1 Rational Emotive Behavior Therapy (REBT)

Rational Emotive Behavior Therapy (REBT) is a cognitive-behavioral counseling approach developed by Albert Ellis. It is based on the premise that individuals' emotions and behaviors are primarily shaped by how they think about and interpret life events. In REBT, clients are guided to identify their irrational beliefs, challenge these beliefs through logical disputation, and replace them with more rational and adaptive beliefs. The primary goals of REBT are to enhance self-confidence, promote healthy emotional regulation, and improve individuals' ability to cope effectively with life's challenges.

The central concept of REBT is that emotional and behavioral responses are determined by individuals' belief systems rather than by the activating event itself. This principle is explained through the ABC Model, which consists of three components:

A (Activating Event): An event or situation that triggers a response (e.g., being criticized by a supervisor).

B (Beliefs): The individual's beliefs or interpretations regarding the event (e.g., "I am incompetent").

C (Consequences): The emotional and behavioral consequences arising from those beliefs (e.g., feelings of low self-esteem, sadness, or depression).

In the present study, group counseling was adopted as the intervention approach to facilitate mutual support and collaborative learning among participants. Group counseling provides a dynamic environment that encourages positive behavioral change and strengthens individuals' self-belief through shared experiences and interpersonal interaction. According to Ismail (2017), the primary objective of REBT group therapy is to help clients transform dysfunctional emotions and maladaptive behaviors into healthier and more adaptive responses.

Within the context of occupational stress, REBT offers a comprehensive therapeutic approach for stress reduction by targeting irrational belief systems that contribute to psychological distress. The approach focuses on treatment and psychological rehabilitation through cognitive restructuring while emphasizing life direction, self-concept, frustration tolerance, unconditional acceptance of unexpected events, willingness to change, and personal responsibility for emotional disturbances (Dryden & Neenan, 2011; Ellis *et al.*, 2010; Froggatt, 2005). By modifying



irrational beliefs, REBT promotes healthier emotional regulation and more adaptive behavioral responses when individuals encounter stressful situations.

According to Ellis (1995), psychological problems arise primarily from the way individuals interpret life events rather than from the events themselves. Core irrational beliefs typically involve demandingness, awfulizing, low frustration tolerance, and global self- or other-rating (Ellis & Bernard, 1985; Froggatt, 2005; Bishop, 2019). These maladaptive cognitive patterns ultimately lead to negative emotions and dysfunctional behaviors, thereby increasing individuals' vulnerability to psychological distress.

Ern and Yaakob (2017) reported that disputing clients' irrational beliefs significantly enhanced their self-confidence and self-esteem. These findings are consistent with the fundamental principles of REBT, which emphasize that meaningful psychological change can only occur through the modification of irrational belief systems (Froggatt, 2005). Although REBT is widely recognized as a cognitively oriented therapeutic approach, it does not disregard the importance of emotions and behaviors. Instead, REBT conceptualizes cognition, emotion, and behavior as interdependent processes that continuously influence one another.

The selection of REBT as the theoretical foundation for the present study was based on its close alignment with the study objectives. Considerable empirical evidence has demonstrated the effectiveness of REBT in reducing stress, enhancing adaptive coping strategies, and strengthening psychological resilience. Furthermore, its emphasis on cognitive restructuring makes it particularly suitable for application within the Malaysian educational context, where teachers require practical, rational, and easily applicable strategies for managing occupational stress. Consequently, REBT provides a comprehensive theoretical foundation for developing the REBT-Based Stress Management Module (TEKAD Module), which is expected to improve teachers' psychological well-being, coping strategies, and resilience.

Overall, REBT provides a robust conceptual framework for explaining emotional and behavioral change through cognitive restructuring. Through participation in the REBT-based TEKAD Module, teachers are expected to develop the ability to identify and challenge irrational beliefs, replace them with rational ones, and adopt more effective stress-management strategies. This approach is expected not only to reduce occupational stress but also to strengthen teachers' psychological resilience and promote their long-term psychological well-being.

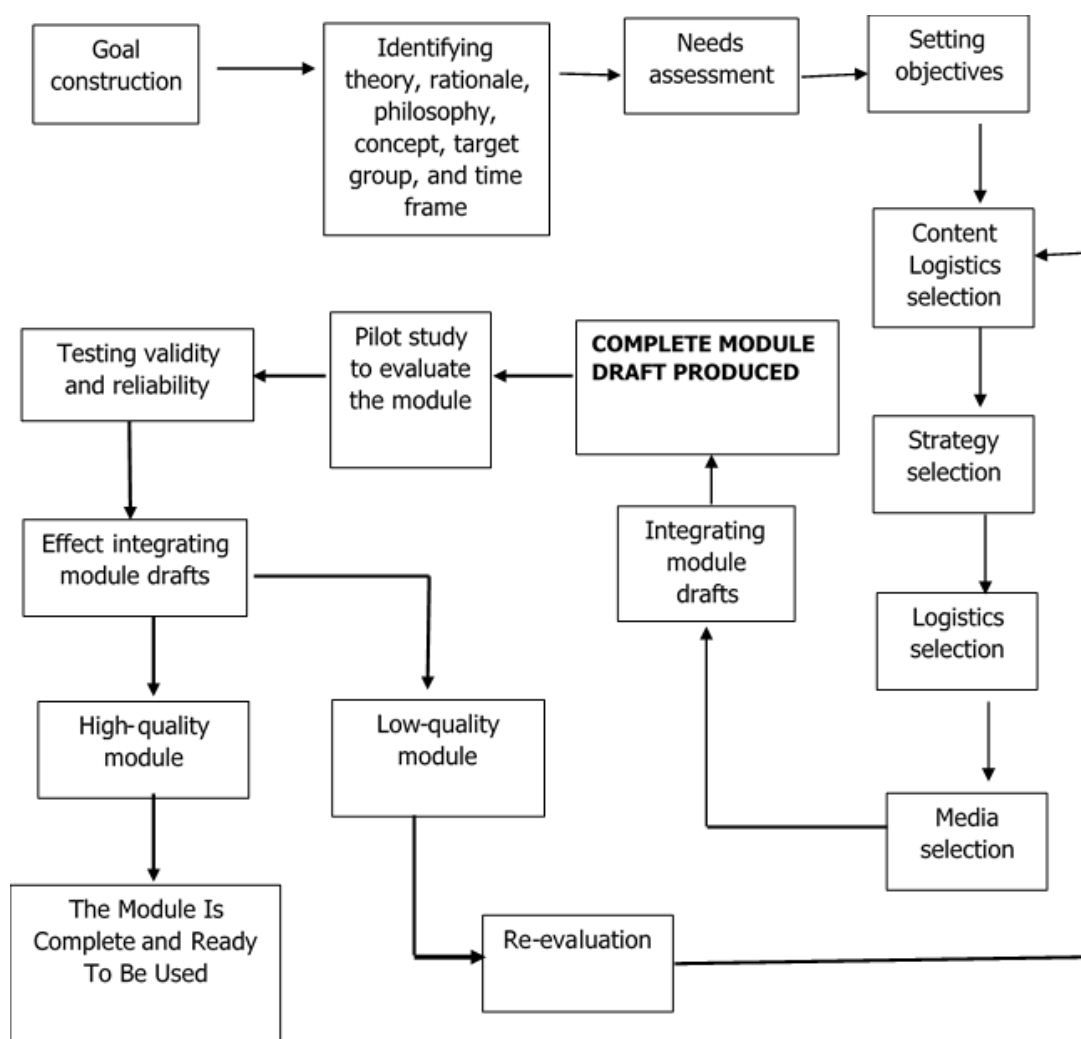
3. Research Methodology

3.1 Module Development

This study adopted the Sidek Module Development Model (SMDM) as the framework for developing the TEKAD Module. According to Mohd and Ahmad (2005), a well-developed module should adhere to systematic procedures and established guidelines to ensure its quality and effectiveness. Compliance with these procedures enables researchers to develop modules based on valid theoretical foundations and reliable empirical evidence. Several module development models have been proposed in the literature, including those by Alsagoff (1981), Russell (1974), the Design and Development Research (DDR) model by Richey and Klein (2004), and the Sidek Module Development Model (SMDM) developed by Mohd and Ahmad (2005). In the present study, the Sidek Module Development Model was selected as the primary framework for developing the TEKAD Module. Introduced in 2001, the Sidek Module Development Model provides a systematic procedure for developing both training and academic modules. As illustrated in Figure 1, the model consists of two main phases: (i) the preparation of the module draft and (ii) the pilot testing and evaluation of the module.

Compared with the module development approaches proposed by Russell (1974) and Alsagoff (1981), the Sidek Module Development Model offers a more comprehensive and integrated framework. The model comprises two major stages: module development and module evaluation. It is particularly appropriate for application in the Malaysian context because it incorporates local cultural values and educational practices into the module development process (Madihie, 2015). Guided by this model, the present study focused on three essential aspects of module development: content validity, reliability, and module effectiveness. These three components are fundamental to ensuring that the developed module is psychometrically sound, practically applicable, and effective in assisting teachers experiencing occupational stress. Furthermore, the inclusion of these components distinguishes

the TEKAD Module from earlier intervention modules that paid less attention to comprehensive psychometric evaluation.



Note (Translation):

Stage I of Module Development: Preparation of the module draft

Stage II of Module Development: Testing and evaluating the module

Figure 1. Sidek's Module Development Model.

According to the Sidek Module Development Model, the module development process consists of two major stages. The first stage involves preparing the module draft, beginning with identifying the module objectives and ending with integrating all intervention activities into a complete module (Madihie, 2015). The second stage involves evaluating the module through content validity and reliability testing. In the present study, five experts were appointed to evaluate the module's content validity, with a minimum Content Validity Index (CVI) of 0.80 as the acceptance criterion. All comments and recommendations provided by the expert panel were incorporated into the revision and refinement of the module draft. Following completion of the revised module, a reliability assessment was conducted with the target population to determine the module's internal consistency and overall stability.

The module development stage itself comprised nine sequential steps, beginning with the formulation of the module goals and concluding with the integration of all components into a complete module draft. At this stage, the intervention remained a draft module until its validity and reliability had been established. Once the draft module was finalized, it entered the second phase of the development process: module testing and evaluation. A pilot study was subsequently conducted to examine the module's content validity and reliability. Figure 1 illustrates the Sidek

Module Development Model, highlighting its two principal phases: preparing the module draft and piloting and evaluating the module.

3.2 The TEKAD Module

The TEKAD Stress Management Module was developed based on the principles of Rational Emotive Behavior Therapy (REBT) and consists of five core components: Core 1: Self-Introduction; Core 2: Understanding Stress; Core 3: Understanding REBT; Core 4: Coping Strategies; and Core 5: Resilience.

Core 1 (Self-Introduction) comprises three activities: Informed Consent and Program Orientation, Who Am I?, and Myself and Others. Core 2 (Understanding Stress) consists of one activity, What Is Stress? Core 3 (Understanding REBT) includes four activities: Introduction to REBT, The ABC Model Made Simple, Beliefs through the ABC Model, and Cognitive Disputation. Core 4 (Coping Strategies) comprises three activities: A Healthy Mind, Deep Breathing Exercise, and Let It Go!, which focus on developing adaptive coping skills and emotional regulation. Finally, Core 5 (Resilience) consists of one activity, RELAKS (Complete Relaxation), which aims to strengthen resilience by replacing irrational beliefs with rational beliefs through REBT techniques.

The TEKAD Module is delivered over four consecutive days, with a total implementation time of 20 hours. In lists in table 1. Overall, the module comprises 12 structured activities, each designed to enhance teachers' stress management, coping strategies, and resilience through a systematic REBT-based psychoeducational intervention.

3.2.1 Implementation Procedure

Core 1: Self-Introduction

The first core component focuses on self-introduction, beginning with the activities Informed Consent and Program Orientation. At the commencement of the program, the facilitator welcomed the 32 participants and provided an overview of the intervention. Before the program began, participants were given two documents: an Informed Consent Form and a Participant Information Form. The facilitator explained the purpose and content of both documents and allowed sufficient time for participants to complete them. Participants signed the consent form after the facilitator had addressed all questions and subsequently returned the completed forms.

The participants were then divided into four groups of eight each. This grouping was based on the recommendations of [Jamaluddin \(2008\)](#), who suggested that a small group should consist of 2–10 members, whereas a large group should comprise 11–30 members. However, [Mohammad Aziz Shah \(2018\)](#) argued that guidance groups of 20–40 participants generally offer fewer opportunities for interaction between participants and facilitators and tend to emphasize intervention delivery over active participation. Therefore, the TEKAD Module adopted a small-group approach, with 8 participants per group, to maximize interaction and participation. Given that the module incorporates role-playing, structured assignments, reflection, and group discussions, longer session durations were required compared with individual counseling sessions.

An activity schedule outlining the sequence of program activities from the beginning to the end of the intervention was distributed to all participants. This introductory session included obtaining informed consent, explaining the program schedule, and discussing participants' responsibilities during group sessions. The primary objective of this session was to establish rapport between the facilitator and participants while introducing the goals of the psychoeducational program. The facilitator also explained the overall program structure, including its duration and the types of activities that participants would complete. The duration allocated for this session was 1 hour and 50 minutes.

The second activity, Who Am I?, was designed to enhance participants' self-confidence and encourage interpersonal interaction within the group. During this activity, participants were provided with blindfolds and small sticks. Soft instrumental music was played while participants, with their eyes covered, were instructed to move the sticks freely according to the rhythm of the music. Afterward, the blindfolds were removed, and participants continued the activity while observing one another. The purpose of this activity was to help participants overcome feelings of embarrassment and self-consciousness, thereby increasing their sense of acceptance, belonging, and self-confidence within the group. Such activities are essential for fostering group cohesion and encouraging positive perceptions of others. The session lasted 1 hour and 20 minutes.



Table 1. Summary TEKAD module

Core Module	Unit	Activity	Summary	Duration (Minutes)	Duration (Hours)
Core 1	Self-Introduction	Activity 1: Informed Consent	Participants complete the informed consent form and participant information form and receive the program activity schedule for the stress management counseling program.	110	1 hour 50 minutes
		Activity 2: Who Am I?	Participants are given opportunities to develop awareness of the importance of overcoming embarrassment and building confidence when interacting with others, particularly in group settings.	80	1 hour 20 minutes
		Activity 3: Myself and Others	Participants share their personal strengths and positive attributes, including aspects related to their family life, living environment, occupation, personal appearance, and communication skills, to promote self-awareness and positive self-perception.	60	1 hour
Core 2	Understanding Stress	Activity 1: What Is Stress?	Participants develop an understanding that stress results from inadequate coping skills and limited resilience when dealing with stressful situations. They also learn that excessive stress can adversely affect both individuals and organizations, underscoring the importance of understanding stress as a prerequisite for effective management.	120	2 hour
Core 3	Understanding REBT	Activity 1: Introduction to REBT	Participants are introduced to the principles of Rational Emotive Behavior Therapy (REBT) and the ABC Model through direct psychoeducational instruction. Interactive discussions and question-and-answer sessions are incorporated to facilitate participants' understanding of REBT concepts.	120	2 hour
		Activity 2: The ABC Model Made Simple	Participants learn and apply the ABC Model to understand the relationships among thoughts, emotions, and behaviors. They are also guided to distinguish between Rational Beliefs (RBs) and Irrational Beliefs (IBs).	100	1 hour 40 minutes
		Activity 3: Beliefs Through the ABC Model	Participants identify their short- and long-term goals while developing new rational beliefs by applying the ABC Model.	100	1 hour 40 minutes
		Activity 4: Cognitive Disputation	Participants identify their existing beliefs and distinguish between positive and negative beliefs (B – Beliefs) in response to activating events (A – Activating Events). Using REBT cognitive disputation techniques, they learn to challenge irrational beliefs and replace them with more rational, adaptive ones.	120	2 hour



Core 4	Coping Strategies	Activity 1: A Healthy MindActivity	Participants learn to regulate their thoughts, emotions, and behaviors when responding to stress. They also recognize that stress, when managed effectively, can promote personal growth and serve as a source of motivation in daily life.	100	1 hour 40 minutes
		2: Deep Breathing ExerciseActivity		100	
		3: Let It Go!	Participants practice simple physical relaxation techniques for stress management, including mental imagery, progressive muscle stretching, and breathing techniques to relieve headaches and shortness of breath associated with stress.	100	1 hour 40 minutes
			Participants develop emotional regulation skills by learning effective anger management strategies. They identify the positive and negative consequences of anger and practice maintaining positive thinking when experiencing anger.		1 hour 40 minutes
Core 5	Resilience	Activity 1: RELAKS (Complete Relaxation)	Participants apply the RELAKS replacement technique to modify their existing belief system by replacing irrational beliefs with rational beliefs. They also explore the roles of the conscious and subconscious mind in developing self-awareness, strengthening resilience, and enhancing their ability to cope effectively with stress.	90	1 hour 30 minutes
Overall total				1200	20 hour

This activity also highlights that individuals often feel more comfortable expressing themselves when they perceive that others are not judging them. Reducing feelings of embarrassment and challenging negative assumptions about others' opinions can enhance positive coping behaviors. Recognizing both personal strengths and limitations enables individuals to develop greater self-confidence and resilience while reducing vulnerability to stress. Consequently, this activity serves as an appropriate introductory exercise, functioning as a warm-up session that promotes self-introduction, facilitator-participant rapport, and orientation to the psychoeducational program.

The third activity, *Myself and Others*, focuses on enhancing participants' self-awareness and recognition of personal strengths. During the session, the facilitator initiates a group discussion by asking participants, "What are the unique strengths and abilities that every individual possesses?" Participants are then encouraged to share positive aspects of themselves, including their family life, living environment, occupation, personal appearance, and communication style. They are also invited to express their personal experiences, emotions, and challenges in a supportive group environment.

Through this activity, participants are encouraged to identify both their strengths and areas for personal growth in terms of emotions and behaviors. They are guided to evaluate their thinking patterns from a positive perspective while following the facilitator's structured instructions.



The activity emphasizes that every individual possesses unique strengths and capabilities, although many people tend to focus more on their weaknesses than their positive attributes. By recognizing their personal potential and strengths, participants can develop a more positive self-concept, increase their self-confidence, and strengthen their ability to cope with life's challenges and occupational stress. The duration allocated for this activity is 1 hour.

Core 2: Understanding Stress

The second core component focuses on understanding stress through the activity What Is Stress? At the beginning of the session, the facilitator distributes an activity worksheet to all participants. Participants are given 15 minutes to complete a 30-item questionnaire designed to assess their understanding of stress. Each item requires participants to indicate their responses by selecting "Yes" in the space provided. Following completion of the questionnaire, the facilitator provides a comprehensive explanation of stress and its implications.

This activity is designed to address the common misconception many individuals hold about stress. Many people are unable to recognize the signs and symptoms of stress and may be unaware that they are experiencing psychological distress in their daily lives. Furthermore, they often fail to recognize the factors that contribute to stress or appreciate its potential impact on their overall well-being. The facilitator explains that stress often stems from inadequate coping skills and limited resilience in the face of challenging situations. When left unmanaged, excessive stress can adversely affect both individual well-being and organizational performance.

Therefore, developing a clear understanding of stress is an essential prerequisite for effective stress management. Participants are encouraged to recognize the nature, causes, and consequences of stress, and to understand how their own responses influence their ability to cope with stressful situations. The facilitator also emphasizes that high levels of stress may result in negative psychological, emotional, behavioral, and occupational outcomes. Consequently, strengthening coping strategies and resilience is fundamental to reducing the adverse effects of stress on both individuals and organizations. The duration allocated for this activity is 2 hours.

Core 3: Understanding REBT

The third core component focuses on understanding Rational Emotive Behavior Therapy (REBT). During this component, the facilitator introduces participants to the fundamental principles of REBT. An ABC Model worksheet is distributed to assess participants' initial understanding of the basic concepts of REBT. The facilitator provides a comprehensive explanation of the theoretical foundations and practical applications of REBT in stress management while offering additional guidance to participants who require further clarification. This instructional approach ensures that all participants acquire a sound understanding of REBT before engaging in the subsequent intervention activities.

The first activity, Introduction to REBT, uses a direct psychoeducational approach to introduce the principles of Rational Emotive Behavior Therapy (REBT) and the ABC Model. Interactive discussions and question-and-answer sessions are encouraged throughout the learning process to facilitate participants' understanding. The abbreviation REBT is used consistently throughout the psychoeducational sessions. The facilitator employs language appropriate to the participants' level of understanding to ensure that the concepts and techniques of REBT are clearly communicated. This activity is allocated 2 hours. A comprehensive understanding of REBT and the ABC Model is essential, as these concepts form the theoretical foundation of the entire intervention program. Such understanding enables participants to identify rational and irrational beliefs and to complete the subsequent module activities effectively throughout the four-day intensive program. The REBT framework, particularly the ABCDE Model, is applied throughout the intervention to facilitate the transformation of irrational beliefs into rational ones, thereby enhancing participants' coping strategies, resilience, and ability to manage occupational stress, while identifying the underlying causes of occupational stress.

The second activity, The ABC Model Made Simple, introduces participants to the philosophy underlying REBT. During this session, the facilitator distributes an ABC Model worksheet and explains that, according to REBT, emotional distress is primarily influenced by an individual's beliefs rather than by the activating event itself. In other words, it is not the situation that directly causes feelings such as anger or sadness; rather, it is the individual's interpretation and beliefs about the situation that determine emotional and behavioral responses. Irrational beliefs

may contribute to depression, anxiety, anger, sadness, stress, and other negative emotional reactions, particularly when personal goals are not achieved.

The facilitator further explains the ABC Model as a structured framework for identifying and modifying irrational beliefs through cognitive disputation. The model consists of the following components:

A (Activating Event): A situation or event that occurs.

B (Beliefs): The individual's beliefs or interpretations regarding the event.

C (Consequences): The emotional and behavioral responses resulting from those beliefs.

The ABC Model helps participants distinguish between irrational beliefs (iBs) and rational beliefs (rBs). Through the application of REBT techniques, irrational beliefs are challenged and replaced with more rational beliefs, resulting in healthier emotions and more adaptive behaviors. This activity lasts 1 hour and 40 minutes.

The third activity, Beliefs through the ABC Model, aims to deepen participants' understanding of how beliefs shape personal goals and psychological well-being. Participants are guided by the facilitator in applying the ABC Model to explore how beliefs influence decision-making and life direction. Individuals who hold rational beliefs are more likely to identify opportunities, set meaningful short- and long-term goals, and make constructive life decisions. During this activity, participants are encouraged to reflect on several self-exploratory questions, including:

What do I want to achieve in my life?

What makes me happy?

Why do I work?

Why should I involve myself in various responsibilities?

What do I want for myself?

The facilitator explains that most individuals strive for a peaceful and fulfilling life and continually work towards achieving psychological well-being. Participants are encouraged to reflect on the relationship between cognition, emotion, and behavior, emphasizing that these are largely determined by the belief system (B) within the ABC Model. Consequently, participants are taught to continuously evaluate their beliefs because irrational beliefs may hinder the achievement of personal goals, whereas rational beliefs facilitate adaptive functioning and psychological resilience. This activity is allocated 1 hour and 40 minutes.

The fourth activity, Cognitive Disputation, focuses on helping participants understand that belief systems are formed from early childhood through personal experiences, observations, social influences, and interactions with others. The facilitator explains that positive and rational beliefs enable individuals to persevere despite life challenges, adversity, and occupational stress. Participants are encouraged to adopt a more open and reflective attitude toward personal change by actively managing their thoughts, emotions, and behaviors.

During this session, the facilitator employs deductive disputation, a core REBT technique, to challenge irrational beliefs and replace them with rational alternatives. Through this educational approach, participants are guided to understand why irrational beliefs are illogical and maladaptive, whereas rational beliefs promote healthier emotional functioning and effective coping. This technique equips participants with lifelong cognitive skills, provided they are willing to acknowledge their personal limitations, embrace self-improvement, and transform their weaknesses into personal strengths. The duration of this activity is 2 hours.

Core 4: Coping Strategies

The fourth core component focuses on coping strategies for managing stress. In this session, the facilitator guides participants through activities designed to develop effective coping skills for dealing with stress. The first activity, A Healthy Mind, aims to help participants recognize how different thinking patterns influence emotional and behavioral responses. Participants are instructed to use their imagination and complete an activity worksheet by drawing the facial expressions of three employees representing positive acceptance, neutral acceptance (50/50), and negative acceptance toward a work assignment. They are then asked to describe their emotional and behavioral responses to the assigned task, indicating whether they are positive or negative. Subsequently, participants discuss



which employee demonstrates the most appropriate attitude when responding to a supervisor's work assignments. The facilitator also administers a questionnaire to assess participants' perceptions of how stress, under certain circumstances, can serve as a positive motivator that encourages personal growth and resilience in daily life. This activity demonstrates that positive acceptance of challenging situations is associated with more adaptive behaviors and a more positive psychological disposition. The activity is conducted for 1 hour and 40 minutes.

The second activity, the Deep Breathing Exercise, introduces participants to proper breathing techniques as an effective stress-management strategy. The facilitator explains the importance of proper breathing techniques for reducing physiological and psychological stress and guides participants through a series of simple physical exercises to promote relaxation. These techniques include mental imagery, progressive muscle stretching, and breathing exercises to alleviate headaches and shortness of breath associated with stress. Participants are encouraged to practice these techniques to improve stress regulation, restore balanced breathing, and achieve a calmer and more emotionally stable state. The facilitator also emphasizes the importance of recognizing the early signs and symptoms of stress so that appropriate coping strategies can be applied effectively. This activity lasts 1 hour and 40 minutes.

The third activity, Let It Go!, focuses on anger management. Participants are provided with a worksheet and asked to reflect on and write about the advantages and disadvantages of anger in relation to themselves, their colleagues, work performance, and family relationships. After identifying both the positive and negative consequences of anger, participants are guided to explore appropriate strategies for managing anger effectively. The facilitator explains that anger is a natural human emotion; however, when it is poorly managed, it may lead to maladaptive behaviors and contribute to increased psychological distress. Therefore, developing effective anger management strategies enables individuals to regulate their emotions constructively, thereby reducing stress and enhancing psychological well-being. The duration allocated for this activity is 1 hour and 40 minutes.

Core 5: Resilience

The fifth core component focuses on resilience in managing stress. The activity conducted under this core is Relaxation Exercise. The primary objective of this activity is to help participants replace irrational beliefs with rational beliefs, in accordance with the principles of Rational Emotive Behavior Therapy (REBT). During the session, the facilitator explains that human functioning can be understood through different levels of awareness and their effects on thoughts, emotions, and behaviors. Participants are introduced to the concept that the interaction between the conscious and subconscious mind constitutes awareness, which serves as the foundation for how individuals perceive and respond to life experiences. Developing such awareness enables participants to recognize irrational beliefs and replace them with more rational and adaptive ways of thinking. The duration of this activity is 1 hour and 30 minutes.

Overall, the TEKAD Module comprises five core submodules encompassing 12 structured activities, with a total implementation duration of 20 hours. The module was systematically designed to enhance teachers' stress management skills by applying REBT principles, with each core component targeting specific cognitive, emotional, and behavioral outcomes.

3.3 TEKAD Module Validation Process

Content validity refers to the extent to which a module accurately measures and adequately represents the content domain it is intended to assess (Noah, 2005). Several previous studies employing similar content validity analysis procedures have reported high and satisfactory validity indices (Idris & Shaari, 2017; Mahmud *et al.*, 2017; Aziz *et al.*, 2017; Abd Razak, 2019; Mohd Hatta Otman, 2023). According to Tuckman and Waheed (1981), a content validity score of 70% or higher indicates satisfactory content validity, whereas a score below this threshold reflects inadequate content validity.

Total expert rating score (x)

_____ X 100% = Content Validity Score

Total overall score (y)

Figure 2. Formula for Content Validity by Sidek and Jamaludin (2005).



Accordingly, the content validity questionnaire used in the present study was analysed using the content validity formula proposed by Mohd and Ahmad (2005), as presented in figure 2.

Content Validity Assessment Procedure

The content validity assessment of the TEKAD Module was conducted through the following procedures:

- a. A complete draft of the TEKAD Module was prepared by organizing all activities according to the sequence of the intervention program.
- b. The researcher met with the research supervisor to discuss the module content and the suitability of the proposed activities.
- c. The module was revised and refined based on the comments and recommendations provided by the supervisor.
- d. A content validity questionnaire was developed to evaluate the module.
- e. The revised module was submitted to the supervisor for approval before proceeding with the expert validation process.
- f. Five experts with relevant expertise were identified and invited to serve as content validators for the module.
- g. The selected experts were contacted, and their consent to participate as expert reviewers was obtained.
- h. Formal appointment letters, together with the complete module draft and the content validity evaluation forms, were sent to all appointed experts. Follow-up communications were conducted via telephone and email to confirm receipt of the appointment letters and module materials.
- i. Any questions or concerns raised by the experts were addressed through email correspondence, telephone conversations, and face-to-face meetings where necessary.
- j. The completed content validity evaluation forms were collected from the expert panel through direct meetings and electronic correspondence.
- k. The expert evaluation data were analyzed, and a report summarising the findings of the content validity assessment was prepared.

3.4 Content Validity Assessment of the TEKAD Module

A content validity questionnaire was developed to obtain expert panel evaluations of the TEKAD Module lists in table 2. In this study, content validity was established through expert judgment, a widely accepted approach for validating research instruments (Creswell, 2005; Christensen, 2004; Sekaran, 2003; Mohd Majid Konting, 2009). Accordingly, five experts with relevant expertise in counseling, mental health, and module development were purposively selected to evaluate the module's content validity.

To facilitate the content validation process, the researcher prepared and provided the following materials to each expert: (i) an invitation letter for appointment as an expert panel member; (ii) a content validity evaluation form; (iii) a content validity questionnaire; and (iv) the TEKAD Stress Management Module, which included the module introduction, general objectives, theoretical framework, overall module content, and supporting appendices. These documents were distributed electronically via email to all appointed experts for review, evaluation, and recommendations for improvement.

Table 2. Panel of Experts for the Content Validity Evaluation of the TEKAD Module

No.	Expert	Expert Background
1.	Professor, PhD	- School of Applied Psychology, Social Policy and Social Work, Universiti Utara Malaysia (UUM). - Holds a Doctor of Philosophy (PhD) - Extensive experience in module development. - Expertise in marriage counseling and mental health.



2.	Senior Lecturer, PhD	• Senior Lecturer, Faculty of Human Development, Universiti Pendidikan Sultan Idris (UPSI) • Extensive experience in module development. • Expertise in multicultural counseling and qualitative research methodology.
3.	Senior Lecturer, PhD	• Senior Lecturer, School of Education, Faculty of Educational Sciences, Universiti Teknologi Malaysia (UTM) • Holds a Doctor of Philosophy (PhD) • Extensive experience in module development. • Expertise in mental health.
4.	Senior Lecturer, PhD	• Senior Lecturer, Faculty of Leadership and Management, Universiti Sains Islam Malaysia (USIM). • Holds a Doctor of Philosophy (PhD) in Guidance and Counseling from Universiti Kebangsaan Malaysia (UKM). • Extensive experience in module development. • Expertise in marriage and family counseling.
5.	Lecturer, PhD	• Lecturer, Department of Human Sciences, Faculty of Islamic Studies, Universiti Sultan Azlan Shah (USAS) • Holds a Doctor of Philosophy (PhD). • Experienced in module development. • Expertise in family counselling.

The content validity questionnaire also employed a five-point Likert scale, with response options ranging from 5 (Strongly Agree) to 1 (Strongly Disagree), including 4 (Agree), 3 (Neutral), and 2 (Disagree). In addition, the content validity of each submodule and session was evaluated using a questionnaire adapted from the format developed by Mohammad Aziz (2010). The questionnaire was modified to align with the structure of the TEKAD Stress Management Module, which comprises five core components: Core 1: Self-Introduction; Core 2: Understanding Stress; Core 3: Understanding REBT; Core 4: Coping Strategies; and Core 5: Resilience. Responses were recorded using an 11-point semantic differential scale, ranging from 0 (Strongly Disagree) to 10 (Strongly Agree).

3.5 Reliability Procedure

The reliability of the TEKAD Module was established through data collection to assess its consistency. According to Sidek (2002), a test is considered reliable when it produces consistent scores for the same individuals across different occasions. Similarly, Russell (1974) stated that a module's reliability can be determined by the extent to which participants can understand and complete its content. In line with the recommendations of Jamaluddin (2008) and Sidek and Jamaluddin (2005), questionnaire items were developed to assess the reliability of the TEKAD Module, aligned with the objectives of each activity in the module. A total of 36 questionnaire items were constructed to correspond with the 12 activities in the TEKAD Module. According to Sidek and Jamaluddin (2005), these questionnaire items were designed to assess participants' ability to understand and achieve the learning objectives of each activity within the module.

The pilot study involved 32 teachers from four secondary schools, namely SMK Kampung Gelam, SMK Seri Tanjong, SMK Bukit Rambai, and SMK Klebang Besar. These participants were selected through purposive sampling to assess the module's reliability. According to Kerlinger (2009), a relatively small sample drawn from the target population is sufficient and statistically adequate for assessing an instrument's reliability during pilot testing.

The reliability of the TEKAD Module was assessed using Cronbach's alpha coefficient, and the data were analyzed using the Statistical Package for the Social Sciences (SPSS). A Cronbach's alpha coefficient approaching 1.00 indicates that the items within a scale measure the same underlying construct and demonstrate a high level of internal consistency (Cohen, 1988). Furthermore, Kerlinger (2009) suggested that a reliability coefficient of at least 0.60 indicates satisfactory consistency. Conversely, a reliability coefficient below 0.60 indicates that the module is insufficiently reliable and should be revised and improved before implementation.



4. Results

4.1 Content Validity

The content validity of the TEKAD Module was evaluated by a panel of experts using a content validity questionnaire developed by [Jamaludin Ahmad \(2005\)](#) and adapted from [Russell \(1974\)](#). The experts also assessed the content validity of the module's submodules and activities using a modified version of the questionnaire developed by [Mohamad Aziz Shah \(2010\)](#). According to Tuckman and [Waheed \(1981\)](#), a module is considered to have satisfactory content validity when it achieves a content validity level of more than 70%. Conversely, a score below 70% indicates inadequate content validity.

Table 3 presents the findings of the expert panel consensus. The results indicate that the highest percentage (88%) was obtained for Item 1 ("The module content is appropriate for the target population"), Item 2 ("The module content can be implemented effectively"), Item 4 ("The module content is capable of reducing teachers' stress"), and Item 5 ("The module content is capable of changing teachers' beliefs towards more positive and rational beliefs"). In contrast, the lowest percentage (84%) was recorded for Item 3 ("The module content is appropriate for the allocated implementation time").

Table 3. Content Validity of the TEKAD Module

No. Statement	Percentage (%)	Expert Evaluation
1. The module content is appropriate for the target population.	88	Accepted
2. The module content can be implemented effectively.	88	Accepted
3. The module content is appropriate for the allocated implementation time.		Accepted
4. The module content is capable of reducing teachers' stress.	88	Accepted
5. The module content is capable of changing teachers' beliefs towards more positive and rational beliefs. Overall	8887	Accepted

Overall, the TEKAD Module achieved a total content validity score of 87%, corresponding to a Content Validity Index (CVI) of 0.87, indicating a high level of content validity. These findings demonstrate that the TEKAD Module satisfies the recommended standards for content validity and is appropriate for use in experimental research. The results also suggest that the module has sufficient content quality to support its use as an REBT-based intervention to reduce teachers' stress and promote positive cognitive and behavioral change.

4.2 Reliability of the TEKAD Module

To evaluate the reliability of the TEKAD Module, [Russell \(1974\)](#) suggested that a module's reliability can be determined by the extent to which participants can understand and complete its content. Consistent with this view, [Sidek \(2002\)](#) proposed two primary approaches for assessing module reliability: evaluating the implementation of each activity within the module or assessing the extent to which the module objectives are achieved. Furthermore, the reliability assessment of a module is comparable to that of a measurement instrument and can be conducted through a pilot study involving participants who share characteristics similar to those of the target population ([Mohd & Ahmad, 2005](#)).

Accordingly, a pilot study was conducted involving 32 teachers from SMK Kampung Gelam, SMK Seri Tanjong, SMK Bukit Rambai, and SMK Klebang Besar. All participants successfully completed the 12 activities included in the TEKAD Module and were subsequently asked to complete a reliability questionnaire. The questionnaire consisted of



36 items, which were developed based on the 36 objectives of the module. The collected data were analyzed using Cronbach's alpha coefficient, with a minimum acceptable value of 0.70, as recommended by [Fraenkel *et al.* \(2012\)](#).

Based on the analysis of the module's submodules and activities, the TEKAD Module achieved an overall Cronbach's alpha coefficient of 0.756. This finding indicates that the module has satisfactory internal consistency and is sufficiently reliable for research use. The results suggest that the TEKAD Module is appropriate for implementation in an experimental study examining the effects of an REBT-based intervention on teachers' stress, coping strategies, and resilience. The reliability coefficients for each submodule and activity are presented in Table 4.

Table 4. Cronbach's Alpha Reliability Coefficients of the TEKAD Module by Submodule and Activity

Submodule and Activity		Cronbach's Alpha (n = 32)
Submodule 1: Self-Introduction	Activity 1: Informed Consent	0.940
	Activity 2: Who Am I?	0.706
	Activity 3: Myself and Others	0.855
Submodule 2: Understanding Stress	Activity 4: What Is Stress?	0.942
Submodule 3: Understanding REBT	Activity 5: Introduction to REBT	0.964
	Activity 6: The ABC Model Made Simple	0.923
	Activity 7: Beliefs Through the ABC Model	0.706
	Activity 8: Cognitive Disputation	0.931
Submodule 4: Coping Strategies	Activity 9: A Healthy Mind	0.807
	Activity 10: Deep Breathing Exercise	0.884
	Activity 11: Let It Go!	0.923
Submodule 5: Resilience in Managing Stress	Activity 12: Relaxation Exercise	0.807
	Overall Reliability of the TEKAD Module	0.756

5. Discussion

The purpose of this study was to evaluate the validity and reliability of the TEKAD Module, which was developed based on Rational Emotive Behavior Therapy (REBT). Two forms of validity assessment were conducted, namely: (i) the overall content validity of the module, and (ii) the validity of its constructs (core components) and subconstructs (activities). According to [Sidek and Jamaluddin \(2005\)](#), a module should undergo both validity and reliability evaluations prior to implementation to ensure that its content accurately reflects the intended objectives, target population, and expected learning outcomes. Module validity refers to the extent to which the module can achieve its intended objectives, whereas reliability refers to the consistency with which the module produces stable, dependable outcomes when administered repeatedly over time ([Sidek, 2002](#)).

The findings indicated that the TEKAD Module achieved an overall content validity score of 81%, demonstrating a high level of content validity and satisfying the criteria proposed by [Sidek and Jamaluddin \(2005\)](#). The expert panel confirmed that the module content was appropriate for the study objectives, relevant to the target population, contained suitable and meaningful activities, and provided adequate time allocation for implementation. These findings support the view that expert validation is a critical step in identifying weaknesses and refining the module before it is implemented with the intended participants. Furthermore, the results are consistent with those reported by [Idris and Shaari \(2017\)](#) and [Zahir *et al.* \(2019\)](#), who similarly found that expert evaluation significantly enhanced the quality and content validity of intervention modules prior to experimental implementation.

In terms of reliability, the findings showed that the TEKAD Module achieved a Cronbach's alpha coefficient exceeding 0.70, indicating high internal consistency. This coefficient satisfies the recommendations of [Sidek \(2005\)](#), [Fraenkel & Wallen \(2012\)](#), who suggested that a Cronbach's alpha value of at least 0.70 is acceptable for establishing instrument reliability. Although [Kerlinger \(2009\)](#) proposed that a minimum coefficient of 0.60 may still be considered acceptable, the reliability coefficient obtained in the present study exceeded this threshold, confirming that the items used to evaluate the implementation of the TEKAD Module consistently measured the intended constructs. These findings are also consistent with those of [Tengku Besar *et al.* \(2021\)](#) and [Zahir *et al.* \(2019\)](#), who reported that



modules with Cronbach's alpha coefficients above 0.70 demonstrate satisfactory reliability and are appropriate for counseling and psychological intervention research. Therefore, the findings provide empirical evidence that the TEKAD Module possesses adequate psychometric properties for practical application.

The findings of this study further support Sidek's Module Development Model, which emphasizes the importance of establishing both validity and reliability before a module is implemented on a wider scale. In the present study, the TEKAD Module was systematically developed by integrating the core principles of Rational Emotive Behavior Therapy (REBT), ensuring that every activity was explicitly aligned with the intended learning objectives and targeted behavioral outcomes. Such systematic integration strengthens the module's theoretical and practical foundations while ensuring coherence between its content and intervention goals. Therefore, the high validity and reliability indices obtained in this study provide strong psychometric evidence that the TEKAD Module is suitable for use as a stress management intervention for teachers.

6. Conclusion

Overall, the TEKAD Module represents a novel intervention tool that counselors can use to help reduce occupational stress among teachers. The module enables teachers to identify sources of stress, recognize irrational beliefs, and understand the consequences of such beliefs. Furthermore, the TEKAD Module provides a therapeutic approach that challenges irrational beliefs and promotes more rational thinking while facilitating positive cognitive, emotional, and behavioral changes.

The validation of the TEKAD Module was essential to ensure it fulfilled its intended objectives. Based on the findings, the module achieved a content validity index of 0.81, as evaluated by an expert panel. In addition, the reliability analysis yielded a Cronbach's alpha coefficient of 0.756, indicating satisfactory internal consistency. These findings demonstrate that the TEKAD Module possesses acceptable levels of validity and reliability, exceeding the minimum recommended threshold of 0.60, and is therefore suitable for practical application.

The TEKAD Module represents an innovative contribution to counseling practice in Malaysia. It is expected to serve as a practical intervention for counselors to assist teachers in effectively managing occupational stress and enhancing their psychological well-being. The module may also be adopted as an intervention and therapeutic resource within guidance and counseling services in educational institutions, particularly under the Ministry of Education Malaysia (MOE). Its implementation could support national initiatives to promote teachers' mental health and reduce work-related stress. Furthermore, evidence of the module's validity and reliability provides an important benchmark for the development and evaluation of future intervention modules, ensuring they meet rigorous psychometric standards before implementation on a broader scale.

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Author Contribution

Zaidi Abu Hassan: Conceptualization, Methodology, Data curation, Formal analysis, Investigation, Writing – Original Draft, Visualization. Ku Suhaila Ku Johari: Supervision, Methodology, Validation, Writing – Review & Editing, Project administration. Salleh Amat: Validation, Supervision, Writing – Review & Editing. All authors have read and agreed to the published version of the manuscript.

Does this article screen for similarity?

Yes

Conflict of Interest

The authors have no conflicts of interest to declare. There is also no financial interest to report. The author certifies that the submission is original work and is not under review at any other publication.

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