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Needs Analysis of Risk Management in Extra Cocurriculum Activities in School

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Abstract

Background: Co-curricular activities are engaging out-of-classroom learning activities that attract student's participation. However, the risk and safety of the students become a concern since it is one of the activities that often cause injuries during the activities. Such activities require a needs analysis study to be conducted to ensure that the modules produced can meet the needs and specifications of co-curricular activities in schools. ***Objective:*** This study was conducted to identify the need for module content and module specifications based on the safety of students in school during co-curricular activities. ***Methodology:*** To construct a module that can meet the needs of students and teachers, a needs analysis was conducted on 40 teachers who specialized in uniformed units, sports and games and associations in the district of Kudat. Data collection was done through constructed questionnaires and simple and purposive random sampling techniques. ***Results:*** The needs analysis shows that the student safety management modules in out-of-classroom learning have significant needs to be developed. ***Conclusion:*** The needs analysis of the study found that it is important to construct safety management modules in out-of-classroom learning to overcome the problems faced by the co-curricular advisory teachers in schools. These findings will be used to design and develop the module in the next phase. These findings are expected to help produce teaching modules that can solve the problems of co-curricular advisors during co- curricular activities.

Keywords: Safety, risk management, teacher, extra curriculum.

INTRODUCTION

Out-of-classroom learning is aligned with the main goal of the National Education Philosophy, which is to further develop one's potential holistically and continuously to build a balanced and harmonious generation in the aspect of physical, emotional, spiritual, and intellectual aspects based on faith in God. This philosophy serves as a benchmark for the formation of the National Education Policy to produce individuals who meet the needs of the national development (Santhanadass *et al*, 2020). The school management is responsible for ensuring that the school and the out- of-classroom learning area are safe and robust for all students to carry out activities in school. Although safety measures have been considered, accidents and unfortunate incidents continue to occur. This situation is related to the negligence of the school, organisers, and staff, as well as accompanying teachers. Such incidents will not occur if the parties involved adhere to the safety procedures and are well aware of the safety management during an emergency. This action is critical to ensure the safety and well-being of the students involved when conducting learning activities outside the classrooms (Eng, 2016; 2013). Therefore, a safety management module in out-of-classroom learning activities needs to be considered and formulated to minimise and further prevent the incidence of accidents and mishaps during learning outside of the classrooms. A module is a component that should be implemented in any type of activity and programme. Through the construction of modules, an activity can highlight its advantages and disadvantages.

The matter provides an opportunity for the organisation to amend existing weaknesses and further strengthen existing strengths. The construction of this module can be the basis and guidance in assessing students' safety in learning outside the implemented classroom (Santhanadass *et al*, 2021). (Sidek M N *et al*, 2005) explain the importance of a needs analysis study as it can identify if there is a need for the construction of a module. (Similarly *et al*, 2017) states that the analytical study also involves stakeholders or those related to the target group who will use the module and the study sample can be randomly selected to be

involved in this study. This needs analysis also assists in gathering important information to build a comprehensive understanding of the needs and issues that arise; thus, it can identify relevant solutions. (Foo *et al*, 2021); (Gengatharan *et al*, 2019); (Hassan, 2018) also support that this needs analysis study is conducted to identify needs, wants, and specifications to create a module that can meet the needs of the subject as a user.

The objective of the study is to identify the need to construct safety management modules in learning outside the classrooms. This study also provides a risk management module that can be practised by co-curricular advisory teachers to overcome the problem of injuries during activities. Needs analysis is frequently used interchangeably, but they serve different yet related roles in the process of identifying performance concerns and/or opportunities and determining whether or not training is required to address them (Mahbub, 2021). Needs analysis, according to Christensen, consists of important steps in the process of developing a "value-added solution" to a performance problem. According to (Pebriantika, 2019), needs analysis assists researchers in selecting appropriate tasks and information, as well as research declarations of goals, as well as provides teachers with a better comprehension of the purpose of teaching. The majority of research simply states that determining needs is critical to success in providing valid and reliable guidelines or information for the teachers to implement.

EXPERIMENTAL SECTION/MATERIAL AND METHODS

The design of this needs analysis study is quantitative. The data is obtained from a survey questionnaire with co- curricular advisory teachers selected at simple random, as respondents in this study. There are a total of 10 items which assess the need for the construction of safety management modules in out-of-classroom learning. In this study, a needs analysis questionnaire was administered to 40 advisory teachers in schools, involving uniformed units, sports and games as well as clubs and associations in Kudat District. Under the Kudat District Education Office, there are a total of 12 secondary schools. Out of these 12 daily schools, the researchers selected the schools at simple random followed by a subject selection of 40 teachers. (Johanson *et al*, 2010) state that a minimum of 30 people are already sufficient for use in needs studies. This is also supported by (Richey *et al*, 2007) & (Salkind, 2006). However, the researchers selected a total of 40 subjects to avoid mortality. The researchers also excluded subjects involved with the needs study and selected schools from being re-selected in the pilot study and the actual study later.

Data collection was done using a needs analysis questionnaire which has been adapted and modified from (Kalaiselvan *et al*, 2021). The subject selection was used with a simple random sampling technique, while the needs analysis questionnaire data were analysed using SPSS 20.0 programme. Based on table 1.0 the researchers have identified that there is a need to build a safety management module in out-of-classroom learning after analysing the questionnaires conducted on co-curricular advisory teachers.

RESULTS AND DISCUSSION

Table 1.0: Needs analysis for the construction of safety management modules in learning outside the classroom

Item	Question	Min	SD	Percentage
1	Do you need a safety management module in out-of-classroom learning covering uniformed unit activities, sports and games as well as clubs and associations.	4.45	.50	100%
2	Do you need a safety management module in out-of-classroom learning to increase your knowledge related to student safety while conducting activities in school.	4.55	.50	100%
3	Do you agree with the existence of a learning safety management module outside the classroom. It can be a guide for teachers to overcome the problem of student safety while conducting activities in school.	4.48	.51	100%
4	Do you agree if the learning safety management module outside the classroom consists of environmental safety factors to ensure that the environment where the activity is safe to use during the activity is implemented.	4.48	.51	100%
5	Do you agree if the safety management module in out-of-classroom learning consists of equipment safety factors to ensure that every equipment used in the activity is safe.	4.58	.50	100%
6	Do you agree with the safety management module in out-of-classroom learning consists of individual safety factors (students) to ensure that each student who participates in the activity is prepared mentally and physically before performing the activity.	4.58	.50	100%
7	Do you agree if the safety management module in out-of-classroom learning is a guide for teachers and school administrators in carrying out activities outside the classroom.	4.45	.50	100%
8	Do you agree with the safety management module in out-of-classroom learning. It will facilitate the process of identifying risks before, during and after carrying out activities.	4.48	.51	100%
9	Do you agree that the safety management module in out-of-classroom learning is a module that cannot assist teachers in overcoming the safety aspects of students in school.	1.18	.38	100%
10	Do you agree that the construction of safety management modules in out-of-classroom learning can increase teachers' self -confidence in performing activities outside the classroom safely.	4.68	.47	100%

Based on the first item, the results of the analysis show that there is a need for module construction of m = 4.45, SD = .50 and 100% of teachers agree that the need for a safety management module in out-of-classroom learning includes uniformed unit activities, sports and games and clubs and associations As for the second item, the results of the analysis show that there is a need for module construction that is M= 4.45, SD = .50, and 100% agree that a safety management module is needed in out-of-classroom learning to improve one's knowledge related to student safety during activities in school. For the third item, the results of the analysis show that there is a need for module construction that is M = 4.48, SD = .51 and 100% agree that the learning safety management module outside the classroom can be a guide for teachers to overcome student safety problems during activities in school. For the fourth item, the results of the analysis show that there is a need for module construction that is M= 4.48, SD = .51 and 100% agree that the learning safety management module outside the classroom should consist of environmental safety factors to ensure the activity environment is safe to use during the activity.

For the fifth item, the results of the analysis show that there is a need for module construction that is M= 4.58, SD = .50 and 100% agree that the safety management module in out-of-classroom learning should consist of equipment safety factors to ensure each equipment used in the activity is safe. For the sixth item, the results of the analysis show that there is a need for module construction that is M= 4.58, SD = .50 and 100% agree that the safety management module in out-of-classroom learning should consist of individual safety factors (students) to ensure that each student follows the activity prepared, mentally and physically before performing the activity. For the seventh item, the results of the analysis show that there is a need for module construction that is m = 4.45, SD = .50 and 100% agree that the safety management module in out-of-classroom learning can be a guide for teachers and school administrators in implementing activities outside of the classroom. For the eighth item, the results of the analysis show that there is a need for module construction that is m = 4.45, SD = .50 and 100% agree that the safety management module in out-of-classroom learning will facilitate the process of identifying risks before, during and after activities.

For the ninth item, the results of the analysis show that there is a need for module construction that is M= 4.45, SD= .50 and 100% agree that the safety management module in out-of-classroom learning is a module that can not assist teachers in overcoming aspects of student safety in school. For the tenth item, the results of the analysis show that there is a need for module construction that is M= 4.45, SD = .50 and 100% agree that the safety management module in out-of-classroom learning can increase teachers' self-confidence in performing activities outside the classroom safely.

The findings prove that there is a need for teachers a guide so that teachers can utilise it as a key reference when conducting co-curricular activities. This also shows that co-curricular advisory teachers need specific knowledge and focus on safety aspects while carrying out activities in school so that each activity carried out can run smoothly without any risk to students.

CONCLUSION

Needs analysis is important in identifying information about the content and the module content that will be constructed. Researchers need to conduct a needs analysis study to gather information about the context and specifications of the study module. The advisory teacher was selected as the target user of the construction requirements of the safety management module in out-of-classroom learning.

Information and materials are gathered through activities and syllabi as well as injuries that often occur in schools. According to (Aliza *et al*, 2017), the modules developed need to take into account the problems faced by co- curricular advisor teachers and the existing needs so that the modules produced can meet the needs of co-curricular advisor teachers. In conclusion, the need in constructing safety management modules in out-of-classroom learning is to ensure student safety is at an optimal level during activities and be a guide for teachers in a safe learning process and zero risk before, during and after learning.

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