

## Development and Practicability of The Performance Improvement Training Module (MLPP)

Salamiah Hasan<sup>1</sup>, Fatimah wati Halim<sup>2</sup> & Nurul Azza Abdullah<sup>2</sup>

<sup>1</sup>Department of Psychology and Counseling, Ministry of Education Malaysia, <sup>2</sup>Center for Research in Psychology and Human Well-Being, Faculty of Social Science and Humanities, The National University of Malaysia, 43600 Bangi, Selangor, Malaysia  
Corresponding Authors Email: atisha@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBS/v12-i10/15384> DOI:10.6007/IJARBS/v12-i10/15384

**Published Date:** 16 October 2022

### Abstract

The finding from the analysis of the requirement and past research shows that officers with low and intermediate performance need to be assisted with a specified module to enable them improve their existing performance to one that is higher. Thus, the aim of this study is to develop a Development and Practicability Training Module (MLPP) and to study the practicability of the module among the non-teaching officers in service with intermediate performance level in the Ministry of Education Malaysia. This study is design- and development-oriented, which uses the ADDIE model as the base of the development. The research instruments involved are the module content validity assessment form, a submodule reliability questionnaire and module practicability questionnaire. The result shows the validity of the module content or the CVR value at 0.96 percent. For the submodule reliability based on questionnaire that is used to identify the MLPP submodule, the value of Cronbach's alpha is  $\alpha$  0.9, while for the module practicability based on mean and standard deviation for the perception of non-teaching service officers with intermediate performance level on MLPP are 4.18 and 0.44. Therefore, the value of module content validity, value of Cronbach and the modul practicability are at a good level. Thus, MLPP has a good effect in assisting non-teaching officers in the aspect of improving their performance from mid-tier to a good.

**Keywords:** Module Development, Validity, Reliability and Module Practicability.

### Introduction

Non-teaching officer at MOE is a position that is created in the Ministry to streamline the process of the existing service delivery at MOE. As one of the positions in the service with a big role, its function in the service must always be in a good form and wholly utilizable. Nevertheless, there is disturbance from time to time especially one that involves job performance which affects in providing service to customers. To ensure the position on the service is fully functional, the activator of the position, which is the non-teaching service

officers, need to be given ample training, other than to increase the performance level mostly to the non-teaching service officers with mid-level performance. In the situation of increasing the performance level, there needs to be a focused effort with the assistance of a specific training module for the non-teaching service officers with the mid-level performance. According to studies done towards organizations related to the wellbeing of workers especially ones with low performance level, the result shows that they need to be assisted so they voluntarily want to change, as a holistic wellness is directly related to the work performance (Weiss et al., 2016; Myers et al., 2000). In 2012, the Performance Management and Delivery Unit (PEMANDU, 2012) reported that the performance of public servants was decreasing, and the result of the report surprised everyone. The exposure followed the emergence of issues regarding the work performance of the public servants which had affected their efficiency in delivering their service. Therefore, a circular letter was distributed in 2015 which explained the implementation of the Exit Policy for officers in the public service with low performance. The public servants subjected to this circular are the ones that have a performance mark of under 60 percent. These officers would be given time to regain their performance to a better level if they wished to stay in the service, with the help of the *i-BMT Psynnova* Module which is based on the counseling approach in implementing the intervention towards the public servants with low marks. After the circular on officers with low performance level was distributed by JPA, there exists a specific need to plan the prevention effort on the performance decrease especially for officers with mid-level performance.

Nevertheless, before the circular letter on the exit policy was distributed, another circular letter which was the *Surat Pekeliling Perkhidmatan Bilangan 2 Tahun 2009* was distributed which explained the categories of the officers' performance appraisal, from the highest achievement to the lowest. The performance appraisal categories explained that public servants with performance achievement marks of 60-79.99 are put under the performance achievement of the intermediate level. Meanwhile the *Surat Pekeliling Perkhidmatan Bil 8 Tahun 2011* explained the Performance Appraisal System of Public Servants under the New Public Service Remuneration where officers with performance evaluation under the 75 percent marks were considered as being in the low performance achievement category or below target. Therefore, for the purpose of this study, the researchers have taken the resolution that public servants with the performance marks between 60 - 79.99 percent are considered under the mid-level performance category. To avoid this group's performance from decreasing to a lower level, there exists a need to assist these officers with the mid-level performance by developing a suitable training module for them to increase their performance to a better level and proceed to the excellent level.

To ensure the public servants return to the high performance level, they need to be adorned with knowledge on the profession, expertise, productivity and the satisfaction of an individual or groups in an organization (McLean & McLean, 2001). This includes providing training, because according to Swanson (1995), the developed training is to an individual's performance level in an organization. Swanson (2001) in the Theory of Human Resource Development stated that there are four dimensions that need to be focused on in the Human Resource Development (HRD) which are the systemic dimension, psychological dimension, economic dimension and ethical (values) dimension. This theory also argues that an organization will only function if it can shape and produce a competent individual and worker.

This theory also believes that for a process of human resource development, there is a need to integrate all four dimensions that includes psychological, systemic and economic as the pillars and the ethical (value) dimension which become the foundation of the Theory of Human Resource Development (Swanson, 2001).

The psychology dimension encompasses the core aspect which should be instilled in a human being which includes the socio-technical interaction of between human and system in an organization and communication. The economic dimension involves the essence of efficient and effective resource management to fulfil and achieve the productivity-oriented goal in a competitive environment. The systemic dimension encompasses the interaction and the individual relationship towards the surrounding environment and the environment involving the work process, individually and in groups in an environment. Meanwhile, the ethical (values) dimension acts as a filter and a control to maintain the elements of values and integrity in the human development process (Swanson, 2001; Swanson & Holton, 2008; Swanson & Toracco, 1994). It is clear from the discussion above that the Human Resource Development (HRD) theory is an integrated theory in developing the ability of the individual and group through effective training (McLagan, 1989).

Before developing a training module for officers with low-tier performance level, the definition of work performance needs to be explained. Campbell, et al (1993) defined performance as an individual behaviour that helps an organization to achieve its objective. Viswesvaran and Ones (2000) put a benchmark in defining work performance, which are action, behaviour and work results that can be measured, done or produced by a worker and is related and contributes to the achievement of organizational goals. Work performance is closely related to quality staff, which mirrors the achievement and represents the efficiency of a staff (Roziyana, 2018). The high level of a work performance is a key factor to the success of public service (Zaleha et al., 2017), where all aspects of weaknesses need to be minimized (Rusli et al., 2007). Performance improvement can be defined as the existence of change that can be measured in knowledge, skills, attitude and behaviour (Khairunnezan, 2004). It is clear that excellent work performance is the main pillar for the delivery system of public service. But when a decrease in performance happens, this will give an outlook that an inefficiency is happening in the system delivery. Therefore, there needs to be efforts to ensure that change is happening as all individuals that have the same assumptions, motivation, principles and aims have been said to be able to generate a voluntary change in behaviour according to the round of level changes presented by (Prochaska and Norcross, 2004).

### **Research Problems**

The Public Service Department (JPA) Strategic Plan, (JPA, 2011) stated that work performance will be given a very serious attention as an effective public service starts with high performance public servants. Nevertheless, in 2013, the Director of the Department of Service, Public Service Department (JPA) Datuk Mohtar Mohd Abd Rahman stated that 399 public servants were discovered to have committed a number of misconducts, and 132 officers were given disciplinary action, 200 officers were released, whole seven officers were still under trial. This situation became more grievous in 2015, where the Chief Secretary of the Government at the time, Tan Sri Dr. Ali Hamsa said a total of 2943 public servants were under observation by the government after they showed low work performance level marks less than 60 percent in the current year. Most of them were placed in the low performance

category after being involved in various misconducts such as truancy, missing in action, and other disciplinary issues.

These public servants with low performance have to be handled with a specific method and suitability, this is because according to Pulakos, et al (2015), managing low performance workers will have to be done through a separate process which is the performance improvement plan that is focused to make the workers aware that they are in the low performance group. Therefore, the same situation has to be done towards public servants with intermediate performance levels including providing them with a specific training module. This is because according to Lira et al (2018), every worker needs to be given training as it is to revive their skills, knowledge and competency which is important in improving their work performance. Meanwhile Abu Yazid et al (2020) in their research stated that a psychoeducation module can help to improve the self esteem of the workers which give a positive effect on their work performance. Thus, a training module for public servants has to be created as a prevention element so that the officers with the low performance will not decrease their performance even more during the next performance appraisal.

### **Past Studies**

Previous studies related to work performance put a lot of focus to the aspect of workload. This aspect needs the work performance element such as skills, education as well as individual experience which causes a worker to be more skilled and improving the performance of the organization and there is a positive relationship between workload and an individual work performance (Chaudry et al., 2011; Faridah, 2019; Nadiah et al., 2019; Merelman, 1997; Muse'et al., 2003; Jamal, 2007). Meanwhile, there is some evidence that shows the influence of contextual performance on the overall performance level (Podsakoff & Mackenzie, 1994; Motowidlo & Van Scotter, 1994; Van Scotter & Motowidlow, 1996). The effect of contextual performance on work performance can be seen especially in the industry field (Golafshani & Rahno, 2013; Kaur dan Manpreet, 2014) and the public sector Hashim et al., 2017). The effect of contextual performance can also be seen on the work performance of teachers at school (Muniandy, 2016). This is because according to a study by Jim et al. (2013), it was observed that a competent worker will display a contextual performance behaviour, and this behaviour can motivate their colleagues to take positive action such as assisting other workers in completing their assignment, teach new staff and other tasks that involve the behaviour of assisting fellow colleagues.

Individual work performance is also influenced by individual factors which create problematic individuals. Saeed et al (2013) in their research sees personal problems as the main obstacle in the improvement of workers' productivity. The individual problems are generally related to unproductive behaviour (Rotundo and Sackett, 2002). This is because according to Saeed et al (2013), personal problems that occur in a worker's profession will cause them to lose focus with their job, other than disturbing the output production, personal problems, and cause the intelligence of a worker disturbed and affecting the individual work performance. Pajares and Schuck (2002) suggested a high level of self-efficacy is related to individual professional performance. Long (2007) stated that a worker's self-efficacy and commitment have a positive effect on the work performance. Tziner, et al (2007) stated that individuals with a high desire to master new skills will strive to seek for better strategies and bring in better performance. Olayiwola (2011) stated that there is a significant relationship between

work performance and self-efficacy. Other than self-efficacy, work performance improvement is also influenced by achievement motivation, in which according to a study by Baruch (2004), the higher the achievement motivation, the higher the work performance. A study done by Rundle-Gardiner and Carr (2005) stated that a less satisfying achievement motivation is the cause of resignation and the sign of a decreasing work performance. Stasson dan Kerr (2004) studied the achievement motivation and colleague's expectation on the work performance and Kerr (2004) did a study on achievement motivation and colleague's expectation on the work performance and found that respondents with low achievement performance are involved with social problems while the ones that have high achievement performance are not involved with social problems. Indirectly, all five dimensions influence the improvement of individual work performance and the development of this training module is seen as assisting public servants with the mid-level performance to improve their own work performance.

As a public servant, all individuals need to have work value while working. The work value refers to good personality such as trustworthiness, responsible, disciplined, cooperative, sincere, dedicated, diligent and grateful (INTAN, 1996; Syed, 2005; Norazila, 2020). Latest study shows that work factor greatly influences one's attitude and behaviour (McShane & Von Glinow, 2018; Najmuddin, 2005). Research in management organizations shows that work value is a vital factor that influences motivation, thoughts, positive behavior and work performance (McShane & Von Glinow, 2018; Nelson & Quick, 2009). Therefore, the ethical dimension which is the work value in public servants needs to be strengthened as workers who adhere to positive values are valuable human resources and can indirectly improve each work performance. This dimension indirectly influences the improvement of individual work performance and the development of this training module is seen to help public servants with intermediate work performance to improve their own work performance. Apart from performance improvement, public servants with mid-level performance need to show a change of behaviour after applying the training module.

Next, for a sub-construct of behaviour adjustment, in the psychological aspect, the behaviour phrase is very synonymous as the element of behaviour is one of the vital elements in an individual appraisal. A number of phrases are used such as behaviour change, behaviour adaptability, behaviour approach, and behaviour intervention. This word is frequently used in research on human changes and focused on behaviour. Bandura (1977) stated that the self-efficacy theory has a behaviour element that needs to be maintained to show the level of individual confidence. Meanwhile Tham (1998) stated that it is a need to understand behaviour that guarantees the success of an organization, as without understanding a behaviour that is acceptable, can be brought into and implemented at the workplace, it will create a difficulty in achieving the actual work objective. Therefore, every required behaviour at work needs to be adjusted to the situation and condition as it guarantees the success of an organization. According to the Transtheoretical Model Theory by Prochaska (2008), the change in behaviour can happen through the process of time change and level. It also involves health programs to assist organizations in the development change. Therefore, according to Prochaska (2008), the levels that happen are the main factors in assisting to adjust the behaviour in achieving a good and quality self. Therefore this study is done to develop the MLPP to assist non-teaching serving officers to improve their performance assisted by the MLPP. Therefore the objectives of the study is:

1. to develop the performance improvement training module
2. to assess the validity of the performance improvement training module
3. to identify the reliability of the performance improvement training module
4. to identify the practicability of the performance improvement training module

## Methodology

### *Research Design*

This research is based on design and development. The development of the performance improvement training module or MLPP uses the ADDIE model which consists of five stages which are analysis, design, development, implementation and assessment. This model was selected as there are many previous modules that have used this model in developing the training module. This model provides a guide in the development and application for a training module developed. The ADDIE model is a generic model to build a design model for a training program (Shariza, 2017). The ADDIE model was initially developed by the Department of Defence in 1975 (Colborn, 2011) and it was based on five main elements which are analysis, design, development, implementation and assessment (Gustafson and Branch, 2002).

### *Respondents*

The respondents involved in this study are made up of two categories which are expert respondents to assess the validity of the module content and non-teaching service officers with intermediate level performance to assess the reliability and practicability of the module. The reliability and practicability of the module are implemented during the pilot module. Eight experts were selected during purposeful sampling while the response of non-teaching service officers with intermediate performance level was selected by random grouping. This information is explained in Table 1 as follows

### *Instruments*

Four instruments were used in this study, which are content validity assessment form, face validity in module form, questionnaire on the variables used in the module for the purpose of module's reliability and a questionnaire on the practicability of the module. For the module content validity, researchers referred to Jamaludin (2002) who observed the module content validity developed by (Russell, 1974). To obtain the reliability of the module, researchers used a few questionnaires which were identified to fulfil the requirement of every sub module in the MLPP. The questionnaires examined the work performance, self-efficacy, achievement motivation, work value and individual behaviour change and the questionnaires have the Cronbach's alpha value at 0.80 and above. For the purpose of observing the reliability and practicability of the module, the questionnaire was distributed during the pilot test of the module. The pilot test successfully involved 48 non-teaching service officers that have intermediate performance as respondents.

Table 1

### *Respondent category*

No	Purpose	Involvement phase	Respondent	Count
1	Module content validity	Implementation	Experts	5
2	Face validity	Implementation	Experts	3
3	Module reliability	Implementation	Non-teaching service officers with intermediate	48

**Research Procedure**

The objective of this study is to develop the MLPP module. The development of MLPP is based on the integration of The Transtheoretical Model (TTM) and Cognitive Behavioural Therapy (CBT). Prochaska (2008) stated that the TTM Model is an integrative model towards the change of behaviour. There are five levels of behaviour changes which are Pre-contemplation (PC) where an individual has no intention to change or get involved in trainings to change their lives; Contemplation (C) where the level of interest is there and there is sincerity in committing to change in the period of six months; and Preparation (P) is the readiness of an individual to begin the training in the period of thirty days. Meanwhile the Action (A) level is the most crucial level where training usually happens, continuing happening after six months. The last level is Maintenance (M) which the workers obeyed to go through training for more than six months. All of these levels are integrated with the Cognitive Behavioural Therapy (CBT) which is the change of behaviour therapy based on cognitive, emotion and action.

This therapy is selected based on its appropriateness as a therapy that provides the cognitive, emotional, and behavioural approaches with the combination of concepts and techniques that apply the cognitive and behavioural aspects during the treatment process. Some of the scholars that greatly contributed to the Cognitive Behavioural Therapy are (Ellis, 1962; Beck, 1970; Meichenbaum, 1977). The Cognitive Behavioural Approach that is applied in this research is based on the structured psychoeducation method and cognitive restructuring by giving emphasis on the participants' role, responsibility and participants' involvement in and out of the session as well as using a number of behavioural and cognitive strategies which will bring about changes. The characteristics of the therapy are a) collaborative relationship between participant and facilitator, b) assuming that the psychological problems are caused by changes in the cognitive process, c) focusing on changing the cognitive to produce changes in emotions and behaviours, and d) limited time usage and general structured educational treatment that focus on specific problems (Corey, 2005). The integration of the model and therapy finally shaped the activities that are applied to the public servants with the intermediate performance level as shown in Table 2.

Apart from the theory and the model, the strength of MLPP is also formed by its activities that are aimed to change the way of thinking of the officers with the intermediate performance with interesting activities to pique their interest. This includes the usage of displaying videos and graphics to gain the interest of the participants to be involved in all of the planned activities. The usage of media is measured for the purpose of gaining interest, motivating and encouraging their involvement (Jamaluddin & Sidek, 2005). MLPP is also implemented for seven sessions as each session only accounts for one module as the participants are working; this reduces the disturbance to their working schedule of the participants as shown in Table 2.

Table 2

*Intergration of TTM and CBT in developing MLPP*

Session/time	Methodology	Transtheoretic al Model	Cognitive Behaviour al Therapy	Activity
Session 1 Introduction 4 hours	Large groups: Introduction and networking	Pre Consideration	Cognitive Emotion	1. Work Enjoyment Test 2. Me, Them, Organization and Performance
Session 2 Sub module 1 6 hours	LDK 1 Work Performance Large and small groups	Consideration	Cognitive	1. Cognitive restructuring 2. Psychoeducation 3. Role model 4. Enable Me
Session 3 Sub module 2 6 hours	LDK 2 Contextual Performance Large and small groups	Consideration	Cognitive	1. Cognitive restructuring 2. Psychoeducation 3. Role model 4. Enable Me
Session 4 Sub module 3 6 hours	LDK 3 Unproductive work behaviour Large and small groups	Consideration	Cognitive	1. Cognitive restructuring 2. Psychoeducation 3. Role model 4. Enable Me
Session 5 Sub module 4 6 hours	LDK 4 Self-efficacy Small groups	Determination	Cognitive Emotion	1. Strengths and Weaknesses 2. SMART 3. Enable Me
Session 6 Sub module 5 6 hours	LDK 5 Achievement Motivation Kelompok kecil Small groups	Preparation	Behaviour	1. My dream 2. Excellent performance 3. Can I
Session 7 Conclusion 4 hours	Large groups: Work value	Action and performance improvement maintenance	Behaviour	1. Work value 2. Vow

The procedure of module development refers to the stages included in the ADDIE model. The first stage is analysis which is the base for the next levels. Researchers have done the requirement analysis on the analysis stage, because according to Cheung (2016), requirement analysis is important in determining the problems and subsequently contains the goal to solve the problems. Researchers have done a simple research observation among the non-teaching service officers regarding the requirement needed by them to improve their



performance. The result shows that there is a need for them to improve their performance. The next stage is design where the researchers begin to design the module that involves the training types, training methods, training hours, materials usage, facilitators and all other components that are included in the module from the beginning until the end (Sidek). The next stage is development to develop the training module for performance improvement based on the results of the analysis phase regarding the variables identified by integrating The Transtheoretical Model (TTM) with the Cognitive Behavioural Therapy in forming the activities in each submodule.

The next level is implementation. This stage is where the module is delivered or implemented to the target. In this phase, the researchers will implement the pilot study to identify the module content validity and reliability. Researchers have appointed five experts which comprises individuals that are experts in their field as well as one of the non-teaching service officers with an intermediate performance to obtain the validity of the module content. Researchers have given the materials related to the module and the activities contained in it. To see the reliability and practicability of the module, researchers have done a pilot study of the module which involved 48 non-teaching service officers. The officers involved were put in one program and underwent the training while answering the questionnaire distributed before and after the program was implemented. The last stage of the ADDIE model is the evaluation stage. This stage is used to assess the module by implementing the module to its actual target. At this stage, the modul is given to the experimental and control groups. Both of the groups will undergo three module evaluations which are the pre test, post test and follow-up test. All three tests will produce final results for the module and will evaluate the practicability of the module towards the actual target and obtain the final data of the module.

### **Research Findings and Discussion**

#### *The Validity of the Performance Improvement Training Module Content*

The second objective of the research is to evaluate the validity of the MLPP content. The result of the face validity shows that all experts agreed that MLPP fits the sentence structure and accuracy in language and terminology, therefore can be continued for assessment for the content validity. According to Izwan (2016), content validity refers to how far the module measures the content in the measurement and if the content module represents a high validity level. Meanwhile, Aziz (2017) stated that whether the validity of the content of a module is good or not is according to the achievement level of 0.70 percent and above, which is the high level module validity. Five submodules of MLPP were evaluated by the five appointed experts. The result of the content validity assessment found that the validity assessment of the MLPP content is between 0.86 percent to 0.96 percent as stated in Table 3. Meanwhile the overall CVR (Content Validity Ratio) is 0.85 percent. This shows that the content validity for MLPP is high as advised by (Sidek, 2005; Tuckman and Waheed, 1981; Abu Bakar Nordin, 1995). The result shows that this training module has a good content validity value and can measure the dimensions required by the module.

#### **The Reliability of the Performance Improvement Training Module**

The third objective of the research is to identify the reliability of MLPP. For the purpose of testing the reliability, researchers have done a pilot study. Pilot study is the research that is done on a small scale before the field study is executed to ensure that the content of the

module can be used in the field study (Chua, 2014). The pilot study is also to improve the content and quality of the developed MLPP.

Table 3

*Results of the Performance Improvement Training Module Content Validity*

No.	Statement	Percentage (%)	Validity
1.	This module content complies with the population target.	96%	0.96
2.	The module content can be implemented perfectly.	90%	0.90
3.	The module content is suitable with the time provided.	86%	0.86
4.	The module content can improve the performance of non-teaching service officers with intermediate performance.	93%	0.93
5	The module content can improve the contextual performance of non-teaching service officers with intermediate performance.	93%	0.93
6	The module content can reduce the unproductive behaviour of non-teaching service officers with intermediate performance.	96%	0.96
7	The module content can increase the level of self-efficacy in non-teaching service officers with intermediate performance.	96%	0.96
8	The module content can increase the achievement motivation of non-teaching service officers with intermediate performance	96%	0.96

The pilot study is done to 48 non-teaching service officers with intermediate performance to obtain the reliability of the MLPP module. Researchers have deduced the value of Cronbach's alpha for each of the submodules based on the instruments used. Based on Table 4, it was found that each submodule of MLPP that was tested has the Cronbach's alpha mean range values of 0.83 – 0.93. Meanwhile, generally Cronbach's alpha value is at  $\alpha$  0.91. Therefore, the

reliability of the MLPP module is at the high level in which the non-teaching service officers with intermediate performance can follow the activities contained in the module (Russell, 1974).

Table 4

*Coefficient of reliability for each submodule in MLPP*

MLPP Submodule	Cronbach's alpha value
Work performance	0.931
Self-efficacy	0.934
Achievement motivation	0.905
Work value	0.839
Behaviour change	0.938
Overall value of Cronbach's alpha	0.910

### **The Practicability of the Performance Improvement Training Module**

The last objective is to evaluate the practicability of the module based on the mean and standard deviation for the perception of the non-teaching service officers with intermediate performance towards MLPP. The practicability of the MLPP module is evaluated based on the content module, design of the module, module's practicability and the effectiveness of the module. The study was done on 48 non-teaching service officers with intermediate performance that are undergoing the pilot research of the MLPP module with the purpose of obtaining their perception based on the values of the mean and standard deviation. The finding of the study shows the values of mean and standard deviation for all constructs in the questionnaire for the non-teaching service officers with intermediate performance perception towards the practicability of the module in general with the mean value of 4.18 (SD=0.44). This means that the constructs of module content, module design, module practicability and module effectiveness are at a very high level (Sahandri, et al., 2013).

Table 5

*Summary of mean and standard deviation values of the constructs for the perception of the*

Construct	Mean (M)	Standard Deviation (SP)
Module content	4.20	0.54
Module design	4.16	0.46
Module practicability	4.03	0.57
Module effectiveness	4.43	0.44
Effectiveness	4.18	0.44

The module content can be defined as putting all the submodules into one module under the knowledge and the learned skills (Genesee, 1994). The submodule content in the module encompasses the work performance, self-efficacy, achievement motivation, work value and behaviour change. In general, the mean value of 4.18 (SD=0.44) shows a very high mean value

(Sahandri et al., 2013). This value shows the agreement of the non-teaching service officers with intermediate performance towards the module content contained in the MLPP module.

### Conclusion

MLPP is developed using the ADDIE model and the integration of The Transtheoretical Model (TTM) and the Cognitive Behavioural Therapy (CBT). The finding of the study shows the module obtained a CVR (Content Validity Ratio) validity value = 0.85. The reliability value of Cronbach's alpha for each submodule based on the instruments used for each MLPP's submodule is in Cronbach's alpha value range of 0.83 – 0.93. Meanwhile Cronbach's alpha is at the  $\alpha$  0.91 value in general. The practicability value based on the module content is 4.20 (SD=0.54), module design is 4.16(SD=0.46), 4.03 (SD=0.57), module effectiveness is 4.43 (SD=0.44) and overall effectiveness is 4.48 (SD=0.44). The MLPP indirectly has high values of validity, reliability and practicability and it is hoped that this can help MOE in assisting the non-teaching service officers with intermediate performance to improve their performance to a better and more excellent level.

### References

- Abdul, J. (2017) Effects of rational emotive behavioural therapy module on irrational beliefs and job stress among university support staff. Universiti Teknologi Malaysia;
- Abu, B. N. (1995) Affective assessment. Kajang: Masa Enterprise; 1995.
- Ahmad, J. (2002). The validity, reliability and effectiveness of the self-developed module on achievement motivation among secondary school students in Selangor (Unpublished doctoral thesis). Universiti Putra Malaysi.
- Baruch, Y. (2004), Managing careers: Theory and practice. Harlow, UK: Prentice-Hall
- Beck, A. T. (1970) Cognitive therapy: nature and relation to behavior therapy. *Behavior Therapy*. 1970;1(2):184–200
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. In E. Schmitt, W. C. Borman, & Associates (Eds.), *Personnel selection in organizations* (pp. 35–70). San Francisco: Jossey-Bass
- Carr-Chellman, A. A. (2011). *Instructional design for teachers: improving classroom practice*. New Yor, Routledge. <http://site.ebrary.com/id/10416483>
- Chaudhry, A. A., Malik, M. I., & Ahmad, I. (2011). Examining the relationship of work-life conflict and employee performance (A case from NADRA Pakistan). *International Journal of Business and Management*, 6 (10), 62-80.
- Colborn, N. W. (2011). Introduction to instructional Design: A Brief Primer, Indiana Libraries 30 (1): [journals.iupui.edu/index.php/IndianaLibraries/.../1820-United States](http://journals.iupui.edu/index.php/IndianaLibraries/.../1820-United States).
- Corey, G. (2005). Case approach to counseling and Psychotherapy (6thed) *PsycCRITIQUES Contemporary Psychology: A Journal of Review* (1992) 37(5): 502-502
- Ellis, A. (1962). *Reason and emotion in psychotherapy*. New York: Lyle Stuart.
- Golafshani, M. R., & Rahro, M. (2013). Identification of personality traits affecting the development of organizational citizenship behavior. *Middle-East Journal of Scientific Research*, 16(2), 274–281
- Gunaydin, S., & Karamete, A. (2016). Material Development to Raise Awareness of Using Smart Boards: An Example Design and Development Research. *European Journal of Contemporary Education*, 15(1), 114–122. <https://doi.org/10.13187/ejced.2016.15.114>

- Gustafson, K. L., dan Branch, R. M. (2002). What is instructional design?. In Reiser, R. A. & Dempsey, J.V. (Ed's) *Trends and Issues in instructional Design and Technology*, Columbus, Merrill Prentice Hall
- Hashim, A. L., Che, A., & Ismail, K. (2017) Review of Issues and Challenges for Public Private Partnership (PPP) Project Performance in Malaysia AIP Conference Proceedings
- Hart, J. W., Karau, S. J., Stasson, M. F., & Kerr, N. A. (2004). Achievement Motivation, Expected Coworker Performance, and Collective Task Motivation: Working Hard or Hardly Working?, *Journal of Applied Social Psychology*
- IO, O. (2011). Self-efficacy as predictor of job performance of public secondary school teachers in Osun State <http://dx.doi.org/10.4314/ifep.v19i1.64612>
- Jabatan Perkhidmatan Awam. (2009). Surat Pekeliling Perkhidmatan Bilangan 2 Tahun 2009, Pemantapan Pengurusan Sistem Penilaian Prestasi Pegawai Perkhidmatan Awam
- Jabatan Perkhidmatan Awam. (2011). Surat Pekeliling Perkhidmatan Bilangan 8 Tahun 2011, Sistem Penilaian Prestasi Pegawai Perkhidmatan Awam Di Bawah Saraan BARu Perkhidmatan Awam
- Jabatan Perkhidmatan Awam. (2015.) Surat Pekeliling Perkhidmatan Bilangan 7 Tahun 2015, Pelaksanaan Dasar Pemisah (Exit Policy) Bagi Pegawai Yang Berprestasi Rendah Dalam Perkhidmatan Awam
- Jamal, M. (2007). Job stress and job performance controversy revisited: An empirical examination in two countries. *International Journal of Stress Management*, Vol 14(2), May 2007, 175-187 14(2) : 175-187.
- Jamaludin, A. (2002). Kesahan, kebolehppercayaan dan keberkesanan modul program maju diri ke atas motivasi pencapaian di kalangan pelajar sekolah menengah negeri Selangor Phd. UPM.
- Jim, T. W., Hi, B., Shing, L. K., Lin, O. S., Yasmin, S., & Khan, S. K. (2013). The factors affecting organizational citizenship behavior in the banking industry. *International Journal of Management Sciences*, 1(5), 178–192.
- Kaur, M., & Manpreet, S. (2014). Personality Impetus to managerial organizational citizenship behaviour: a correlational analysis. *Voice of Research*
- Khairunneezam, M. M. N. (2004), Asas dan Konsep Program Latihan Sumber Manusia Dalam Organisasi. <https://www.academia.edu/892259>
- Long, L. Z. (2007), The Impact of Employee's Self-Efficacy and Commitment on Job Performance, Tesis Sarjana, Pengurusan Sumber Manusia, Universiti Malaysia Sabah
- Mahfar, M., Noah, S. M., Senin, A. A. (2019). Development of Rational Emotive Education Module for Stress Intervention of Malaysian Boarding School Students. *SAGE Open*. (2):1–16.
- McShane, S. L., & Von Glinow, M. A. (2018). *Organizational behaviour: Essential* (8th ed.). Boston: McGraw-Hill.
- Meichenbaum, D. H. (1977). *Cognitive behavior modification: An integrative approach*. New York: Plenum.
- Merelman, D. (1997). Stressed. *Forbes*, 159, 20-21.
- Mohammad, R. K., & Ean, S. W. S. (2017). *Teknik Kesahan dan Kebolehppercayaan Alat Ujian Psikologi*. Bangi: Penerbit UKM.
- Mohammad, A. S. M. A. (2018). *Pelaksanaan Eksperimen Modul Psychology and Counselling Academy*.
- Mohan, K., & Faridah, M. K. (2019). Impak Beban Tugas Terhadap Prestasi Kerja Guru Di Maktab Rendah Sains Mara, *Jurnal Dunia Pendidikan*, e-ISSN:2682-826X/Vol 1,No.1,9-17,

- Mohd, I. M. (2017). Kesan Program Kerjaya Psiko-Pendidikan Cognitive Information Processing Terhadap Ketidakefungsian Pemikiran Kerjaya dan Efikasi Kendiri Kerjaya Pelajar di Sebuah Universiti Awam. Tesis Dr. Fal, UPM
- Mohd, S. G. H., Laily, P., Sharifah, A. H., & Nizam, M. F. I. E. (2013). Buku panduan pembinaan instrumen "Anda dan Kepenggunaan". Tanjung Malim, Perak: Emeritus Publications
- Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, 79(2), 475–480.
- Muniandy, S. (2016). Organisational Citizenship Behaviour (OCB) among Teachers: The Difference between Individual (OCB-I) and Organisational (OCB-O) Level Citizenship Behaviour in Rural and Urban Primary Schools in Sabah, Malaysia *The International Journal Of Business & Management* (ISSN 2321–8916)
- Muse, L. A., Harris, S. G., & Field, H. S. (2003). Has the inverted-U theory of stress and job performance had a fair test? *Human Performance*, 16, 349-364.
- Nadiah, B. A., Amizawati, M. A., & Siti, F. I. (2019) Key Performance Indicators Tugas, Ganjaran Dan Prestasi Kerja Guru Sekolah Kerajaan, *Jurnal Kepimpinan Pendidikan*
- Pajares, F., & Schunk, D. H. (2002). The development of academic self-efficacy, In A. Wigfield & J. Eccles (Eds). *Development of achievement motivation* (pp.15-31). San Diego: Academic press.
- Podsakoff, P., & Mackenzie, S. (2012) Sources of method bias in social science research and recommendations on how to control it. *Annual review of psychology* 63(1): 539-569. <http://doi.org/10.1146/annurev-psycho-120710-100452>
- Prochaska, J. O., & Prochaska, J. O. (2008). Medical decision making in the transtheoretical model of behavior change. *Medical Decision Making* 2008 (28): 845-849 <http://doi.org/10.1177/0272989X08327068>
- Pulakos, E. D., Hanson, R. M., Arad, S., & Moyer, N. (2015). Performance management can be fixed: An on- the-job experiential learning approach for complex behavior change. *Industrial and Organizational Psychology*, 8(1), 51–76. <https://doi.org/10.1017/iop.2014.2>
- Richey, R. C., Klein, J. D., & Nelson, W. A. (2004). Developmental Research: Studies of Instructional Design and Development. In D. H. Jonassen (Ed.), *Handbook of research on educational communications and technology* (pp. 1099–1130). Lawrence Erlbaum Associates Publishers.
- Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology* 87: 66-80
- Rowley. (2005). The four cs of customer loyalty, marketing intelligence and planning, 23,574-581
- Roziyana, J. (2018). Amalan Modal Insan dan Prestasi Kerja : Kajian Kes Majlis Bandaraya Pulau Pinang, Tesis Ijazah Doktor Falsafah, tidak diterbitkan Universiti Sains Malaysia
- Rundle-Gardiner, A. C., and Carr, S. C. (2005), "Quitting a workplace that discourages achievement motivation: do individual differences matter?", *New Zealand Journal of Psychology*, Vol. 34 No. 3, pp. 149-56
- Rundle-Gariner, A. C., & Carr, S. C. (2005), Quitting a workplace that discourage achievement motivation do individual differences matter?, *New Zealand Journal of Psychology*, Vol.34 No.3, pp.149-56

- Rusli, A., Azman, I., Khairuzzaman, W. W. I. (2007) Sistem penilaian prestasi sektor awam di Malaysia: Pemikiran semula terhadap peranan dan tanggungjawab pegawai penilai prestasi *Jurnal Kemanusiaan* bil.10, Disember
- Russell, J. (1974). *Modular instruction: A guide to the design, selection, utilization and evaluation of modular materials*. United States of America: Publishing Company; 1974.
- Saeed, R., Mussawar, S., Lodhi, R. N., Iqbal, A., Nayab, H. H., & Yaseen, S. (2013). Factors Affecting the Performance of Employees at Work Place in the Banking Sector of Pakistan. *Middle East Journal of Scientific Research*
- Shariza, S. (2017) Pembangunan Modul Latihan Pendidikan Seksualiti untuk guru program pendidikan khas integrasi (PPKI) peringkat sekolah rendah, Fakulti Pendidikan Universiti Malaya, Kuala Lumpur
- Sidek, M. N., & Jamaludin, A. (2005). *Pembinaan Modul: Bagaimana Membina Modul Latihan dan Modul Akademik*. Serdang: Penerbit Universiti Putra Malaysia.
- Sortrakul, T., & Denphaisarn, N. (2009). The evolution of instructional system design model. *Special Issue of the International Journal of the Computer, The internet and Management*, 17(3)
- Syed, N. S. H. (2005). Faktor kecerdasan emosi serta hubungan dengan nilai kerja dan prestasi kerja guru Maktab Rendah Sains MARA (Tesis PhD yang tidak diterbitkan). Universiti Kebangsaan Malaysia, Bangi
- Tuckman, B. W., Waheed, M. A. (1981). Evaluating an individualized science program for community college students. *J Res Sci Teach.* 1981;18(6):489–95
- Tziner, A., Fisher, M., Senior, T., & Weisberg, J. (2007). Effects of trainee characteristics on training effectiveness. *International Journal of Selection and Assessment*, 15(2), 167–174. doi:10.1111/j.1468-2389.2007.00378.x
- Unit Pengurusan dan Pelaksanaan (PEMANDU). (2012). *Laporan Tahunan 2012 Program Transformasi Kerajaan*. Putrajaya: Jabatan Perdana Menteri
- Van Scotter, J. R., & Motowidlo, S. J. (1996). Interpersonal facilitation and job dedication as separate facets of contextual performance. *Journal of Applied Psychology*, 81, 525-531. doi:10.1037/0021-9010.81.5.525
- Viswesvaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment* 8(4): 216-226.
- Zaleha, Y., Atikah, N. A., & Rosmarina, B. (2017) Konflik dalam Proses Penilaian Prestasi dalam Organisasi *Jurnal Pengurusan* 49(2017) 41 – 52 <https://doi.org/10.17576/pengurusan-2017-49-04>
- Karim, M., & Husin, L. (2011) The psychology of writing beautiful paragraphs. *Psycholinguistics*, 12 (4), 99-123.
- White, R. (2011). How to keep journal editors happy. In T. Farhan (Ed.), *The making of a research university* (pp48-76). doi: 1000588.32.ebook7854