

Construction and Validity of Psychology-Numerology Module: Numerology, Psychological and Counselling Applications for Character Development Strategy of School Students, IPTA and Public Employees

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Abstract: This study aims to develop and measure the validity of the Psycho-Numerology module. This module is developed based on an in depth study of Numerology literature that has been integrated with Cognitive Behavioural Therapy (CBT). The module is developed based on Psycho-Numerology modules drafted by Mohammad Aziz Shah which has 6 strategies, i.e., introduction to Psycho-Numerology, Psycho-Numerology and law of energy, calculation of inverted pyramid in Psycho-Numerology, usage of a single matrix Psycho-Numerology, usage of 2 Atom Psycho-Numerology matrix, application of Psycho-Numerology guidance session. The design of the studies that have been used are descriptive studies which obtained the content and validity value of the sessions and activities and the reliability value of Psycho-Numerology module. The results of content validity analysis module based on recommendations by Russell obtained high content validity that is 0.886 (88.63%). For the content validity based on the suitability of the module sessions and activities proposed by Mohammad Aziz Shah, it is also high at between 0.850 (85.00%) to 0.895 (89.54%). Thus, this study succeeds in developing Psycho-Numerology module with a strong theoretical basis and with high content validity values to be applied in the real environment in the development of individual character.

Key words: Construction, validity, modules, psychology, numerology, character

INTRODUCTION

This module is developed from the original concept of numerology to assess the effect of numbers on the characteristics of human. According to Mohamed (2008), numerology is a study related to numbers and symbols and one of the ways in which human express their hidden talents and character tendencies. Largerquist and Lenard (2004) stated that numerology is the science of metaphysics that studies the knowledge of the future. Numerology helps to sensibly recognize the knowledge genuinely and purely. Samsury (2009) stated that metaphysical science is a philosophy that explains the reality of natural events in the real world. Webb stated that numerology refers to any system, traditions or beliefs in a mystical or esoteric relationship between numbers and it is considered as a living thing. McClain argued that the numbers can show character, direction in life, support and hidden talent which are not explicitly exhibited. Numerologists use the numbers to determine the best time to set themselves in everyday life. As the study is conducted by researchers on the character development

matrix, the use of birth date plays an important role in determining the tendency of an individual character.

According to Samsury (2009), the method of calculating the date of birth called Astro-numerology Dynamics" was first implemented in Malaysia by correlating various techniques in a method. Research was conducted to explain the pattern and cycle of a behaviour or event. The method of calculating the date of birth is to help the individual to recognize and understand, manage and enhance ones potential, correct an error or condition, prevent threats and opportunities for correction, improvement, prevention and as an alternative way to have a better organized and effective life. In this module, numerology calculation refers to the concept of coding that was applied and adapted from integrated Psycho-Numerology module. However, in this integrated module, only the basic interpretation is taken as a reference to be expanded and adapted to the context of the field of psychology and counselling as well as numerology. Psycho-Numerology prioritize applications that have been adapted in line with the concept of psychology and counselling that can be practiced in

counselling and did not violate the ethics of the profession as a therapist-counsellor and psychologist.

Problem statement: Thus, far there is no single module that can facilitate the understanding of the personality and psychology of an individual or a special module that can be referred and used by the entire community in launching the various affairs in every aspect of their lives including career, personality, motivation, leadership, team building, learning methods, forms of ambitions, finances, family relationships, friendships, relationships in the workplace and education. Thus, the Psycho-Numerology module in character development is designed to be a comprehensive module related to the identification of individual personality traits, recognition of trends in the style of thinking, feeling and behaviour. The complete module which covers all aspects are also very important now a days to reduce the workload of counsellors in all institutions since the students realized that they are under observation. This is because the development of individual character is very important. Development is a process of change that includes the entire social system such as politics, economy, infrastructure, defence, education and technology, institutional and cultural. Development can also be defined as the transformation of the economic, social and cultural. Development is a process of planned changes to improve various aspects of community life.

There are several problems or a question mark in the event of a module that has no validity and reliability. Firstly, the extent of the validity of any of these modules, secondly, the extent of module consistency which was tested in a variety of problematic student populations for example; a module that has no validity and could potentially treat a student smoking behaviour but it is feared that student behaviour will be repeated. Therefore, this study is to verify the validity of the Psycho-Numerology module in character development so as to avoid public exposure to inappropriate referrals and a great misunderstanding of a module. Moreover, researchers also have made improvements to the code interpretation of numerical data from original numerology module obtained from courses and books that are available in the market. This is done to reveal the nature of the module and Psycho-Numerology methods that are psychological and are within the concept and scope of the counselling profession in line with the researcher course of study. Validity tests should be carried out on the module by a panel of experts before its implementation. Validity according to Hussin *et al.* (2014) and Konting (2004) is the ability of a test to measure what should be measured. An investigation is

said to be valid when the study properly and correctly describe all the things that have been studied and does not deviate from the scope of the study (Sang, 2010). According to Konting (2004), Wiersma and Jurs (1990) said a measurement tool is to be of high validity if the measurement tool can measure what you want to be measured. Validity is very important as a statement or an explanation of valid and true if they represent exactly the characteristics that attempts to explain the theorized phenomenon (Hammersley and Atkinson, 1995). By carrying out validity test for Psycho-Numerology, researchers feel very confident that the module is capable of providing significant contribution to the society and to the general public school students and higher education institutions in particular, the public institutions and private organizations.

Literature review: Yusainee and Yahya (2015) conducted a study to test the validity of self-development module using Neuro-Linguistic Programming (NLP) applications. The study involved six experts including a linguist, four NLP experts and an academician to test the validity of the module by using two questionnaires as proposed by Russell (1974) and the validity of sessions and events sub module was established. The findings show that self-development group module has a high validity value of 0.78 and similarly the validity of the sub modules and activities are also high at 0.75. This indicates that the module which applies Neuro-Linguistic Programing can be used to assist individuals in the developing their potential process.

Furthermore, Rahman (2013) conducted a study related to Psycho-Numerology in obtaining validity of Psycho-Numerology module. This module has eight strategies and 77 activities based on in-depth literature review about numerology integrated with the theories of psychology and counselling which include Choice Theory Reality Therapy (CTRT), Holland's Theory of Career, Sidek' Personality Inventory and other theories of personalities. A total of 16 panels of expert were selected among the counsellors and students who graduated in the field counselling studies in UPSI for this Psycho-Numerology validity module. The questionnaire's validity and appropriateness for the group activities sessions of Psycho-Numerology guidance module were drafted by Aziz and Arip (2010) and the content validity of the questionnaire by Russell (1974) was used to obtain the validity of Psycho-Numerology module. The results showed that the content validity of the modules by Russell (1974) is 0.79-0.86 and the validity of the whole psycho-numerology module is 0.89 which is quite high and is suitable for counsellors, teachers and students

in the development of the individual's character. Additionally, there is a study by Badrullhisham (2015) which is related to Cognitive Behavioural Therapy (CBT) Manual used in the counselling sessions which includes the development of manual and testing of the validity of the content of cognitive behavioural therapy manual assessed by nine appointed experts among the teachers and counsellors in the field of psychology. The panel of experts judged the proposed technique of CBT manual by answering the instruments developed by the researcher based on Russell (1974)'s suggestions to assess the validity of the content and instruments and also based on Aziz and Arip (2010) suggestions to assess the validity and appropriateness of the activity in the sessions of cognitive behavioural therapy manual. The findings showed that the Technique CBT Manual has the validity between 0.75 of to 0.86 and it is considered good and acceptable. In the techniques manual, it is appropriate to assist the client in a counselling session for them to be healthier gain more experience and obtain better lifestyle by changing their way of thoughts and behaviour.

A study on cognitive behavioural therapy was also performed by heyne, sauter, ollendick, van widenfelt and Westenberg by applying cognitive behavioural therapy Module against the refusal of adolescents to attend school. The research was a qualitative approach using interviews with a respondent. The respondent selected was a female student named Allison who was 16 years old with depressive and anxiety disorders. A treatment comprising of therapy modules were planned for her based on cognitive-behavioural approach (Module of Thinking about the Teenage Years). Sixteen treatment sessions were conducted for Allison including intervention to deal with depression, anxiety and school attendance Fifteen of those sessions were conducted with approval from Allison's mother using strategies modules to facilitate adolescents attendance to school and two sessions involving both of them (the treatment of family communication and problem-solving for reducing conflict between parents and youth). There are three types of treatment, namely pre-treatment, post-treatment and follow-up were carried out. The findings show that there are changes experienced by Allison after 2 months of treatment where she no longer experiencing depressive and anxiety disorders. Allison is no longer afraid to go to school and attended school for nearly 95% of the attendance. This indicates that the CBT treatment approach works effectively in solving problems such as those faced by Allison.

The studies can be conducted and be used as a guide for researchers in getting facts and information and also used as a reference for researchers in preparing for

this study. The literature review was based on previous studies on numerology, cognitive behavioural therapies and the validity and reliability of the module from within the country and abroad. To study further on this, researchers have been researching from multiple sources and from past studies.

Basic construction of theoretical Psycho-Numerology

module: Psycho-Numerology module has undergone improvements and revisions which becomes more robust and has proven on the validity of the studies that have been conducted focused on 'development and validity of the Psychology-Numerology module: application numerology, psychology and counselling strategies for character development of school and universities students and civil servants in malaysia. Cognitive Behavioural Therapy has been used as a basis in the development of this module. The module has six self-strategy which includes 28 activities in supporting the development of individual character. The integrated modules and the 6 strategies of Psycho-Numerology model is as shown Fig. 1.

When viewed as a whole, the distribution strategy of Psycho-Numerology module is in accordance with the specification and increasingly geared towards psychology and counselling. However, each strategy is interrelated and reinforces one another. If the integrated module is practised by many, it will result in the highly skilled knowledge and a thorough understanding of the Psycho-Numerology for use in meeting the demand needs in life, including almost all the basic aspects of life such as recognizing themselves, recognizing spouses and strangers, recognizing the trend of thought, feeling and behaviour and recognizing the pattern and style of a person communicates and relates with others.

The module has six strategies, namely sub-module 1

strategy 1: Introduction to Psycho-Numerology where the strategy first introduced the definition and concept of Psycho-Numerology in the module developer point of view. Principles and objectives are also described and explained in order to understand more about an individual's Psycho-Numerology. Psycho-Spirituality and numerology of religiosity were included in the activities so that individuals can distinguish between the two aspects.

Sub-module 2: The second strategy of psycho numerology and energy law describes the waves that affect individual's character matrix. The concept of energy law and energy formation in human life is explained that people will be able to understand the law and energy wave matrix and character formation.

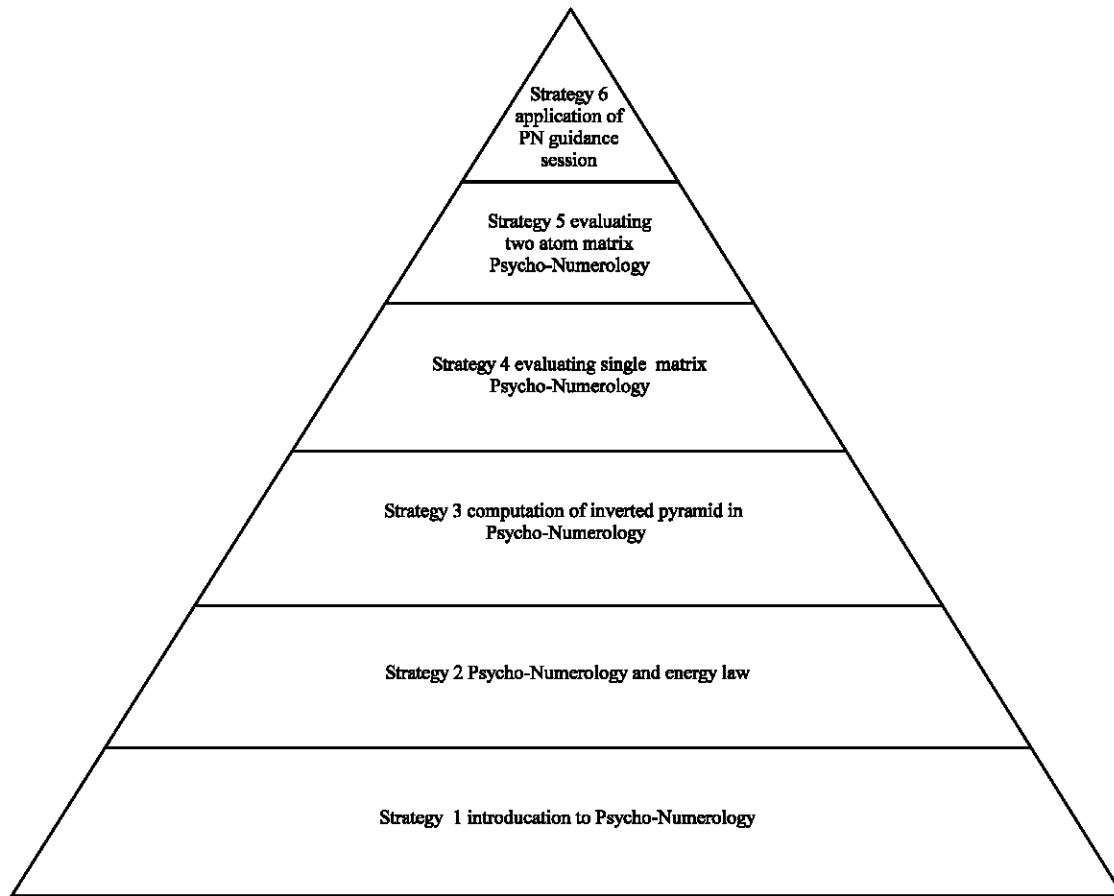


Fig. 1: Integrated modules and six strategies of Psycho-Numerology

Sub-module 3: The third strategy, computation of Inverted Pyramid in Psycho-Numerology, reveals the secrets of character's creation in an inverted pyramid. In addition, it also teaches individuals to compute their own date of birth in the inverted pyramid where it can help people see the trend of their personality through their date of birth. In this strategy, individuals can also learn that a combined matrix of their mothers and fathers can influence the individual's character. Individuals can view the matrix and the number of characters after the calculation of their date of birth.

Sub-module 4: The fourth strategy is evaluating the Single Matrix of Psycho-Numerology in which individuals are exposed to the assessment matrix of personal character, subliminal matrix, introvert conduct matrix, extrovert conduct matrix, hidden talents matrix, character lost matrix, three spirit matrix, elements of nature of control matrix, support element and cycle annual responsibility matrix. In this part, the individual can determine the relationship of wave character and personality tendencies

matrix of 1-9. The characters matrix of 1-9 is described in detail with both types of characters succeeding and failing. Natural element consisting of five elements namely metal, water, fire, wood and earth is a matrix representing the 1-9 waves.

Sub module 5: Strategy 5 is the evaluating of two atom Psycho-Numerology matrix. Individual's personality will be exposed in the interpretation of a combination of two numbers. Combination of these two numbers will resulted in a personality trait either succeed or fail. In addition, the overall character and potential that lies within the individual will be assessed.

Sub module 6: Strategy 6 is the guidance session which is an application in which Psycho-Numerology processes a Psycho-Numerology counselling session which is described in detail. The implementation of individual coaching session help others see their potential based on the interpretation of the matrix based on date of birth. Individuals can see their own potential and

develop their talents themselves. The development of Psycho-Numerology module involves the integration of numerology, psychology and counselling foundation. The module has (6) primary strategies which include 28 self-supporting activities of individual character and human development. Cognitive behavioural therapy approach is very useful in changing the mind-set of the individual. Cognitive behavioural Therapy has an advantage over other theories because it is flexible in meeting the needs of individuals.

Purpose of review

This study aims to: Determine the content validity of Psychology-Numerology module: numerology app, Counselling and Student Character Development Strategy for Schools, Universities and Public Employees in Malaysia based on proposition by Russell (1974). Determine the validity and appropriateness of the activities session based on suggestion by Aziz (2010).

Determine the validity of sub module: Strategy 1 introduction Psycho-Numerology; determine the validity of sub-module; Strategy 2: Psycho-Numerology and energy law; determine the validity of sub-module; Strategy 3 calculation of the inverted pyramid psycho numerology; determine the validity of sub-module; Strategy 4: evaluating Psycho-Numerology single matrix; determine the validity of sub module; Strategy 5: evaluating two atomic matrix of Psycho-Numerology; determine the validity of sub module; Strategy 6: application guidance sessions of Psycho-Numerology.

MATERIALS AND METHODS

This descriptive study is conducted quantitatively to determine the validity of the data statistics module that was carried out in the survey. According to Noah (2002), a descriptive study design aims to provide a systematic description of the facts and features of a population or an area of interest with accuracy. Konting (2004) stated that the study was a descriptive study which aims to explain a phenomenon. It is also to explore a field that has not been adequately examined. It requires no effort to control something and was not intended to test the truth of a hypothesis. The study is divided into two forms namely descriptive preliminary study (preliminary study) and the study to examine the validity of the survey module.

First study design: The first study is designed as a preliminary study that formed the literature review to identify and evaluate the best literature and theory in developing modules and establishing the activities consisted in Psycho-Numerology module. The study focused on the construction and writing of the module.

Second study design: The second study was a descriptive research survey to test the content validity of the Psycho-Numerology module. Two key variables in this study are the content validity value of the Psycho-Numerology module and the validity value of compliance strategies and Psycho-Numerology activities module. For the purpose of determining the content validity and appropriateness of the strategy and activities of this module, 22 panels of expert comprising of psychologists and counsellors from public and private sector of various educational backgrounds and institutions have assessed the validity of the content of Psycho-Numerology module.

The panel of experts have been subsequently given a questionnaire relating to the validity of Psycho-Numerology module that consists of two sections. Part A is the validity module survey based on recommendations by Russell (1974) which outlines five important criteria in the procurement of good validity for the developed module. While section B comprised of content validity questionnaire and compliance strategies and activities. The module was built by Aziz and Arip (2010) for detailed validity of the entire module and sub-module has been built. There is the entire expert panel appraisal given time to determine the validity of Psycho-Numerology module.

Study subjects: This study consisted of 22 panels of expert assessors appointed to determine the validity of the Psycho-Numerology module comprising of psychologists and counsellors from public and private sectors and from various educational backgrounds and institutions which includes public and private schools and institutions and the Social Welfare Department.

Review tool: There are two instruments used, i.e., content validity of the questionnaire survey module and the validity and appropriateness of the strategy activities module. The module was built and developed by the researcher and has six strategies covering 28 activities. The first questionnaire used the Validity Assessment Questionnaire Module by Russell (1974) and the second is a Validity Assessment Questionnaire Module based on sessions and activities (Aziz and Arip, 2010) that were distributed to a panel of experts for evaluation.

Validity Module by Russell (1974) stated that the validity of an evaluation module should have five key areas namely) the content of this module is to meet the target population; the content of this module can be implemented properly; the content of the module is compatible with the allotted time; the content of this module can increase the individual characters more effectively); the content of this module can change

individual's perception of himself to a more brilliant character. Whereas the validity according to Aziz and Arip (2010) is based on the suitability of the sessions and activities available in the Psychology Numerology Module: Application Numerology, Psychology and Counselling Strategies for Character Development of School and Universities Students and Public Employees in Malaysia which contains six strategies and 28 activities.

To obtain validity coefficient, each expert will give approval to those items that represent the strategy and sub-strategy in the questionnaire provided. Based on the expert assessment methods using external criticism, the researchers will get the content validity of the questionnaire. This method is carried out to obtain the validity coefficient which is based on the average of the mean cumulative score derived from assessments of several experts in the field (Konting, 2004; Wiersma and Jurs, 1990).

The panel of selected experts must provide feedback to a scale of approval from 0 (strongly disagree) to 10 (strongly agree). In addition, experts also need to provide feedback on the validity of the questionnaire and the appropriateness of activities with the approval of the same scale, i.e., 0 (strongly disagree) to 10 (strongly agree).

RESULTS AND DISCUSSION

Phase 1 study findings: In the first phase, the researchers managed to construct modules, sub-modules and activities based on CBT. Psycho-Numerology module development involves the development of modules and sub-modules, self-activity of six sub-module and 28 activities based on the theory of self-CBT.

Phase 2 study findings: The construction of the module is also like developing a questionnaire in which they were assessed for their validity. This module shows the validity application of internal and external experts. For this study, two methods of expert's authentication were conducted: the content validity based on suggestion by Russell (1974) with five statements about the validity of the

content of modules and the validity of the division of constructs (session/strategy) and sub-constructs (activity in the sessions) as proposed by Aziz and Arip (2010). Mohamed (2008) suggested that (6) to nine experts are required to evaluate the construct and study items.

The panel of experts were given a questionnaire relating to the validity of Psycho-Numerology module that consists of two sections. Part A is the module validity survey based on recommendations by Russell (1974) which outlines five important criteria in the procurement of good validity for a developed module. While section B is content validity questionnaire and compliance sessions and events module which was developed by Aziz and Arip (2010) for a detailed validity test of the entire module and sub module. The panel of selected experts must provide feedback with the scale of approval from 0 (strongly disagree) to 10 (strongly agree). Furthermore, experts also need to provide feedback on the validity of the questionnaire and the validity of the approved activity using the same scale, i.e., 0 (strongly disagree) to 10 (strongly agree). This expert panel assessment results have established the validity of the content modules as suggested by Russell (1974) in Table 1.

The results of content validity analysis module based on suggestions by Russell (1974) obtained a high validity value between 85.45 and 92.72%. The validity of the content for the first item in the questionnaire managed to achieve 86.81% of the expert's validity who examined the extent to which the module content Psycho-Numerology target population. As for the second item, it also managed to acquire 88.18% for the content validity test of this module whether it can be implemented properly or not. The third item of the questionnaire managed to acquire 85.45% of the validity test for the suitability of the time provided in this module. The fourth item in the questionnaire related to this module enhances the ability of the individual characters to more effectively obtain a validity of 90.00% while the last item in the questionnaire to test the validity of this module in terms of its ability to alter individual perception of the character itself better obtained a validity of 92.72%. Overall, the conditions which have been put forward by Russell (1974) has been followed properly by the researcher. The results obtained

Table 1: Expert's opinion on the validity of the content for Numerology-Psycho modules and sub-modules-based on recommendations by Russell (1974) (n = 22)

Statements	Validity (%)	Expert views
The content of this module is to meet the target population	86.81	Accepted
The content of this module can be implemented properly	88.18	Accepted
The module is compatible with the allotted time	85.45	Accepted
The content of this module can increase the individual characters more effectively	90.00	Accepted
The content of this module which can alter individual's perception of their character is brilliant	92.72	Accepted
Overall module	88.63	Accepted

showed that this module has the effect of a high content of 88.63% (0886). Panel of expert's assessment results obtained from the assessment of the suitability of the validity of the strategy and activities of the module are shown in Table 2.

Based on the results obtained; Strategy 1: Introduction Psycho-Numerology recorded the validity of 87.27% (0872). Strategy 2: Psycho-Numerology recorded 88.63% Energy Law (0886) in the achievement of validity. While for strategy 3: Calculation of the Pyramid Upside in Psycho-Numerology accounted for 87.95% (0879), Strategy 4: Evaluating matrix single Psycho-Numerology had 87.22% (0872) of validity, Strategy 5: Evaluating matrix two atom Psycho-Numerology recorded validity as high as 87.87% (0878) and Strategy 6: Application Guidance sessions

Psycho-Numerology is a whole recorded a validity of 88.63% (0886). Overall, the cumulative percentage of validity that was achieved is equivalent to 87.76% or 0877. This indicates that the Psycho-Numerology module has a high validity for each sub-module (self-activity) which is higher than 70% as outlined by Russell (1974).

The value of the highest validity is for Activity 3: Mastering Positive Energy in Psycho-Numerology namely strategy 2 and Activity 1: Principles, process and Psycho-Numerology strategy and the 6 strategies had the same validity of 89.54% 0.895. While the lowest validity is for Activity 2: Evaluating the strategy Subliminal Matrix 4, i.e., 85.00% which is equivalent to 0.850.

The findings are discussed in the two methods quantitatively and qualitatively. Quantitative methods are

Table 2: Expert's opinion on the validity of content and compliance strategies and activities module based on Aziz Arip (2010) share Psycho-Numerology module

Strategies	Activating	Total score	Validity (validity coefficient) (%)	Expert views
Strategy 1	Introduction to Psycho-Numerology	768	87.27 (0.872)	Accepted
	Activity 1:	192	87.27 (0.872)	Accepted
	What is Psycho-Numerology?			
	Definitions and concepts			
	Activity 2:	190	86.36 (0.863)	Accepted
	Psycho-Numerology principle			
	Activity 3:	194	88.18 (0.881)	Accepted
	The goal of Psycho-Numerology			
	Activity 4:	192	87.27 (0.872)	Accepted
	Psycho-Numerology based on spirituality and religiosity			
Strategy 2	Psycho-Numerology and energy law	585	88.63 (0.886)	Accepted
	Activity 1:	196	89.09 (0.890)	Accepted
	Every something is energy law			
	Activity 2:	192	87.27 (0.872)	Accepted
	Understanding the wave energy shaping character matrix			
	Activity 3:	197	89.54 (0.895)	Accepted
	Positive energy master in Psycho-Numerology			
Strategy 3	Calculation of inverted pyramid in Psycho-Numerology	1161	87.95 (0.879)	Accepted
	Activity 1:	194	88.18 (0.881)	Accepted
	Secrets of the pyramids and character creation			
	Activity 2:	196	89.09 (0.890)	Accepted
	Calculation method in pyramid Psycho-Numerology			
	Activity 3:	194	88.18 (0.881)	Accepted
	Understanding the composite of mother and father in personal character building matrix			
	Activity 4:	192	87.27 (0.872)	Accepted
	Concurrent assessment of end of life matrix			
	Activity 5:	190	86.36 (0.863)	Accepted
Strategy 4	Self-assessment of character's personality matrix			
	Activity 6:	195	88.63 (0.886)	Accepted
	Assessment of male and female responsibility matrix			
	Evaluating single matrix Psycho-Numerology	1727	87.22 (0.872)	Accepted
	Activity 1:	195	88.63 (0.886)	Accepted
	Self-assessed character matrix			
	Activity 2:	187	85.00 (0.850)	Accepted
	Assessing subliminal matrix assesses matrix			

Table 2: Continue

Strategies	Activating	Total score	Validity (validity coefficient) (%)	Expert views
Strategy 5	Activity 3: Matrices to assess introverted behaviour	190	86.36 (0.863)	Accepted
	Activity 4: Matrices to assess extrovert conduct	191	86.81 (0.868)	Accepted
	Activity 5: Hidden talents matrix	194	88.18 (0.881)	Accepted
	Activity 6: Character lost matrices	195	88.63 (0.886)	Accepted
	Activity 7: Matrix 3 assesses spirit	192	87.27 (0.872)	Accepted
	Activity 8: The number element correlation matrix	191	86.81 (0.868)	Accepted
	Activity 9: Annual cycle responsibility matrix	192	87.27 (0.872)	Accepted
	Evaluating 2 atom Psycho-Numerology strategy matrix	580	87.87 (0.878)	Accepted
	Activity 1: Assessing character 2 matrix (1-9)	194	88.18 (0.881)	Accepted
	Activity 2: Personal character analysis based on single and 2 atom matrix	193	87.72 (0.877)	Accepted
	Activity 3: Overall assessment of character and potential	193	87.72 (0.877)	Accepted
	Application guidance session Psycho-Numerology strategy	585	88.63 (0.886)	Accepted
	Activity 1: Principles, process and Psycho-Numerology strategy	197	89.54 (0.895)	Accepted
	Activity 2: Workshop sessions for Psycho-Numerology guidance	193	87.72 (0.877)	Accepted
	Activity 3: Motivation and reinforcement technique, character development in Psycho-Numerology coaching session	195	88.63 (0.886)	Accepted
	Overall activity of Psycho-Numerology module	5406	87.76 (0.877)	Accepted

the cumulative score and qualitative approaches are based on the views of experts and comments on the improvement of Psychology-Numerology module: numerology app, counselling and student character development strategy for schools, universities and civil servants in Malaysia. Table 3 describes the views and comments of the panel of expert in details for the improvement of conformity assessment sessions and activities in the Psychology-Numerology modules: numerology app, counselling and student character development strategy for schools, universities and civil Servants in Malaysia. Overall, the views and comments were positive and has helped the researcher to improve the module.

Results of the panel of expert's views and comments on the Psychology-Numerology module: numerology app, counselling and student character development strategy for schools, universities and civil servants in Malaysia are as shown in Table 3.

Table 3 shows the improvements made based on the expert's evaluation from their views and comments on the Psychology-Numerology module: numerology app, counselling and student character development strategy for schools, universities and civil servants in Malaysia based on the recommendations by Aziz and Arip (2010). From the table, it can be seen that the experts gave positive views and comments on the module in order to strengthen the Psychology-Numerology module: numerology applications, psychology and counselling as character development strategy in the future. There were also experts who did not give any comment.

Phase 3 (study findings): After going through the first phase and the second phase, the module is ready for use by the researchers in the study group. Construction module is said to be eligible and ready for use if the module is to achieve the objectives and have a good impact (Noah, 2002).

Table 3: Improvement compatibility sessions and activities carried out in Psychology-Numerology modules: numerology app, counselling and students character's development strategy for schools, universities and civil servants in Malaysia

Experts	Improvement specialist (views and comments)
1	Highly excellent module and should be developed in Malaysia
2	-
3	Good and suitable for all levels
4	Overall, this module meets in recognizing the personality and character of individuals
5	Applicable experts in government departments Malaysia
6	No comments
7	This program is very useful because I can add my knowledge to understand the characters and other characters presentation style was very quiet and easy to understand
8	Good
9	-
10	-
11	Achieved the goal to see the personality and character through this module
12	-
13	Module is clear and appropriate to look at personality
14	Psycho-Numerology studies must continue to be carried out to help people see their subconscious potential
15	Nice module
16	All content are on target
17	Good
18	Continue module
19	-
20	Overall, these modules conform to what is sought, i.e., potential
21	-
22	-

CONCLUSION

Overall, this study has successfully developed Psycho-Numerology module based on CBT theory approach and strengthened the psychological intervention, numerology and counselling into the Psycho-Numerology module. The use of theory and approach has certainly had high validity of international and national makes this module a module that is very robust. Therefore, it is appropriate if further research is carried out to test the reliability and effectiveness in the context of students, professionals and semi-professionals in Malaysia.

SUGGESTIONS

Proposal: Based on the research findings, some suggestions were made, namely; since, the high validity established on this module the experimental studies should be conducted on specific populations to see the effectiveness of this module. The intervention approach that combines counselling, psychology, metaphysics and science of numerology is a reasonable concern by counselling practitioners and researchers will study further on the appropriateness and effectiveness on the general public in Malaysia. The use of this module is extended to the entire country to help school children, university students, civil servants, individuals, teachers and those who want to see their own potential and the betterment of their character. The researcher who wants to study further on this module should get the idea and criterion validity for a further module in the aspect of validity.

IMPLICATIONS

The implication of the study centred on the theoretical and practical education in Malaysia, scientific counselling and counselling exercise programs in schools and institute of higher learning in particular. Generally, it is to provide disclosure to the public including professionals and semi-professionals about the latest approaches in counselling as a result of the construction and validity of Psycho-Numerology module which is to be used together in the aspect of personal development, character development, career, motivation, leadership, teamwork, identification of psychological characteristics and so forth. The next module combines four main approaches of metaphysical sciences, numerology and counselling and proved to have high validity based on the evaluation of the 22 panel of qualified experts. Based on the research findings, it proves that the Psycho-Numerology module is the right approach and should be brought into guidance and counselling, especially in universities, colleges, schools and government offices to enhance the development of various characteristics of human capital. The students were able to identify their character and talent that exists in them and the interpretation of the Psycho-Numerology reinforce positive character traits in them. Therefore, they will move more positively forward. Numerology emphasis on psycho-spiritual approach based on CBT in helping people make changes in their lives where the concept of multi-angle theory of CBT is integrated with the concept of numerology and metaphysical sciences. Hence, the implication of this study is to provide the theoretical and

practical modules for the Ministry of Education, the counselling and psychological sciences and its application to all those who have been previously outlined.

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