

INITIAL VALIDATION OF THE CAREER COUNSELLING SELF-EFFICACY SCALE IN MALAYSIAN PUBLIC UNIVERSITIES

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ABSTRACT---The purpose of the research is to translate The Career Counselling Self-Efficacy Scale (CCSS) from English to Malay version. There were no critical issues raised by the experts during the process of validity. The back-translation method was utilized in the translation process. The Malay version of CCSS has been pre-tested to obtain feedback for improvement. Results of the corrected item-total correlation for the sub-scale is above .25, while, results for the pilot tests conducted on the undergraduate and postgraduate students at two Public Universities in Malaysia, have reported that the validity value was ($\alpha=.85$). The Cronbach's Alpha Value of the 25 item is .98 indicating that the items were designed accordingly to the Malaysian cultural context. This study has illustrated that the counselor's training could increase the level of counselor's competence and provided.

Keywords--Career Counselling Self -Efficacy, Career Counselling, Self-Efficacy, Validity

I. INTRODUCTION

Self-efficacy can be defined as an ability of counsellor to practice knowledge and skills during counselling process. Larson et al (1992) defined self-efficacy as an individual ability to perform in certain task. Bandura (1982) (2) referred self-efficacy as to the ability of individual to complete a given task that comprises of cognitive, social, and behavioural skills. Counsellor self-efficacy scale has been used widely on counsellors in their practice such as Counselling Self-Estimate Inventory (21) and CCSS (35).

The Career Counselling Self-Efficacy Scale (35) measures the counsellor's ability in the career counselling process. The scores can be used as a guideline for counsellors to improve their ability in counselling (12, 22, 23, 37). The 25-item instrument has four main constructs which include Therapeutic Process and Alliance Skills, Vocational Assessment and Interpretation Skills, Multicultural Competency Skills and Current Trends in the World of Work, and Ethics and Career Research (35). There have been few research that utilised this instrument for evaluating the self-efficacy of counsellor (3, 29). However there are limited number of research focusing on this instrument from the trainee counsellor's perspective.

I.1 Problem Statement

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Self-efficacy has been found correlating with the types of training participated by counsellors (Board of Counsellor Malaysia, 2011). Counsellors who are actively involved in short courses possess experiences managing specific issues and length of services were among the factors that have influenced the counsellor's self-efficacy (25, 27). Counsellors who participate in the trainings that follow the guidelines of the professional body tend to carry out their functions effectively. Sharpley and Ridgway (1993) (39) found that the counsellor's attitude and the level of confidence have a strong relationship with the counsellor's skills. Therefore, it is more likely that the counsellor's skills increase when their level of confidence is high. Study conducted by (41) has found that overall self-efficacy among trainee counsellor was in the range of moderate and high level in the aspect of counselling self-efficacy. The findings have revealed that the respondents have met the minimum requirement for practicing career counselling.

Cultural context should be considered when interpreting the assessment score to avoid bias. Kim and Zabelina (2015) (17) indicated that the cultural background of the users would have an impact on the result of assessment and the standard assessment test have the tendency to measure the intelligence and basic knowledge that are based on specific cultures and groups. For example, some minority groups were lack of exposure and not familiar with the question items and some researcher had tendencies to be bias especially when the instrument uses Standard English. As a result, the findings obtained by the researcher might not represent the actual culture of the target group (26, 31, 45)

Counsellor's self-efficacy is a significant aspect to be considered to enhance counsellor's skills during their practice. Research has found that the trainings and supervisor have an impact on the self-efficacy of counselling trainers (19, 25). In addition a study conducted by Mullen, Uwamahoro, Blount, and Lambie (2015) (30) on counsellor trainee has discovered that there was a strong relationship between self-efficacy and the level of training undertaken by counsellors.

Taking into the account of these issues, there are need for researcher to translate The Career Counselling Self-Efficacy Scale to Malay Language to reduce issues of culture and validity and reliability of assessment. In addition, the assessment score can be medium for counselor to identify area of improvement in their career counseling practice.

1.2 Previous Studies

The translation process involves several activities such as pre-translation, translation, and post-translation (44). Translation is defined as "the meaning and expression in one language (source) is tuned with the meaning another (target) whether the medium is spoken, written or signed" (44). Researchers are required to conduct the translation process carefully to avoid any issues of misunderstandings and issues of authenticity and credibility (1, 6). There are some challenges that may be encountered by the translator such as cultural aspects of a society, the grammatical issues, the disadvantages of defining a term and the challenge in using the language adjustment that coincides with the target group that will use the tools (28, 42).

There are few procedures that need to be followed. Translator then need to find the expert in language and content (7). Translator should find the expert in language and content (7). Translator then translates the instrument for the target group. Then, involve other experts to translate the instrument without referring to the original

instrument. By following the right procedures, face and content validity of the instruments would be increased (8). Bonomi et al., (1996) (4) stated that the translation process is divided into five stages which include forward translations, reconciled version, back-translation, reviews, and final translation. World Health Organization, (2019) has included four level of translation which include forward translation, expert panel back-translation, pre-testing and cognitive interviewing, and final version.

Validity can be defined as a process data obtained by the researcher from the study (15). It can be divided into four categories namely the validity of the criteria, the validity of the face, the validity of the content and the constructs of the constructs (11, 14, 40). Reliability can be used to confirm whether the instrument is supposed to measure what should be measured (5, 18, 33).

1.3 Research Objectives

The objectives of this study are as follows:

- a. To identify the validity of (CCSS).
- b. To identify the reliability of (CCSS).

1.3 Translation Process

The translation process of (CCSS) e into Malay version is divided into four phases (43). The details of each process involved were as follows:Phase I: Forward Translation

At this stage, the researcher appointed the translators who were proficient in the area of translation and language. Two experts have been assigned to translate the instrument into Malay version. Permission has been granted by the owner of the instrument for the translation purpose.

Phase II: Expert Panel

At this stage, three experts with extensive experiences in counselling, language, psychology, and assessment were appointed to review and comment on the language, words usage and format. All comments and feedback were considered to improve the instrument's translation process. The experts would finalize the instrument. The final revised instrument would be submitted to other translators who have experiences in the area of counselling and language.

Phase III: Back Translation

At this stage, the updated version of the instruments would be submitted to other translators. Two translators were appointed for this exercise. The criteria of the appointed translators include lectures with vast experiences in teaching career counselling courses and language expert. Both of translator completed their doctorate study in the United States of America and Australia. The role of the translator was to translate the Malay version of (CCSS) into English language. In the blind translation process, the translators translate the Malay version instrument into English language without referring to the original version of the instrument. The final version of instrument would be reviewed by the team prior to testing on the target group.

Phase IV: Pre-testing and cognitive interviewing

The instruments were distributed to few groups for the pre-testing purpose. Cognitive interviews were conducted during the translation process with the groups to obtain their feedbacks and comments on the final

version of the instrument. The feedbacks were pertinent for the improvement process before the instruments can be used for the research purpose.

II. METHOD

The rationale of the study is to translate (CCSS) and to determine its validity and reliability through running a pilot study. As mentioned by the World Health Organization (2019) the translation process involves four stages which include forward translation, expert panel, back translation, pre-testing and cognitive interviewing. Researcher has utilized the World Health Organization (2019) guideline to translate the instrument for this study. The researcher has employed four translators with expertise in the area of career counselling and assessment and high competencies in English and Malay language. The experts should be well versed in counselling or assessment to provide feedback for the enhancement of the existing assessment (34). The researcher has selected two groups of counselling undergraduate and post graduate students from local universities to participate in the pilot study.

CCSS consists of 25 items that measures four domains including Therapeutic Process and Alliance Skills, Vocational Assessment and Interpretation Skills, Multicultural Competency Skills and Current Trends in the World of Work, Ethics and Career Research. The analysis process involves translation process, validity, and reliability determination.

II.1 Participants

The researcher has selected two groups of counselling undergraduate and postgraduate students from public universities to participate in the pilot study. There are 26 male students and 82 female students involved in this research. Meanwhile, 67 of the participants are the undergraduate students and 47 of them study at the postgraduate level. 108 students have filled in the Google form survey provided by the researcher.

II.2 Procedure

Out of 108 participants only 107 participants' responses were analysed. These participants were required to fill in (CCSS) via Google form. The researcher has selected these participants based on the reasons that they have completed the two main career counselling courses required by the Malaysian Board of Counsellor. Their participants in the study were considered as consensus to involve in the study on voluntarily basis.

III. RESULTS

There are 25 males and 82 females were the respondents of the study. Majority respondents were in the range of 23 to 24 years old. 62.6% participants were counselling undergraduate students meanwhile 37.4% were from the post graduate level. The validity coefficient of (CCSS) is ($\alpha=.85$). The expert validation score were validated (Table A1).

Table A1: Validity of The Career Counselling Self-Efficacy Scale.

Experts	Percent	Validity Coefficient
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Expert I	80%	.80
Expert II	76%	.76
Expert III	100%	1
Total	85%	.85

While the reliability value of The Career Counselling Self Efficacy Scale is ($\alpha = .98$). Results have shown that the Cronbach's Alpha for the four sub-scales were relatively high. The Cronbach's Alpha value for the Therapeutic Process and Alliance Skills Subscale is $\alpha = .95$. In addition, the Cronbach's Alpha value for the Vocational Assessment and Interpretation Skills subscale is $\alpha = .94$. The Cronbach's Alpha value for the Multicultural Competency Skills subscale is $\alpha = .91$. Finally, the Cronbach's Alpha value for the Current Trend in the World of Work, Ethics, and Career Research subscale is $\alpha = .84$. Based on the results of the study, the Cronbach's Alpha values is higher than $\alpha = .75$ recorded in the study by Fraenkel, Wallen, and Hyun (2012). The Cronbach's Alpha value of each sub scale is generally high and illustrated in Table A2.

Table A2: Corrected Item-Total Correction and Reliability Value for each construct

Sub Scale	Item	Correlated Item- Total Correlation	Means	Cronbach's Alpha
Therapeutic Process and Alliance Skills	2	.85	22.567	.95
	3	.85		
	5	.76		
	8	.85		
	13	.80		
	16	.84		
	21	.83		
	22	.89		
Vocational Assessment and Interpretation Skills	2	.79	22.287	.94
	1	.77		
	6	.76		
	7	.88		
	12	.73		
	17	.85		
18	.86			

	4	.68		
Multicultural	9	.80		
Competency	10	.77	22.286	.91
Skills	15	.74		
	19	.87		
	20	.83		
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Current Trends in				
the World of	11	.77		
Work, Ethics,	14	.72	11.038	.84
and Career	24	.75		
Research				
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	* Cronbach's Alpha= .98	Cronbach's Alpha Based on Standardized Item= .98		
		N of items= 25		

IV. DISCUSSION

Based on the results, the corrected item-total correlation for the Therapeutic Process and Alliance Skills, Vocational Assessment and Interpretation Skills, Multicultural Competency Skills, and Multicultural Competency Skills Subscales are above .25. Correlation values more than 0.25 indicate that items in the (CCSS) are good and acceptable according to correlation value suggested by Cohen (1988) (9). The correlation value for therapeutic process and alliance skills subscale is ($r > .80$) except for item 25 which is ($r > .786$). Meanwhile, the correlation value of the vocational assessment and interpretation skills sub-scale is more than ($r > .770$) and the correlation value for Multicultural competency skills sub-scale is more than ($r > .739$). The item correlation value for the Current Trends in the World of Work, Ethics, and Career Research Subscale sub-scale is more than ($r > .721$).

Based on the results of the study, the Cronbach's Alpha value of the (CCSS) is higher than the previous studies, $\alpha = .97$ (35) and $\alpha = .88$ (20). The reliability value generated from this study has met the Cronbach's Alpha value recommended by (36) and (13). It indicated that (CCSS) is reliable to be used in the Malaysian Context.

The results of the study might be due to certain contributing factors. Curriculum design that is endorsed by the (Board of Counsellor (Malaysia) (2015) plays a huge role in impacting students to perform their tasks as counselling practitioners. There are two compulsory career counselling courses that focus on career counselling theory and career development in counselling. These two courses are among the required courses set by the (Board of Counsellor Malaysia, 2011, 2015). Moreover, the counselling curriculum in Malaysia is inspired by the Council for Accreditation of Counseling and Related Educational Programs (2015). Ikonopoulou, Vela, Smith, and Dell'Aquila, (2016) (16) found that efficacy of trainees' counselors through training from programs recognized by professional bodies such as the Council Accreditation of Counseling and Related Education Programs (CACREP) was at the satisfactory level (10).

IV.1 Implication and suggestions

There are few implications of the research to the counselors in training or practitioners. The Malay version of (CCSS) can be used to assess student's capability to practice career counselling before they enroll for the Internship. Meanwhile, for the counselling practitioners, the Malay version of the Scale can be utilized to measure their capability to provide career counselling in maintaining the quality of services provided to the client (38). The counsellors who are aware of their level of competency can identify programs or trainings that help increase their knowledge and skills in career counselling (32). According to the Social Cognitive Career Theory, the integration between self-efficacy and the outcome of counselling activities would boost the counsellor's competency (24, 46). Lastly, it is pertinent for the university to benefit the use of this Scale to upgrade the curriculum of the counselling program so it will remain relevant. It is recommended that the researcher utilize the Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) in the future study to identify appropriate items.

V. CONCLUSION

The translation of (CCSS) would benefit the career counselling practice. It would decrease the language barrier issue when the career counsellor uses it with the client. Through the Malay version of Scale, counsellor might be able to identify constructs that are more appropriately used in various career counselling setting.

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