



Needs analysis for the development of a healthy lifestyle module (MoGHS) matriculation co-curriculum course

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ABSTRACT

This study aims to examine the need to create a Healthy Lifestyle Module (MoGHS) to integrate into matriculation co-curriculum courses. This study employs qualitative methods by collecting data through semi-structured interviews with five senior lecturers with more than ten years of experience teaching co-curriculum courses. The report revealed an immediate necessity for the drafting of MoGHS without a specified module, the necessity of standardized reference material for the lecturers, and the need to enhance awareness and practice of a healthy lifestyle among the students. In addition, the results also suggested that the development of MoGHS must encompass four primary constructs, including teaching strategies, teaching, and learning activities, integrated assessment system and integration of soft skills. Hence, the significance of all four of these matters is crucial because it ensures that this module facilitates the efficiency of the PDP and thus enables students to understand and internalize a good way of life in a structured and constructive manner. The results of this study form the basis for a non-controlled, systematic module to support the implementation of a Healthy Lifestyle co-curriculum course in matriculation colleges.

Keywords: Healthy lifestyle module, Co-curriculum course, Needs analysis, Lecturers, Matriculation.

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INTRODUCTION

Globalization has transformed modern society, and healthy living has become a major issue attracting the attention of both the public and health practitioners. A critical aspect of individual welfare is a healthy lifestyle, and educating people helps to raise awareness of healthy lifestyle practices (Pobocho, 2022). As part of the new syllabus, the topic of Healthy Lifestyle has been integrated into the curriculum of the Matriculation College co-curriculum course. However, there is no specific teaching guide as a reference in the process of teaching and learning (PdP). This has caused an indication that the way to deliver this topic is not proportionate among the lecturers; each of them delivered based on experience and the references they had without any guidelines.

A healthy lifestyle is closely linked to individual well-being but also affects students' productivity and academic achievement (Balan, 2023). It has been widely documented that healthy lifestyle practices can improve cognitive performance, relieve stress, and increase the body's resilience to diseases (Fernandes et al., 2024). Henceforth, it's essential to incorporate healthy lifestyle practices in Matriculation-time education to equip students with better knowledge and practices for healthy living.

A more integrated and comprehensive module is necessary for a more coherent and effective knowledge dissemination, with the education system undergoing overhaul (Yermakhanov et al., 2024). A credible and readable module will act as a tutorial not only for the lecturers but also to clarify and understand concepts and implement healthy lifestyles in the students' daily lives. Therefore, this study seeks to determine the needs of lecturers regarding the development of MoGHS for the Matriculation co-curriculum course by examining their perspectives during the needs analysis.

This study seeks to examine the extent to which developing this module can improve the teaching and learning effectiveness of courses within the Matriculation College co-curriculum. This research can be a baseline for creating a more suitable module that should suit students and lecturers nowadays. It is also supposed to achieve expectations of students' interest and involvement in healthy lifestyle habits (Kovalenko, 2024).

METHODOLOGY

This study was conducted using a qualitative approach through semi-structured interviews. A total of five senior lecturers with more than ten years of experience teaching Matriculation co-curriculum courses were selected as study participants.

Data were analysed through interview transcriptions verified by the participants. Martin et al. (2021) emphasize that in needs analysis research, experts can provide a more comprehensive perspective in planning and developing new needs. This study demonstrates that experts have the ability to provide more accurate and professional information in needs analysis.

Construct confirmation process Interviews were conducted to identify the main themes of the Healthy Lifestyle Module. The identified constructs are evaluated by three experts (Cohen & Manion, 2002). Each specialist provides whether the construct is identified to be relevant or not. The agreement between the experts was analysed using Cohen's Kappa.

RESULTS

The need for MoGHS development

The study findings show that all participants agree on the need to develop MoGHS. The data indicate that 100% of participants agree with the development of this module as it is a new topic in the co-curriculum syllabus and currently lacks a dedicated module as reference material. Lecturers also stated that MoGHS would help deliver information in a more systematic and structured manner.

Rationale for module development

The data analysis identifies the key factors driving the need for MoGHS development:

Table 1. Key factors driving the need for the development of MoGHS.

Need Factor	Description
New syllabus curriculum	The GHS topic has been included in the new co-curriculum syllabus, but no specific module is available.
Absence of a dedicated module	Lecturers teach based on personal knowledge without standardized reference material.
Need for lecturer reference	The module will help ensure uniform teaching delivery across Matriculation Colleges.
Promoting a healthy lifestyle	The module can help students better understand and practice a healthy lifestyle.
Facilitating PdP process	Both lecturers and students will benefit from systematic and structured reference materials.

As highlighted in Table 1, the findings indicate a high need for improvement in the development of MoGHS to ensure a more systematic delivery in the Matriculation College co-curriculum course. The main reasons why this is the case are:

Due to the lack of a module specific to this new topic called the Healthy Lifestyle introduced in the Matriculation co-curriculum syllabus, few reference materials can be provided to the lecturers. A study by Samouei et al. (2020) insists that a responsive education system should offer appropriate learning materials for meeting students' health and well-being needs. Lecturers take classes about their experience and personal references without standard guidelines, leading to inconsistent subject content delivery. According to Speranskaya and Latsevich (2020), the absence of a dedicated module inhibits the ability to work through health education into an integral mechanism since reference structures are not sufficiently defined to be actualized by lecturers and students.

Furthermore, the co-curriculum subject requires lecturers to have reference material to ensure the teaching and learning process can be done consistently and satisfactorily. According to a study by Momot et al. (2020), a pedagogically sound educational environment should provide resource materials that promote effective learning and nurture healthy lifestyle behaviours in students. This module is designed to function as reference material, raise awareness, and install a healthy lifestyle among students—research by Fernandes et al. (2024). The findings of a study showed that structured health education could play an effective role in modifying the students' behaviour toward healthy lifestyle practices and creating awareness regarding the significance of health maintenance.

The systematic module will also ease the teaching and learning process by providing a clear teaching structure and student needs-catered activities. Educational technology as a health manager is essential to students' and educators' effectiveness in teaching and learning (Marushkevich, 2023).

The results of this study validate that MoGHS development is crucial in the matriculation co-curriculum course. This need arises not only due to curriculum changes but also to ensure more structured and effective teaching among lecturers. Previous studies support that quality health education should be based on strong reference materials and appropriate teaching techniques to improve students' understanding and practice of a healthy lifestyle.

Required constructs for the module

The data analysis shows that experts agree on the need for several key constructs in MoGHS:

Table 2. Required constructs and items in the development of MoGHS.

Construct	Requirement
Teaching Strategies	Teacher-centred, student-centred, material-based, problem-solving, and project-based strategies.
Teaching and Learning Activities	Discussions, group presentations, online information searches, field data collection, group problem-solving, note-taking, self-training.
Assessment	Feedback, group presentations, report production, observation.
Soft Skills	Teamwork, ethics and integrity, leadership, communication, lifelong learning, problem-solving.

Table 2 shows the need for a systematic organization of MoGHS to enhance the effectiveness of teaching and learning (PdP). Four main constructs have been identified in the development of this module, namely teaching strategies, PdP activities, assessment, and soft skills.

Teacher-based, student-based, material-based, problem-solving, and project-based strategies are suggested according to MoGHS when developing the teacher guide. Ward and Snyder (2022) highlight the importance of a structured approach to using core teaching practices in health education to promote engaging students and developing teaching strategies that will lead to improved learning outcomes. An important study influencing physical health and physical education courses in higher education institutions (Yun & Mao, 2021) is the significant role of teaching strategies for more effective learning.

In addition, specialists recommend teaching and learning activities. Reading notes, self-study, interviews, group presentations, internet information retrieval, field data surveys, group problem-solving activities, etc. According to a study from Melo & Calheiros conducted in 2023, implementing active learning strategies in health education can increase student experience and participation in class. Group discussions, presentations, and other interactive activities enhance these students' analytical and social competencies.

The second proposed construct is assessment. The techniques used in this module for your assessment are feedback, group presentations, report writing, and observation. Using a systematic approach via the module allows teaching effectiveness to be measured and for an ongoing cycle of continual reflection on it (Kay et al., 2023). In contrast, more complex activities-based assessments and performance-based elements reflect a more holistic perspective of students understanding and the effectiveness of the teaching strategies implemented.

Finally, the construct that experts agreed upon is soft skills. This module must integrate skills like teamwork, ethics and integrity, leadership, communication, lifelong learning, and problem-solving (Elkins, 2013). Hossam et al. (2022), have conducted a study in this regard. health education incorporating soft skills can improve students' healthcare awareness and foster improved interpersonal skill development. A further review (Lin, Lin & Chen, 2020) indicates that teaching strategies emphasizing communication and leadership skills also lessen stress and improve students' mental well-being in the context of health education.

The results from this study indicate that the MoGHS approach should be planned systematically, including various teaching methods, interactive interventions, well-designed assessment methods, and soft skill embedding. The need for the study is supported by earlier studies that showed effective health education must be designed with a clear instructional organization followed by an appropriate assessment technique to ensure students understand and become more involved with the health education learning process.

Reliability of interview data using Cohen's Kappa analysis

Table 3. Agreement value using Cohen's Kappa formula.

P1	P2	P3	Overall score	Approval
$K = \frac{26 - 13}{26 - 13}$	$K = \frac{26 - 13}{26 - 13}$	$K = \frac{26 - 13}{26 - 13}$		
$K = \frac{13}{13}$	$K = \frac{13}{13}$	$K = \frac{13}{13}$	$= \frac{1 + 1 + 1}{3}$	1
N = 1	N = 1	N = 1		

Based on Cohen's Kappa analysis in table 3, the coefficient index obtained for the validity of involving 4 constructs and 22 items in this study is 1.00 = very good (Landis & Koch 1977), which indicates full agreement between experts. This means that the constructs obtained from the interviews can be verified as relevant in developing a healthy lifestyle module.

DISCUSSION

This suggests an urgent necessity for implementing the Healthy Lifestyle Module (MoGHS) within the Matriculation Co-Curriculum Course. There is unanimous agreement among all lecturers involved that there is a need for a standardized module because the Healthy Lifestyle subject is new in the syllabus but does not have a specific teaching guide. Lecturers are currently dependent on either personal knowledge or diverse strategies for content delivery, which can cause potential variations in what is taught.

The study identifies key reasons for developing MoGHS, including the need for a standard reference for lecturers, promoting healthy habits among students, and enhancing the teaching and learning process. A structured module will ensure uniform content delivery and effective learning experiences.

Four essential components are recommended for MoGHS: teaching strategies (teacher-centred, student-centred, and problem-solving approaches), learning activities (group discussions, online research, and fieldwork), assessment methods (feedback, presentations, and written reports), and soft skills integration (teamwork, leadership, and communication). These elements will help ensure that students understand and apply healthy lifestyle practices effectively. In conclusion, the study strongly supports the immediate development of MoGHS. A well-structured module will enhance teaching consistency, improve student awareness, and promote a healthier lifestyle.

CONCLUSION

These findings show that the MoGHS development urgently needs the Matriculation co-curriculum course. This need arises as the Healthy Lifestyle content area is introduced in the new syllabus; no specific module is available, and a standardized reference should be provided to implement more systematic and practical teaching delivery. This study also confirms that there is an improvement in MoGHS after integrating various teaching modalities as well as interactive learning activities, systematic assessment, and soft skills. Four constructs were derived from the evidence that structured teaching-multipronged strategies potentially improve students' knowledge and reinforce healthy lifestyle practices.

Future studies should assess this module's effectiveness in teaching and learning to establish how it contributes to students' academic performance and well-being. MoGHS should also incorporate references to physical activity as an essential indicator of students' well-being alongside general healthy lifestyle practices. Regular physical activity improves mental and physical health and is associated with the primary prevention of chronic diseases like cancer.

Recommendations

Integrating physical fitness and nutrition will also benefit students and help them manage stress under the Healthy Lifestyle Module (MoGHS). All these three areas are beautiful and can help you feel physically and mentally, keep chronic diseases at bay, and survive better daily. As a result of a most systematic module, the knowledge learned will be used in everyday life, thus creating a more prosperous generation. However, future research should assess its performance in practice.

AUTHOR CONTRIBUTIONS

Each author was jointly involved in the study's planning, data collection and analysis, as well as the writing and editing of the manuscript.

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DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

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