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RELIABILITY AND VALIDITY OF MALAYSIA COUNSELLOR PERFORMANCE INDICATOR (M-CPI): THE COUNSELLOR VERSION

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ABSTRACT
This study was conducted to research the appropriate components to measure the performance of counsellors in Malaysia. This instrument is built in the form of self-rating. It makes it easier for counsellors to evaluate their own performance and ability over time. This is important to ensure that counsellors can carry out their duties well in looking after and helping the client's welfare, maintaining the quality and professionalism of the career as well as the individual counsellor himself. The study is one of the rare ones found in Malaysia. In this study, a mixed method was used, namely (i) qualitative and (ii) quantitative approach. Data was obtained from 216 registered counsellors under the Malaysia Board of Counsellor using a stratified random sampling technique. The findings obtained by using Rasch Analysis, shows that this developed indicator has a high reliability value which is (.84) for person reliability and (.85) for item reliability. To know more closely, the components involved in this M-CPI consists of nine (9) constructs which are knowledge (theoretical and knowledge transfer), skills (case management, practical skills and academic /professional writing), interpersonal relationship & interaction, cultural & religiosity, professional roles and expertise, ethics and legality, attitudes and personality, referral (supervision), and articulate philosophy of profession. The findings from the scree plot also show that nine (9) constructs are suitable to be developed for M-CPI, also supported by the significant KMO value. (.000). Therefore, this proves that the components of the M-CPI are suitable and can be used to measure the performance of counsellors in Malaysia.

Keywords: *Malaysia-Counsellor Performance Indicator (M-CPI), Mixed Method, Reliability, Validity, Rasch Analysis.*

1.0 Introduction

Developing and maintaining counsellor competence has been a pivotal issue in counsellor education and supervision since counselling was considered to be a profession (Swank & Lambie, 2012; Tate, Bloom, Tassara, & Caperton, 2014). A low therapeutic relationship causes low performance and will indirectly influence their work with the clients. Hence, measuring the performance and competency objectively becomes more pertinent because it optimises the quality of counselling services. There have been various attempts to measure the true construct of counsellor competence (e.g., Hughes, 2014; Swank, Lambie, & Witta, 2012; Urbani, Smith et al., 2002). Those attempts also tried to involve diverse perspectives around counsellor competence in more comprehensive ways. However, a recent review of counsellor competence (Aqilah et al., 2020) there is no standardize instrument used to measure counsellor performance in Malaysia.

The gold standard for ensuring counsellors have an acceptable and sustainable level of competence is generally achieved through objective measurement of a counsellor's competency by an experienced assessor, clinical supervision, continued targeted professional development, and positive outcomes with clients. However, in routine clinical practice, the most usual and most readily available method of quality control on a daily basis is self-assessment.

Research has shown that therapists are often inaccurate in their estimations of their level of competence. Less competent therapists have been reported to overrate their level of competence when their own ratings were compared to ratings made by objective observers (Brosan, Reynolds, and Moore 2008). One of the reasons, it is suggested, is that less competent counsellors often "don't know what they don't know" (Bennett-Levy and Beedie 2007; McManus, Rakovshik, Kennerley, Fennell, and Westbrook 2012, p. 301). On rare occasions it has been found that more competent counsellors underestimate their abilities by comparison with supervisor ratings (McManus et al. 2012). Generally, however, counsellors tend to have an overly positive view of their own abilities (Walfish, McAlister, O'Donnell, and Lambert 2012), which may com- promise the standard of practice among the counsellor's workforce (Brosan et al. 2008).

Since research shows problems with counsellors' self-assessment, the purpose of this study is to assist with improving self-assessment, by developing an instrument that can be answered independently by the counsellor. This is the first thing that has been done in Malaysia since previously there was no self-assessment that could be used to evaluate the performance of counsellors in this country developed locally.

1.1 Research Objective:

a. To investigate the reliability of Malaysia-Counsellor Performance Indicator (M-CPI), the counsellors' version to measure the performance of counsellors.
b. To investigate the validity of Malaysia-Counsellor Performance Indicator (M-CPI), the counsellors' version to measure the performance of counsellors.

1.2 Research Question:

a. Is it possible for the Malaysia-Counsellor Performance Indicator (M-CPI) counsellors' version, to obtain the required reliability value for a good development instrument?

b. Is it possible for the Malaysia-Counsellor Performance Indicator (M-CPI) counsellors' version, to obtain the required validity value for a good development instrument?

1.3 Research Hypothesis:

H_{01}: The Malaysia-Counsellor Performance Indicator (M-CPI) in Counsellors' Version is able to achieve the minimum requirement value for reliability index.

H_{02}: The Malaysia-Counsellor Performance Indicator (M-CPI) in Counsellor's Version is able to achieve the minimum requirement value for validity index.

2.0 Literature Review:

2.1 Key Features of Self-Assessment and Professional Development Competencies

Definition of self-assessment

Self-assessment of competence is the practice of validly assessing one's professional competencies in an area of practice, with the purpose of determining competency strengths and weaknesses (Kaslow et al. 2007; Kaslow et al. 2009). Following self- assessment, counsellors should identify their competency limitations, make plans to improve these competencies by engaging in appropriate professional development study, supervision/consultation, and deliberate practice (Ericsson, 2009), and monitor progress toward their competency goals (Belar et al. 2001;

Caverzagie, Shea, and Kogan 2008; Kaslow et al. 2007; Kaslow et al. 2009). This paper recommend the following methods of self-assessment which is developed starting with the need assessment include process such as (i) gather evidence, (ii) analyse evidence, (iii) brainstorm contributing factors, (iv) get to a root cause, and (v) determine next steps for improvement (Department of Education, Connecticut State, 2022).

2.2 Need Assessment Analysis

Need Assessment Analysis can be defined as referring to the gap or discrepancy between present state (what is) and desired state (what should be). The gap is providing the latest information requirement of components that has been investigated (Office of Migrant Education, 2001). Need assessment is focused on targeted respondents or participants that enable them to answer the questions. From there, researchers obtained solid information that was important to develop the indicator.

The need assessment includes processes such as (i) gather evidence, (ii) analyse evidence, (iii) brainstorm contributing factors, (iv) get to a root cause, and (v) determine next steps for improvement (Department of Education, Connecticut State, 2022). Gather evidence involves quantitative and qualitative approaches and data from this step will integrate in providing impact to the process. Step two is analysing the evidence related to investigation of data that was obtained at step one. Researcher is deconstructing information related to the data. From there, researchers found the root causes of challenges in particular topics that have been investigated. In the third step researcher uses the perspectives, biases and assumptions in analysing the data that is gained. Data that obtained from need assessment used to construct detailed items of indicator. The fourth step is to get to a root cause which discovers the visible and invisible context of measuring the performance for counsellors and the last step is describing an improvement strategy. This step requires researchers to assess and analyse the data that obtained from quantitative and qualitative approaches.

Figure 1: Need Assessment (Source: Department of Education, Connecticut State, 2022)

Through need assessment analysis the constructs and items of indicator have been discovered. Questionnaires answered by counsellors and interviews with supervisors of the counsellors are enabled to provide solid information on the construction of this indicator. As has been explained, this instrument has gone through the process of analysing the needs that should be evaluated before the items in the M-CPI are tested for reliability and validity.

2.3 Common Obstacles to Self-Assessment and Professional Development Practice and Methods to Overcome Them

There are many obstacles to a counsellor assessing his or her competence in an effective way. This paper describes some common obstacles and methods to overcome them.

Recording therapy sessions

One of the key methods for assessing one's own competence is the use of recorded therapy sessions (Kogan 2018). However, both counsellor and clients may show reluctance to being recorded – and for similar reasons: fear of negative evaluation. Counsellors may be reluctant to expose their "mistakes" to supervisors. Self-reflective practice may be helpful to determine what thoughts and ideas are getting in the way. Clients may be apprehensive about how the recording may be used in the future, or they may fear negative evaluation from observers (this might be particularly true for Malaysian clients as the counselling sessions are not so common in the society). In order to overcome client apprehension, the counsellors could:

1. develop a system that will ensure the confidentiality of recordings (e.g., by keeping physical copies in a locked filing cabinet and digital copies in a password- protected environment, and by ensuring that only authorised individuals can obtain access to them);
2. generate an official information and consent form outlining the specific purpose and uses of the recording, as well as the procedure in place for maintaining confidentiality.
3. assure the client that the aim of the recording is to assess the counsellor, not the client;
4. direct the recording device away from the client onto him- or herself, to diminish fear of negative evaluation from viewers;
5. offer the client a choice between audio only and video recording, as the former may be seen as less threatening.

In addition to these modifications, the counsellor especially for novice and trainee may also offer to give the child or adolescent (in specific case) – and maybe the parent(s) if they are actively involved in therapy – a copy of the recorded session, so that they may listen to it again, if they wish. Adult clients are reported to find this beneficial, particularly as they do not recall everything said in a session (Shepherd, Salkovskis, and Morris 2019).

Accessing supervision

It can be difficult for counsellors to obtain supervision from a clinical expert in their area of practice; this may be due to a lack of experts, geographical distance from them, and costs associated with obtaining expert consultation. Therefore, counsellors may not always be able to make use of supervision to assist with their self-assessment and professional development choices. In the previous survey, although there was a senior counsellor who supervised the counsellors under him, the supervision process did not run smoothly. The things meant are such as (i) supervisors do not use standard methods when supervising. Most supervisors only use their own methods that are open. (ii) No special room or place is provided. It often happens that supervisors will come and comment openly in areas that involve other individuals. (iii) No specific time limit and stipulations are determined for the supervision session in one period/term. However, the situation is different with supervision at the university level. Most counselling students have a specific supervisor and have a special supervision schedule. however, one area that still needs to be improved is by using a standard instrument such as the MCPI to measure counsellor performance.

Accessing training

Once the counsellor has assessed his or her own level of competence and has identified the nature of the training required, a possible obstacle to obtaining this training is its inaccessibility due to geographical distance from face-to-face workshops (Weingardt, Villafranca, and Levin 2006). Recently some training programs have been made accessible online, especially with research to date demonstrating promising results (e.gBennett-Levy, Hawkins, Perry, Cromarty, and Mills 2018; Kobak, Craske, Rose, and Wolitsky-Taylor 2019). Malaysia board of Counsellors also offerving a lot of training programmes that can be joined physically and via social conference. By having training programs online, counsellors may be more likely to obtain the training that will help them to meet their self-assessed learning needs. However, research also suggests that, in order for training to be more effective, follow-up reflective practice (Bennett-Levy and Padesky 2014) and consultation (Beidas, Edmonds, Marcus and Kendall 2012) are prime requirements.

3.0 Methodology/Materials

3.1 Population & Sample

Population of the study was registered counsellors in Malaysia. In the first phase of study, researchers have obtained information from the need assessment questions and interviews. There are approximately 8000 registered counsellors in Malaysia. This study has obtained data from 216 respondents responding to the questionnaire and eight (8) registered counsellors for the interviews. Sample was derived from the proportionate stratification method to determine the sampling fractions that correspond to different strata. Stratified random sampling is used to determine the required sample size from the target population in this study because the sampling technique is suitable for the population that consists of a number of subgroups and status and also for the research that requires small simple size only. Randomly stratification sampling gives equal chance to everyone in the population to select as sample (Ary, Jacobs & Sorensen, 2009). In a proportionate stratified method, the sample size of each stratum is proportionate to the population size of the stratum (Hayes, 2020). In this study, researchers have chosen samples based on the alphabetical order name of counsellors.

The following formula was used to determine the sample size for different strata.

Sample Size, n *N1/N

3.2 Instrumentation

3.2.1 Need Assessment Questions

The component of need assessment comprises six (6) indicators such as knowledge, skills, interpersonal relationship, interaction, multicultural and religiosity as well as ethics and professionalism. These indicators have been determined based on the western measurement of performance which is the Counsellor Performance Inventory (CPI) developed by Iannelli (2000). It is also important for this indicator to be designed based on the Malaysian context in terms of multicultural and religiosity as well as ethics and professionalism (Aqilah Yusoff and Nor Mazlina

Ghazali, 2020). According to Azizah Othman and Siti Salina Abdullah (2015), cultural aspects are one of the current trends and best practices especially for Malays.

3.4.3 Interview

Eight (8) participants who are the experts in the area have been interviewed in the study. Interview protocol has been developed and aligned with the need assessment question. Researchers also required participants to answer the need of Malaysia-Counsellor Performance (M-CPI). Protocol interview covers six (6) questions as follows: (1) What are the components that are required in measuring the counsellor's performance in your organisation? (2) What are the components or mechanisms to measure the counsellor's performance? (3) Explain details on the components? (4) Do you think the components are sufficient for measuring the counsellor's performance? (5) From your point of view, can the components of measurement be improved? Who do you think should answer the performance indicator? Supervisor/superior or counsellors herself (self-rating)? and (6) If there is one indicator to measure the counsellor's performance, do you think you will use it to measure your staff performance?

4.0 Results and Findings

Malaysia-Counsellor Performance Indicator (M-CPI) is developed based on a self-assessment indicator. The assessment is built for counsellors to evaluate their own performance and use it as a benchmark to repair existing deficiencies, get a discussion with the supervisor and to ensure that the counsellor's skills and knowledge are at a good level to conduct counselling sessions. The M-CPI: Supervisor Version consists of nine (9) constructs which are knowledge (theoretical and knowledge transfer), skills (case management, practical skills and academic/professional writing), interpersonal relationship & interaction, cultural & religiosity, professional roles and expertise, ethics and legality, attitudes and personality, referral (supervision), and articulate philosophy of profession. The indicator used Likert-scale. Means the supervisor has to rate using a scale of 1 to 5 where 1(Poor), 2 (Unsatisfactory), 3 (Satisfactory), 4 (Very Satisfactory) and 5 (Outstanding).

4.1 Descriptive Analysis

Table 1: Demographic Result

Demographics	Frequency	%
Gender		
Male	57	21.5
Female	159	78.5
Total	**216**	**100**
Race		
Malay	139	65.5
Chinese	32	20.5
Indian	15	3.5
Others	30	10.5
Total	**216**	**100**
Service Location		
Government	23	20.0
Private Sector	46	5.5
University	147	74.5

Total	**216**	**100**

The total number of respondents in this study was 216 participants who evaluated the counsellors under their respective supervision. From the results obtained show that, out of 216 respondents, 159 are female while 57 respondents are male. For race, 139 are Malay, 32 are Chinese, 30 are labelled as others and 15 are Indian. For service location, from 216 respondents, 147 are the trainee counsellors from universities in Malaysia, 23 of them working in the government sector and only 46 of them working in the private sector.

4.2 Reliability and Validity Result

The result of the reliability analysis of M-CPI reported as below:

Table 2: Reliability Table

Reliability Result

	Input	**Measured**	**True SD**	**SEPARATION**	**RELIABILITY**
Person	216	216	67	2.28	.84
Item	69	69	.38	2.37	.85

The reliability result as shown in the table above was obtained by Rasch Analysis and concluded that there are two reliability results provided which are (i) for person reliability and (ii) item reliability. The person reliability showed that the result is good (.84) for 216 people measured and also for item reliability which is (.85) for 69 items measured. Both considered as high and good results of reliability.

Table 3: Reliability Result for Construct: Knowledge

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.700	.699	8

From the Table 3 above it stated that the result for the first construct of M-CPI which is Knowledge reported to has an acceptable reliability result. A Cronbach's Alpha (.69) shows that this construct is reliable to be used to measure the knowledge in counsellor performance.

Table 4: The Cronbach's Alpha if Item Deleted (Knowledge)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
K1	25.54	4.613	.069	.224	.732

K2	25.54	4.183	.311	.188	.687
K3	25.55	3.607	.638	.566	.616
K4	25.68	3.912	.423	.418	.663
K5	25.66	3.719	.476	.481	.650
K6	25.61	3.895	.458	.344	.656
K7	25.78	3.706	.488	.283	.647
K8	25.91	3.968	.292	.242	.697

The result from Table 4 above concluded that almost all the items in this construct should remain as all the items have lower results for Cronbach's Alpha if the item is deleted. However, the first item which is item K1 on the table above showed that, by deleting the item will increase the Alpha value to (.732)

Table 5: Reliability Result for Construct: Skills

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.803	11

From the Table 5 above it stated that the result for the second construct of M-CPI which is Skills reported to has a good value of reliability result. A Cronbach's Alpha (.80) shows that this construct is reliable to be used to measure the knowledge in counsellor performance.

Table 6: The Cronbach's Alpha if Item Deleted (Skills)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
S1	36.73	9.354	.431	.313	.786
S2	36.74	9.534	.341	.227	.794
S3	36.73	9.029	.555	.401	.774
S4	36.69	9.508	.423	.290	.787
S5	36.77	9.060	.519	.381	.777
S6	36.87	9.398	.360	.226	.793
S7	36.66	9.451	.476	.311	.783
S8	36.97	8.836	.414	.255	.790
S9	36.83	8.889	.490	.336	.780
S10	36.92	8.458	.557	.484	.771
S11	36.91	8.691	.504	.415	.778

The result from Table 6 above concluded that from eleventh (11) items listed, concluded that there all the items in this construct should remain as all the items have lower result for Cronbach's Alpha if item deleted.

Table 7: Reliability Result for Construct: Interpersonal relationship

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.875	.875	12

From the Table 7 above it stated that the result for the third construct of M-CPI which is Interpersonal Relationship reported to have an excellent value of reliability result. As mentioned by Cicchetti (1994) 0.75 and above is considered as an excellent result. A Cronbach's Alpha (.87) shows that this construct is reliable and excellent to be used to measure the interpersonal relationship in counsellor performance.

Table 8: The Cronbach's Alpha if Item Deleted (Interpersonal Relationship)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
IR1	41.59	11.698	.496	.319	.869
IR2	41.61	11.933	.388	.261	.875
IR3	41.59	11.545	.538	.402	.866
IR4	41.66	11.078	.622	.482	.861
IR5	41.55	11.541	.582	.391	.864
IR6	41.57	11.184	.664	.576	.859
IR7	41.55	11.674	.527	.374	.867
IR8	41.58	11.460	.541	.440	.866
IR9	41.60	11.130	.601	.517	.862
IR10	41.65	10.974	.603	.534	.862
IR11	41.56	11.492	.588	.408	.864
IR12	41.63	10.981	.631	.545	.860

The result from Table 8 above concluded that from twelve (12) items listed, concluded that there all the items in this construct should remain as all the items have lower result for Cronbach's Alpha if item deleted.

Table 9: Reliability Result for Construct: Multicultural

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.786	.790	7

From the Table 9 above it stated that the result for the fourth construct of M-CPI which is Multicultural is reported to have a good and excellent value of reliability result. A Cronbach's Alpha (.79) shows that this construct is reliable to be used to measure the multicultural element in counsellor performance.

Table 10: The Cronbach's Alpha if Item Deleted (Multicultural)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
M1	22.26	4.347	.432	.239	.774
M2	22.22	4.047	.582	.424	.745
M3	22.15	4.289	.542	.330	.755
M4	22.18	4.184	.575	.372	.749
M5	22.21	3.968	.584	.424	.744
M6	22.20	4.474	.390	.198	.780
M7	22.47	3.753	.518	.296	.763

The result from Table 10 above concluded that from seventh (7) items listed, concluded that all items are good to remain as.

Table 11: Reliability Result for Construct: Professional Roles and Expertise

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.816	.815	11

From the Table 11 above it stated that the result for the fifth construct of M-CPI which is Professional Roles and Expertise reported to have a very good value of reliability result. A Cronbach's Alpha (.81) shows that this construct is reliable to be used to measure the professional roles and expertise element in counsellor performance.

Table 12: The Cronbach's Alpha if Item Deleted (Professional Roles and Expertise)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PRE1	37.33	9.161	.578	.402	.792
PRE2	37.31	9.384	.539	.314	.796
PRE3	37.52	8.452	.599	.457	.788
PRE4	37.42	8.551	.619	.490	.786
PRE5	37.23	9.988	.411	.234	.807

PRE6	37.22	9.933	.435	.470	.806
PRE7	37.28	9.761	.429	.328	.806
PRE8	37.31	10.014	.324	.337	.814
PRE9	37.34	9.220	.516	.375	.797
PRE10	37.33	9.313	.479	.322	.801
PRE11	37.42	9.614	.364	.167	.813

From the Table 12 above it stated that the result for the fourth construct of M-CPI which is Multicultural is reported to have a good and excellent value of reliability result. A Cronbach's Alpha (81) shows that this construct and all the items are reliable to be used to measure the multicultural element in counsellor performance.

Table 13: Reliability Result for Construct: Ethic and Legality

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.697	.698	4

From the Table 13 above it stated that the result for the sixth construct of M-CPI which is Ethic and Legality reported to have a good value of reliability result. A Cronbach's Alpha (.69) shows that this construct is questionable and should be studied in detail about improving the construct or the items inside before using it to measure the ethic and legality element in counsellor performance.

Table 14: The Cronbach's Alpha if Item Deleted (Ethic and Legality)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
EL1	10.86	1.501	.487	.243	.630
EL2	10.93	1.473	.482	.239	.632
EL3	10.97	1.430	.475	.230	.637
EL4	11.00	1.392	.482	.239	.632

The result from Table 14 above concluded that from four (4) items listed, all the items in this construct should remain as all the items have lower result for Cronbach's Alpha if item deleted. However, the reliability value for this construct is questionable and should be studied in detail.

Table 15: Reliability Result for Construct: Attitude and Professionalism

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.736	.737	7

From the Table15 above it stated that the result for the seventh construct of M-CPI which is Attitude and Professionalism reported to have a good value of reliability result. A Cronbach's Alpha (.73) shows that this construct is reliable to be used to measure the attitude and professionalism element in counsellor performance.

Table 16: The Cronbach's Alpha if Item Deleted (Attitude and Professionalism)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
AP1	22.76	2.823	.465	.241	.703
AP2	22.75	2.991	.432	.248	.710
AP3	22.74	2.845	.531	.443	.685
AP4	22.69	3.040	.445	.247	.706
AP5	22.64	3.218	.391	.324	.718
AP6	22.73	2.974	.448	.291	.706
AP7	22.70	3.084	.437	.213	.708

The result from Table16 above concluded that from seven (7) items listed, all the items in this construct should remain as all the items have lower result for Cronbach's Alpha if item deleted.

Table 17: Reliability Result for Construct: Referral

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.582	.578	5

From the Table 17 above it stated that the result for eight constructs of M-CPI which is Referral reported to has only a fair value of reliability result. A Cronbach's Alpha (.57) shows that this construct is questionable and should be studied in detail before using it to measure the referral element in counsellor performance.

Table 18: The Cronbach's Alpha if Item Deleted (Referral)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
R1	14.99	1.603	.327	.136	.534
R2	14.85	1.766	.264	.134	.565
R3	14.88	1.809	.229	.138	.582
R4	14.90	1.468	.407	.199	.485
R5	14.88	1.493	.476	.276	.448

The result from Table 18 above concluded that from five (5) items listed, one (1) item should be removed from the construct. Item R3 shows that, by removing the item, it will increase the alpha value to (.58) of total Cronbach's alpha value for this construct.

Table 19: Reliability Result for Construct: Articulate Philosophy of Profession

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.690	.690	4

From the Table 19 above it stated that the result for nine constructs of M-CPI which is Articulate Philosophy of Profession reported to have a fair value of reliability result. A Cronbach's Alpha (.69) shows that this construct is questionable and should be studied in detail before using it to measure the articulate philosophy of profession in counsellor performance.

Table 20: The Cronbach's Alpha if Item Deleted (Articulate Philosophy of Profession)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
APP1	11.11	1.237	.492	.251	.614
APP2	11.05	1.433	.417	.182	.660
APP3	11.12	1.257	.496	.256	.611
APP4	11.05	1.328	.492	.245	.615

The result from Table 20 above concluded that from four (4) items listed, all the items in this construct should remain as all the items have lower result for Cronbach's Alpha if item deleted. However, the reliability value for this construct is questionable and should be studied in detail.

4.3 Scree Plot

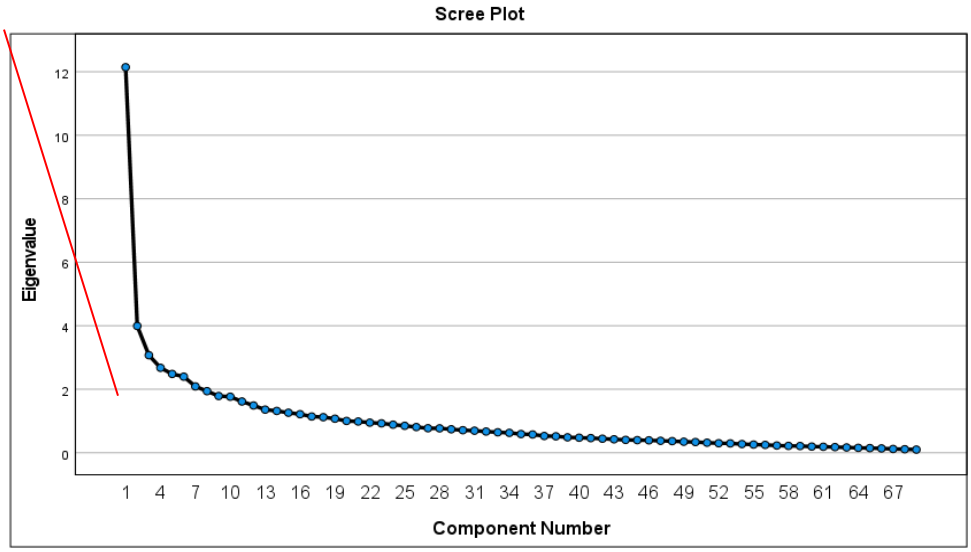

Figure 2: Scree Plot

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.767
Bartlett's Test of Sphericity	Approx. Chi-Square	4954.150
	df	1830
	Sig.	.000

From the figure 2 above, the scree plot shows that the line of the eigenvalues of factors is suited with the construct that has been built up for this instrument which is nine (9) constructs. A scree plot always displays the eigenvalues in a downward curve, (Alex, 2017) ordering the eigenvalues from the largest to smallest. According to the figure of scree plot above, the eigenvalues seem to level off at nine (9) components and should be retained as significant. Thus, the KMO and Bartlett's test also provide a significant result which is the KMO value over 0.5. This result show that the KMO value is .767 which is a very good result. In conclusion, all the components or constructs in this M-CPI are good to remain, however a few constructs with low value of reliability should be studied in details of improving the items and the reliability of the constructs.

In summary, need assessment analysis has become the best practice to determine the components of the new indicator such as M-CPI. The process of need assessment involved two approaches such as using survey and interview. Main component that found out in this need assessment analysis are (i) knowledge (theoretical and knowledge transfer) (ii) skills (case management, practical skills and academic/professional writing), (iii) interpersonal relationship & interaction (iv) cultural & religiosity (v) professional roles and expertise (vi) ethics and legality (vii) attitudes and personality (viii) referral and (ix) articulate philosophy of profession.

At the second phase researcher has conducted the interviewed with eight (8) participants and the result showed there are few component such as knowledge (theoretical and knowledge transfer), skills (case management, practical skills and academic/professional writing), interpersonal relationship & interaction, ethics and legality, cultural and religiosity and professionalism.
The results from the tables presented above show that M-CPI is a reliable and valid indicator to measure counsellors' performance. Therefore, this also shows that M-CPI can be used to bridge the gap in the constraints of counselling in Malaysia. In addition to being used as a self-test for counsellors to measure their performance, the M-CPI can also be used to improve weaknesses in the knowledge and skills required as a counsellor.

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