

The Modification of Counsellor Performance Inventory in Malaysian Context

Aqilah Yusoff¹, Nor Mazlina Ghazali², Azzahrah Anuar³, Wan Marzuki Wan Jaafar⁴, Edris Aden⁵, Anis Nurshafiqah Azhar⁶, Sim Chia Wei⁷

^{1,2,3,5,6,7}Universiti Malaysia Sarawak

⁴Universiti Putra Malaysia

Email: aqilahyusoff.ay@gmail.com¹, gnmazlina@unimas.my², azzahrah@unimas.my³, wanmarzuki@upm.edu.my⁴, aedris@unimas.my⁵, anishafiqah.azhar@gmail.com⁶, simchiawei@gmail.com⁷

Abstract: *Research questionnaires are not always translated appropriately before they are used in new temporal, cultural or linguistic settings. Thus, the results based on such instruments may therefore not accurately reflect what they are supposed to measure. Gjersing et al., (2010). Research has shown that there were only a few literatures in counselling supervision that had been investigated, said Wan Marzuki Wan Jaafar (2011). This study aims to modify the Counsellor Performance Inventory (CPI) by Iannelli (2000) into Malaysian context. The original dimensions on CPI cover the following things: Counselling Skills, Counselling Knowledge and Interpersonal Relationship. This research is a research development aims to modify the original inventory into Malaysian context that considerate of the cultural and ethical practices and added a new dimension known as Professionalism and Ethical Practices. This paper was intended to explain the modification process involved in this study according to Stewart et al., (2012) recommended the researcher to include the reports of: 1) Features of the original measure that required modification; 2) Source of information on the basis for modifications; 3) Specific type of modification made; and 4) How the modified measure was tested for psychometric adequacy and results. Additionally, by implemented the modification on the instrument, it will get the gaps closer and measure what it's supposedly to be measure.*

Keywords: *(Modification of Counsellor Performance Inventory; Counselling Skills (19 items); Counselling Knowledge (17 items); Interpersonal Relationship (14 items); Professionalism and Ethical Practices (8 items))*

1. INTRODUCTION

In western countries, counselling profession has evolved over the past few decades. Specifically in counselling competencies, researches have examined the assessment in last of the past 76 years. (e.g., Aronson, 1953; Hill & O'Brien, 1999; Porter 1943a, 1943b; Seeman, 1949; Urbani et al., 2002). In the early of 1940's the assessment within the counselling profession started with assessing a counsellor's verbal responses. The purpose of the study was focused on which techniques were useful and effective in counselling (Porter, 1943a). With that first assessment instrument, researchers started to provide an initial foundation to assess counselling competencies. A second trend in 1960's reported that the assessment was started to focus on counsellor's facilitative conditions (Hill, 1990). The example of the facilitative conditions trend included; being empathy, unconditional positive regards and

genuineness (Rogers, 1957). Rogers also stated that, these three element were very important and define as essential components of facilitation clients' change.

During the 1970's, the counselling assessment returned to focus on the assessment of verbal response modes used by the counsellors (Hill, 1990). Most recently, within the last 20 years, assessment in counselling has evolved to encompass verbal response modes, nonverbal behaviors, and facilitative conditions (Erikson & McAuliffe, 2003; Hill & O'Brien, 1999; Urbani et al., 2002). Even though some of the focused area during the trend have been shifted, but the major focused area in counselling competency was remain to study the counselling skills.

1.1 Counselling in Malaysia

Guidance counselling had been rooted in Malaysia since 1968an and University of Malaya (UM) started offer first Master of Education in Guidance and Counselling in 1976 (Salim & Jaladin, 2005), University Kebangsaan Malaysia (UKM) also started providing course for psychology counselling in 1979 and followed by University Putra Malaysia (UPM) in 1980 (Kementerian Pengajian Tinggi Malaysia, 2011). Since then, more and more Local University such as University Pendidikan Sultan Idris (UPSI), University Malaya (UM), University Teknologi Malaysia (UTM), University Utara Malaysia (UUM), University Malaysia Sabah (UMS), University Sains Malaysia (USM), University Malaysia Terengganu (UMT), International Islamic University Malaysia (IIUM/UIAM) and University Sains Islam Malaysia (USIM) provides courses of guidance and counselling and today, there are various of different level of counselling education courses provided from Diploma, Degree, Master, PHD in Malaysia. From the trend, it is obvious to notices that the growth and awareness on important of counselling rose up significantly and at the same times, it can be interprets as the needs of counselling getting more and more demands compare to previous. This statement further supported by Azizah Othman and Siti Salina Abdullah (2015).

In short, due to rapid-growing of counsellor education courses in Malaysia to prepare more professional counsellors to suit the demands, it required the trainee counsellors, counsellor trainees or practicum counsellors to demonstrate a good competencies beyond theoretical and factual content in providing counselling services (Wan Marzuki Wan Jaafar, 2011). Counselling is all about learning oriented process and occurs in interactive relationships with the aims of helping others people and in can be harmful to other or clients if the counsellor did not have the competency in performance. Therefore, in this aspects, counsellor performance is the most important factors to be focus and to ensure the excellent services provided and it should be evaluated properly (Wan Marzuki Wan Jaafar (2011), Iannelli (2000), Loesch (1998) and Myrick, et.al, (1971). Besides that, Loesch (1998) also mentioned that through assessment of performance, the best counsellor will be produced and as mentioned in Kerl, Garcia, McCullough and Maxwell (2002), counsellor educators need to evaluate trainee counsellor to ensure the qualification of professionally accepted standards of practice. Therefore, the development of proper and suitable assessment of performance is the main objective of this study

2. LITERATURE REVIEW (COUNSELLOR PERFORMANCE INVENTORY)

The Counsellor Performance Inventory (CPI) was developed by Iannelli (2000). It is consists of 41 items used to measure trainee counsellor performance. The study conducted at first to

study and test the self-efficacy theory by using structural equation modelling statistical procedures to examine the relationship between Counsellor Self-Efficacy (CSE) and Counsellor Performance with the uses of Counselling Outcome expectations (COE) as mediator. In the literature, the research of Iannelli (2000) shows that counsellor's counselling self-efficacy was a robust predictor of their performance and the results shows that only tenets of self-efficacy theory can be applied to the domain of counselling. There are three sub-scales in the Counsellor Performance Inventory which are counselling skills, counselling knowledge and interpersonal relationship are measured in this instrument. Besides that, the measure is based on supervisor rating as supervisor can provides more professional feedback in counselling performance rather than self-report or client rating. In addition, five point Likert scale used in this instrument whereby it ranging from (1) Disagree Strongly to (5) Agree Strongly.

In sub-scales "Counselling skills", there are 14 items in this sub-scale, e.g., the counsellor accurately reflects the client's feelings. and the reliability value for this sub-scales was $\alpha = 0.93$; for sub-scales "Counselling knowledge", there are 14 items in this sub-scales, e.g., the counsellor displays sufficient knowledge of personality development) and the reliability value for this sub-scale was $\alpha = .92$; lastly, for sub-scales "interpersonal relationship", there are 13 items in this sub-scales, e.g., the counsellor maintaining appropriate therapeutic boundaries in sessions. The reliability value for this sub-scales was $\alpha = .92$. The label on the scoring by grade obtain from Wan Marzuki Wan Jaafar (2011) in his research, the final scoring for the instrument is calculated by adding up the scores obtained, whereby the higher the score indicated high performance in counselling. The results of the scores can be categories into 3 rank which started from (41-82) represent low performance, (83 – 164) represent moderate performance and (165-205) represent high performance (Wan Marzuki Wan Jaafar, 2011). Based on the previous study by Wan Marzuki Wan Jaafar in 2011, the internal consistency coefficient alpha of CPI is $\alpha = 0.95$. The scores is the indicator of the counsellor's performance as it is the result reflect to counsellor's competencies based on CPI Wan Marzuki Wan Jaafar (2011).

2.1 Development/Modification of Instruments: Summary of Previous Research.

Steward et al., (2012) had mention that there are 3-level classification of instrument modification systems which are; minor, moderate and substantial modification. In this study, it is involved the moderate modification process. Moderate modifications may change the meaning of the items but in small, subtle ways. There are many examples such as splitting a single item into two, changes in item wording, changing the order of item presentation, and changing the mode of administration from self-administration to interactive voice. Steward et al., (2012). There are some of previous research that also involved in the classification moderate modification. One of the example is from Fongwa and colleagues conducted a field test of a modified patient satisfaction questionnaire in a sample of African Americans and whites and reported results of extensive psychometric analysis (Fongwa, Hays, Gutierrez, & Stewart, 2006). During the modification process, they had added a few new items and revise some of the words to fits with the target sample of their study. The process involved the researchers to have a deep look into a multicultural perspectives in order to modify the instrument. Hence, the new items in M-CPI were also generated by looking at multicultural perspective of people living in Malaysia. It is included their culture, religious belief, emotional trades and also the influence of significant others in life. Azizah Othman and Siti Salina Abdullah (2015)

Ideally, one would evaluate the adequacy of the original and the modified measure in the new sample (Hays, Hahn, & Marshall, 2002), but this requires administering the original measure and the modified items. To allow for this possibility, Steward et al., (2013) suggested that researchers do not drop any items and instead add new or modified items to the established measure. Thus, it also been supported by Aroian, Hough, Templin, & Kaskiri, (2008) and Hays et al., (2002) mention that, only in this way will it be possible to compare the original and modified measures. For example, Gonzalez and colleagues (1995) analyzed the construct validity of their modified Visual Analogue Pain scale in relation to the original Visual Analogue Pain scale for Hispanics recruited from several U.S. communities; the correlation of the modified scale and the original was 0.72, and the modified scale had less missing data (6% compared to 24%) (González, Stewart, Ritter, & Lorig, 1995). In this study, the original version of CPI have been used in two recent study in Malaysia by Wan Marzuki Wan Jaafar (2011) reported a high and reliable alpha value which is $\alpha = .95$. Thus, it was followed by Nor Mazlina Ghazali (2015) and also reported a high alpha value $\alpha = .97$. This result from the original CPI will be compared to the result obtain later in M-CPI. There are several other examples of the benefits of comparing the original and modified measures in the same study (Aroian et al., 2008; Kazis et al., 2004; Tucker et al., 1998). However, including both old and new versions in the same study may not be practical and can introduce context effects. Steward el al., (2012)

Steward et al., (2012) also mentioned that investigators should also consider how they might assess the validity of the modified measure. One approach is to conduct validity tests to parallel those done with the original measure, thus administration of the same indicators of validity used with the original measure is necessary. The expectation is that the modified measure is an improvement over the original measure in the new context or population (Hays et al., 2002). Hence, the validity of M-CPI later will be compared with the validity of original CPI from the previous studies in Malaysia

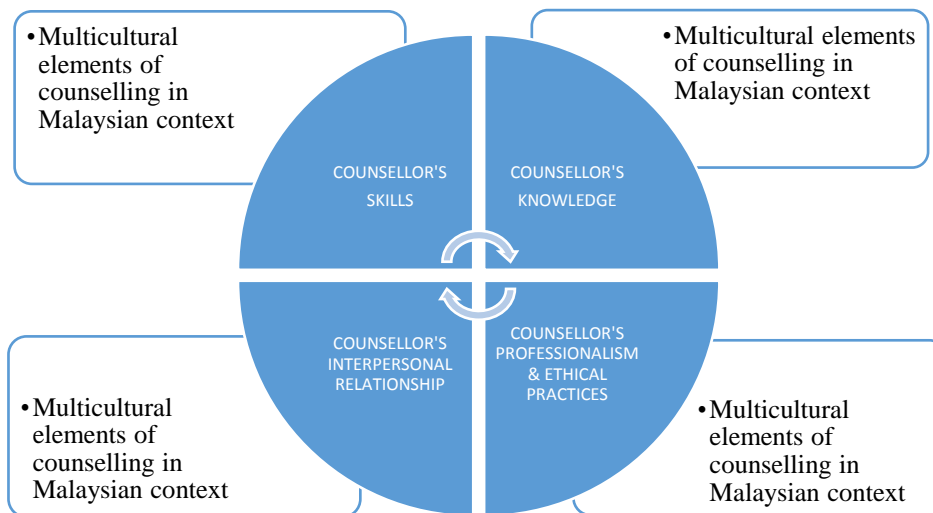


Figure 1. Conceptual Framework of Modification of Counsellor Performance Inventory (M-CPI)

Note: Multicultural elements of counselling in Malaysian context are religious beliefs, emotions, traits, help-seeking and language.

2.2 *Conceptual Framework*

The above figure showed conceptual framework of modification of Counsellor Performance Inventory (M-CPI). From the figure, there are present of four main domain which are (1) Counsellor's Skills, (2) Counsellor's Knowledge and (3) Counsellor's Interpersonal Relationship and (4) Counsellor's Professionalism and Ethical Practices. The first three main domain in M-CPI are from the original version of CPI by Iannelli (2000). In addition the forth domain is the new added element regarding Counsellor's Professionalism and Ethical Practices in M-CPI to measure counsellor's performance. In short, this new domain added in M-CPI was basically generated from Code of Ethics and Counsellor Competency Framework (2016). Stated that counsellor with ethic and professionalism practices is one of the most important element as a competent counsellor.

Thus, this addition was also being supported by six experts during the interview session on initial steps of developing the idea of M-CPI. Furthermore, all the novice/ training counsellor that wish to be registered counsellor under Board of Counsellor (Malaysia) have to pass the professionals and ethical requirement from the Universities that has been ruled by Board of Counsellor (Malaysia). Within the literature, all of domains in this M-CPI has been added with the new generated items based on multicultural perspective of people living in Malaysia. Basically, the pools of new items was based on the previous study from Azizah Othman and Siti Salina Abdullah (2015) regarding the current trends and practice with Malays listed few important factors such as religious belief, emotions, traits, help-seeking and language. Furthermore, the experts suggestion was also been taken to develops the items. Hence, all the items in M-CPI has been reviewed and revised by the experts in this profession to assure that the M-CPI is reliable and valid to be used in Malaysian setting. After all, the M-CPI concluded to have 4 subscales: Counsellor's Skills (19 items), Counsellor's Knowledge (17 items), Counsellor's Interpersonal Relationship (14 items) & new subscale which is Counsellor's Professionalism and Ethical Practices has (8 items).

3. METHODOLOGY/MATERIALS

Publishing papers that include modified measures, Stewart et al., (2012) recommended the researcher to include the reports of: 1) Features of the original measure that required modification; 2) Source of information on the basis for modifications; 3) Specific type of modification made; and 4) How the modified measure was tested for psychometric adequacy and results.

3.1 *Features of the original measure that required modification*

Authorization was first requested from the main author which is Professor Richard Iannelli, the author of Counsellor Performance Inventory (CPI) in the year of (2000). By acknowledge him the permission to modify the original CPI to suit the Malaysia's context, the researcher also stated the reasons for considering this modification.

As cited by Stewart et al., (2012), there are a lot of reasons why investigator might consider modifying a measure of an instrument. The most common reason is that the population group(s) are differs from the original measure. While in this study, the concern of racial/ethnic or generational differences might adversely affect the meaning, reliability or validity of the original measure. Thus, from the finding of the literature review, new content

of interest was found related to a counsellor performance and among it are “Cultures and Values” which supported by a study conducted in 2015 in Malaysia, title “Counselling in Malaysia: Trends and Practices with the Malays” and “Counsellor’s Professional and Ethical Practices” which found in a framework of a counsellor competency by Ridley, Charles, Mollen, Debra and Kelly (2011). Therefore, the element of cultures and values of Malaysian’s and the Counsellor’s Professional and Ethical Practices will be implemented in the new modify version of CPI.

3.2 Source of information on the basis for modification

A first step before conducting a cross-cultural adaptation/modification process is to assess if there is the same relationship between the questionnaire and underlying concept in both the original and target setting. Reichenheim, (2007) & Herdman, (2007). Thus, this criteria meet the needs for conducting a modification of CPI in Malaysia’s context. One of the assessment to check the performance is the counsellor’s performance inventory that has been developed by Iannelli (2000). It’s contains there main domain which are Counselling Skills (14 items), Application of Counselling Knowledge (14 items) and Interpersonal Relationship (13 items). However, due to different culture and lifestyles between western and this country, we are unable to fully adopt this assessment and its need to be modified with our cultural values and practices.

Initially the idea of this study has been made up from the consideration of the study by Azizah Othman and Siti Salina Abdullah (2015) on the topic of Current Trends and Practice with Malays that suit to fill in the cultural gaps. Furthermore, the Code of Ethics and Counsellor Competency Framework (2016) has been used as the basic guideline for professionalism and ethical practices. By taking this evidence to an experts in counselling field, all of them agreed that the cultural and ethical element are the concern for instrument modification in Malaysian context. Thus, the following steps in this study will continue to explore in the suggested area by bringing it into deeper and proper process of instrument modification.

As been cited above, a recent study had been conducted in Malaysia to study on the current trends and practice with Malays by Azizah Othman and Siti Salina Abdullah (2015). Based on that study, there are few factors pinpointed down to be consider when study counselling in Malaysia and among them are religious beliefs, emotions, traits, help-seeking and language. All of this elements will be studied and used to develop a new items of counsellor’s performance inventory. Together with that, the attention on counsellor’s professionalism and ethical practices will also be highlighted in the modification process. Board of Counsellors (Malaysia) is very strict in taking care of this profession and it is mandatory for all practicing counsellor to be registered with the Board under the Counsellors Act 1998 [Act 580]. The main responsibility of the Lembaga Kaunselor is to oversee and regulate counselling services in Malaysia. During the interview process, the professionalism and ethical practices as a counsellor will be asked by the interviewer from Board of Counsellors (Malaysia). Thus, it is a solid reason to include the counsellor professionalism and ethical practices element in the M-CPI. The Code of Ethics and Counsellor Competency Framework (2016) will be the guideline format to assess the information.

Previously, there were a studies in Malaysia that used the original CPI has been conducted by Wan Marzuki Wan Jaafar (2000) to access the counselling performance among trainee counsellor and the results showed a high reliability of $\alpha = .95$. Therefore, another research

done by Nor Mazlina Ghazali (2015) to study the influences of supervisory relationship and supervision contextual factors on supervision outcomes among trainee counsellor in Malaysia. The results from the study showed a high reliability of $\alpha = .97$. These previous research are reliable to use on taking the evidence to develop and modified the counsellor performance inventory that suit Malaysian context.

Hence, the studies that using the original CPI has been conducted with high result on its reliability, but there was no study was taken to modify the instrument. Therefore, this study are going to modify the instrument and bring it through the right procedure of instrument modification. So that, it is more appropriate to evaluate Malaysian counsellor's performance.

3.3 Specific type of modification made

Moving into the third steps (3) Specific type of modification made, this steps also include creating a pool of potential instrument items intended to illustrate the content areas to be measured. Springer, Abell, and Huston (2002). The potential items are compiled from various article and instrument developed before such as CECB-Short, CCCI-R, CCS-R and Journal. Organizing Framework of Types of Possible Modifications presented by Steward et al. (2012) classified there types of modifications: content, context and format. Hence, this study involved content modification which are: Adding dimension, new items and modify items.

Note: The items are presented below (Result and Findings)

3.4 How the modified measure was tested for psychometric adequacy and results.

The instrument of M-CPI in Malaysian context will undergoes content validation process by six experts in counselling field. Once the feasibility and pertinence of using M-CPI was ascertained, two experts translation from Linguistic Studied will be requested to confirm the accuracy of the translation process. In term of reliability, a pilot rest according to Hertzog (2008) for this study will be carried out to 25-40 participants. The participants involve in this study are the supervisors (site and academic) for a counselling students that undergrowth the internship process. While, the total number estimated for real sample consisted of 316 counselling students from 3 local Universities in Malaysia. According Tabachnick & Fidell (2013) the scale of sample size of 300 which indicate a good number for sampling size.

In developing the M-CPI, the researcher assessed the psychometric properties of the instrument. The researcher explored the relevance of validity in four areas: (a) face validity, (b) criterion-related validity, (c) construct validity, and (d) content validity. Additionally, the researcher assessed the degree of reliability of the M-CPI. The analysis of the data involved various statistical procedures that were conducted through the utilization of *Statistical Package for Social Science* (SPSS) software package for Windows version 25.0 (2008).

Table 1. Calculation of sample size in each University based on the formula.

Name of University	Sampling Proportion/ $\frac{Ni}{N}$	Sample Size/ $n * \frac{Ni}{N}$
UM	$\frac{94}{316}$	$300 * \frac{94}{316} = 89.2 \approx 89$
UNIMAS	$\frac{178}{316}$	$300 * \frac{178}{316} = 168.9 \approx 169$

UUM	$\frac{44}{316}$	$300 * \frac{44}{316} = 41.7 \approx 42$
Total	$\frac{316}{316}$	300

4. RESULTS AND FINDINGS

Table 2. Sub-scales 1: Counsellor’s Skills

Sub-scales 1 (Counsellor’s Skills), in the original version, this sub-scale (skills) contains 14 items. Thus, during the modification, 1 of the original item had been modified by separated the item’s content while 4 new items had been added in.	
Modify items	<p>On item No 8: “The counsellor engages himself appropriately in making the interpretation and confrontation in the session”.</p> <p>The content of the items has been separated into two: “The counsellor engages himself appropriately in making the interpretation in the session” and “The counsellor engages himself appropriately in making the confrontation in the session”. As cited, this item has been separated because it’s contains of two different skills which are interpretation and confrontation. By making it separately, supervisors will be clearly recognizes these skills in a different scores. (Steward et al., 2012)</p>
Add items	<p>There are a total of 4 new items added into sub-scales 1 (Counsellor’s Skills) and make the total items for this sub-scales increases to 18 and all four new items are generated and derived from journal, CECB-Short and Counsellor Competency Scales instrument.</p> <ol style="list-style-type: none"> 1) “The counsellor is able to show a good practice in using the silence technique during the session”. On this new item, the important skills that want to be highlighted is- dealing with silence. 2) “The counsellor can guide client in expressing his/her true feelings without being influenced by external factors. For example: Family members, religious and cultural influences.” 3) “Counsellor attempts to perceive the presenting problem within the context of the client’s cultural experience, values and/or lifestyle.” 4) “The counsellor may openly discuss with the client how the views of others can assist the settlement of the problems faced by the client. For example: opinion of Ustaz, shaman and psychiatric.”

Table 3. Sub-scales 2: Counsellor’s Knowledge

Sub-scales 2 (Counsellor’s Knowledge), the original items has been remain with 3 new items applies in this subscales. The items were developed from the study on the current trends and practice with Malays by Azizah Othman and Siti Salina Abdullah (2015) on the basis on multicultural perspectives.	
Add Item	<ol style="list-style-type: none"> 1) “The counsellor shows basic understanding of multi religion.” 2) “The counsellor is able to show respect to client’s religion” 3) “The counsellor may openly discuss about religious topics with client.”

Table 4. Sub-scales 3: Counsellor’s Interpersonal Relationship

Sub-scales 3 (Counsellor’s Interpersonal Relationship) will be added 1 new item that derived from Counsellor Rating Form (CRF) and this increase the total number of items in this sub-scales to 14.	
Add Item	1) “The counsellor shows characteristics of being warm, sociable, socially bold, and humble when dealing with client”

Table 5. Sub-scales 4: Counsellor’s Professionalism and Ethical Practices

Sub-scales 4 (Counsellor’s Professional and Ethical Practices). All of the 8 items generated based on Counselling Competency Framework (2016).	
Add Item	<p>1) “The counsellor is able to respect on client’s autonomy.”</p> <p>2) “The counsellor is able to detect situation that needs guidance from supervisor or other professional support when comes to self-limitation.”</p> <p>3) “The counsellor prepared an effective treatment plan/strategies before handling the case as a preparation to avoid doing or bringing harm to his/her clients”</p> <p>4) “The counsellor protect and respect the client’s right and confidentiality when in the session”</p> <p>5) “The counsellor shows a good conduct and adhere to the Code of Ethics of Board of Counsellor (Malaysia).”</p> <p>6) “The counsellor is able to provide counselling report according the guideline from Board of Counsellors (Malaysia).”</p> <p>7) “The counsellor is able to give fair provision of counselling services to his/her client”</p> <p>8) “The counsellor is able to gain trust from his/her client and maintain the therapeutic relationship.”</p>

4.1 Content Validation

In content validation process, 6 experts in counselling field has been assign to rate all of the 58-items in the M-CPI. Together with the instrument, the experts has been provided with the conceptual paper of Modification of Counsellor Performance Inventory in Malaysian context. As shown in Table 6, all of the sub-scales indicates a good result from the experts.

Table 6 . Content Validation by experts

Variables	Content Validation Value
Counsellor’s Skills	0.87 (87%)
Counsellor’s Knowledge	0.93 (93%)
Counsellor’s Interpersonal Relationship	0.83 (83%)
Counsellor’s Professional and Ethical Practices	0.92 (92%)

5. CONCLUSION

The study is significantly importance and it act as the very first steps in increasing more local-based assessment in accessing counsellor performance in counselling. The modification of CPI showed that there is still some differences between western approaches in Local context. As stated there are some of important elements to be highlighted when comes to Malaysian context which are: Religious belief, emotions, traits, help-seeking and language. Azizah Othman and Siti Salina Abdullah, (2015). Therefore, it proved that there is still cultural differences and value differences between Western and Malaysian context are true and it should be taking into consideration when applying them in Malaysian context. With the modification of CPI, it can be the very first local-based tools in measuring counsellor performance and be applied in measuring counsellor performance across Malaysia especially in the field of supervision and education of trainee counsellors.

Note: Click the link to view all the items developed in first phase of M-CPI; https://docs.google.com/forms/d/148wGQ_ooZChUa1FhdNLzodQ7tq24osi4rDOiFMH5XQ4/edit

Note: Or direct refer to the journal written by developer of Counsellor Performance Inventory (CPI) refer to this; A structural equation modelling of the relationship between counselling self-efficacy, counselling outcome expectations, and counsellor performance. Iannelli (2000)

6. REFERENCES (APA)

- [1] Aroian, K. J., Hough, E.S., Templin, T. N., and Kaskiri, E. A. (2008) Development and psychometric evaluation of an Arab version of the Family Peer Relationship Questionnaire. *Research in Nursing and Health*, 31:402–416. [PubMed: 18389498]
- [2] Aronson, M. A. (1953). A study of the relationships between certain counsellor and client characteristics in client-centered therapy. In W. U. Snyder (Ed.), *Report of a Program of Research in Psychotherapy*, 39-54.
- [3] Othman, A., and Abdullah, S. S. (2015). Counselling in Malaysia: Trends and practice with the Malays. *International Journal of Business and Applied Social Science*, 1(1), 1 – 10.
- [4] Bandura, A., (1977). Self-efficacy: Toward a theory of behavioural change. *Psychological Review* 84(2), 191-215.
- [5] Board of Counselor. (2011). *Code of Ethics*: Kuala Lumpur: Publishers of Malaysian Board of Counselor
- [6] Counsellor Act 1998 (Act 580) and Regulations. (1998). Kuala Lumpur: Law Revision Commissioner of Malaysia in Collaboration with the Malaysian National Printing Bhd.
- [7] Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.
- [8] Eriksen, K., and McAuliffe, G. (2003). A measure of counselor competency. *Counselor Education and Supervision*, 43(2), 120-133.
- [9] Gonzalez, V. M., Stewart, A., Ritter, P. L., and Lorig, K. (1995). Translation and validation of arthritis outcome measures into Spanish. *Arthritis and Rheumatism* 38, 1429–1446. [PubMed: 7575693]
- [10] Green, M., and Piel, J. A. (2009). *Theories of human development: A comparative approach* (2nd ed.). Prentice-Hall.

- [11] Hays, R. D., Hahn, H., and Marshall, G. (2002) Use of the SF-36 and other health-related quality of life measures to assess persons with disabilities. *Archives of Physical Medicine and Rehabilitation*, 83, S4–S9. [PubMed: 12474166]
- [12] Hertzog, M. A. (2008). Considerations in determining sample size for pilot studies. *Research in Nursing & Health*, 31, 180–191
- [13] Hill, C. E. (1990). Exploratory in-session process research in individual psychotherapy: A review. *Journal of Consulting and Clinical Psychology*, 58(3), 288-294.
- [14] Hill, C. E., and O'Brien, K. M. (1999). *Helping skills: Facilitating exploration, insight, and action*. Washington, D. C.: American Psychological Association.
- [15] Iannelli, R. J. (2000). A structural equation modelling of the relationship between counselling self-efficacy, counselling outcome expectations, and counsellor performance. Retrieved from Digital Dissertation. (AAT 9988728)
- [16] Institute of Guidance Counsellors. (2013). *Guidance counselling: Core competencies and professional practice*. Institute of Guidance Counsellors.
- [17] Kazis, L. E., Miller, D. R., Clark, J. A., Skinner, K. M., Lee, A., Ren, X. S., and Ware, J. E. (2004). Improving the response choices on the veterans SF-36 health survey role functioning scales: Results from the Veterans Health Study. *Journal of Ambulatory Care Management*, 27, 263–280. [PubMed] [Google Scholar]
- [18] Kementerian Pengajian Tinggi Malaysia. (2011). *Hala tuju bidang kaunseling di Malaysia*. Serdang, Selangor: Universiti Putra Malaysia.
- [19] Kerl, S. B., Garcia, J. L., McCullough, S. and Maxwell, M. E. (2002). Systematic evaluation of professional performance: Legally supported procedure and process. *Counsellor Education and Supervision*, 41, 321-332.
- [20] Loesch, L.C. (1988). Assessment of counsellor performance. Retrieved from ERIC Digest. (ED388886)
- [21] Myrick, R., and Kelly, F. D. (1971). A scale for evaluating practicum students in counselling and supervision. *Counsellor Education and Supervision*, 10, 330-336.
- [22] Ghazali, N. M. (2015). Influence of supervisory relationships and supervision contextual factors on supervision outcomes among trainee counsellors. University Putra Malaysia, Pahang, Malaysia.
- [23] Nunnally, J. C., and Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York, NY: McGraw-Hill.
- [24] Muhammad Noah, S., and Ahmad, J. (2005). *Pembinaan modul: Bagaimana membina modul latihan dan modul akademik*. Serdang: Universiti Putra Malaysia.
- [25] Porter, E. H. (1943a). The development and evaluation of a measure of counselling interview procedures. Part I: The development. *Educational and Psychological Measurement*, 3, 105-126.
- [26] Ridley, Charles, R., Mollen, D., and Kelly, S. M. (2011). *Beyond Microskills: Toward a Model of Counselling Competence*. The *Counselling Psychologist*, 1-40. Sage Publications
- [27] Salim, S. and Jaladin, R. A. M. (2005). Development of Counselling Services in Malaysia. In Zafar Afaq Ansari, Noraini M. Noor and Amber Haque (Eds.), *Contemporary Issues in Malaysian Psychology* (p. 237-264). Singapore: Thomson.
- [28] Seeman, J. (1949). A study of the process of nondirective therapy. *Journal of Consulting Psychology*, 13(3), 157-168.
- [29] Springer, D. W., Abell, N., and Hudson, W. W. (2002). Creating and validation rapid assessment instruments for practice and research: Part 1. *Research on Social Work Practice*, 12(3), 408–439.
- [30] Stevens, J. P. (2002). *Applied multivariate statistics for the social sciences* (4th ed.). Hillsdale, NJ : Erlbaum.

- [31] Stewart, A. L., Thrasher, A. D., Goldberg, J., and Shea, J. A. (2012). A framework for understanding modifications to measures for diverse populations. *Journal of aging and health*, 24(6), 992–1017. doi:10.1177/0898264312440321
- [32] Tabachnick, B. G., and Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). USA: Pearson.
- [33] Tucker, K. L., Bianchi, L. A., Maras, J., and Bermudez, O. I. (1998) Adaptation of a food frequency questionnaire to assess diets of Puerto Rican and non-Hispanic adults. *American Journal of Epidemiology*, 148, 507–518. [PubMed: 9737563]
- [34] Urbani, S., Smith, M. R., Maddux, C. D., Smaby, M. H., Torres-Rivera, E., and Crews, J. (2002). Counselor preparation: Skill-based training and counselling self-efficacy. *Counselor Education and Supervision*, 42(2), 92-106.
- [35] Wan Jaafar, W. M. (2011). The counselling performance among trainee counsellor in Malaysia. *Procedia-Social and Behavioural Sciences*, 30, 512-516.